

Iowa State Board of Education

Executive Summary

July 16, 2025

Agenda Item: Grand View University Educator Preparation Program Approval Report

State Board Goal: 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 chapter 281 – 79.

Presenter(s): Amy Mayer, Education Program Consultant
Bureau of Community Colleges

Attachment(s): One

Recommendation: It is recommended that the State Board provide full approval for teacher and social work preparation programs until their next approval, scheduled for 2031-2032, and approval for professional school counseling through August 2026.

Background: Grand View University in Des Moines, Iowa offers traditional teacher, school social work and professional school counseling preparation programs. The Grand View University education unit has provided evidence that teacher preparation and social work programs comply with Iowa Administrative Code chapter 281 – 79. The Professional School Counseling program provided evidence of compliance through summer 2026, at which time the program will have taught out all previously admitted candidates. All programs have demonstrated compliance with the Bureau of Educational Examiners requirements for each endorsement offered through the institution.



Department of Education

Educator Preparation Program Approval Report

Grand View University

Site Visit: September 15-18, 2024

Presented to the Iowa State Board of Education: July 16, 2025

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State of Iowa

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 Dr. Michele Swanson, University of Northern Iowa
 Dr. Carrie Thonstad, Northwestern College

Recommendation to the Board

Program	Recommendation
Teacher Preparation Program	Full Approval
School Social Work Program	Full Approval
Professional School Counseling Program	Sunset and Teach Out

Grand View University Program Representatives

Dr. Jaclyn Easter, Associate Professor of Education and Department Chair
 Dr. Patty Williams, Provost and Vice President for Academic Affairs
 Leah Cole, Education Field Experience and Assessment Coordinator
 Dr. Diana O'Leary, Assistant Professor of Education
 Katy Severe, Professor of Practice in Education
 Katie Gisler, Structured Literacy Tutor Coordinator
 Dr. Cathy Beck-Cross, Master of Social Work Program Director
 Dr. Alyssa Caldbeck, Master of Social Work Field Experience Coordinator

Executive Summary

Recommendation

It is recommended that the Iowa State Board of Education (State Board) grant full approval for Grand View University's (GVU) teacher preparation and school social work programs. Upon review and ensuring continued compliance until 2026, the educator quality team recognizes GVU's plan to sunset and teach out the candidates who were registered in the professional school counseling program. It is recommended that the state board provide approve the professional school counseling program until August 2026 with a condition that no new candidates be admitted.

GVU's education unit has demonstrated compliance with state requirements for offering high-quality preparation programs. They effectively addressed initial concerns or presented detailed plans for resolution in the coming months including a clear timeline and strategy. The unit responded promptly and devised an action plan to implement recommendations.

It is important to note that recommendations are intended solely for the program's continuous enhancement and often surpass basic standards, there is no immediate action necessary beyond a thoughtful response. Concerns will be revisited annually over the next three years following program approval. Additionally, the recommendations and concerns identified in this review will be reevaluated during the subsequent site visit cycle as part of our commitment to continuous improvement.

Governance and Resources Standard

The Governance and Resources standard is considered met.

GVU received commendation for its education department chair's effective leadership and the department's commitment to continuous improvement through data-driven improvement to its school social work curriculum. Key enhancements included new coursework, test preparation and a strengthened skills lab to better support student readiness for internships. During the review, evaluators identified inconsistency in faculty advising responsibilities. In response, the unit revised its advising load distribution to ensure greater equity.

The review also highlighted concerns regarding uneven resource allocation and insufficient administrative and structural support for critical leadership and coordination roles within the department. Roles identified as under-supported included the graduate coordinator, assessment coordinator, field experience coordinator, professional school counseling chair, and the administrative assistant. Additionally, the department chair was found to be overseeing all program levels without a corresponding load adjustment. To resolve these concerns GVU restructured role responsibilities and clarified teaching load reductions and release time. Notably, the assessment and field experience coordinators were granted specific teaching reductions and flexible summer assignments, while the graduate coordinator received a four-credit annual release. The department chair's duties were distributed across three defined areas, accompanied by an 18-credit load through spring 2026, subject to future review.

Diversity Standard

The Diversity standard is considered met.

The program's use of the Framework for Cultural Responsiveness Competencies Alignment and strong faculty participation in professional development through the Center for Excellence in Teaching and Learning was recognized. The integration of the Intercultural Diversity Inventory was commended for fostering reflective and responsive dialogue with candidates.

Voluntary faculty engagement in diversity-related professional learning was noted, but it was recommended the program implement more structured, ongoing strategies. In response, the unit expanded opportunities for collective learning, such as book discussions and training on diversity standards and updated its assessment map to reflect these changes. To ensure sustainability, the unit assigned key initiatives to specific roles and outlined multiple ongoing strategies to support a diverse student body in the school social work program.

No concerns were identified in the Diversity standard.

Faculty Standard

The Faculty standard is considered met.

GVU demonstrates a strong culture of collaboration and commitment to professional development, with cooperative efforts occurring regularly within the unit, across academic departments and in partnership with schools. While a faculty evaluation plan was in place, there was a need to improve communication with adjunct faculty regarding evaluation expectations. In response, the unit implemented an annual communication protocol to ensure that all faculty, including adjuncts, are fully informed. Additionally, the administrative assistant's role was formally expanded to include tracking compliance with the 40-hour recency requirement, ensuring greater consistency in meeting institutional standards.

To improve operational alignment and faculty support, the unit clarified the field experience coordinator's responsibilities to better reflect actual duties. Workload adjustments were made through reassigned time and co-teaching arrangements, and formal support structures were established for faculty using the Tevera assessment system. Furthermore, instances were identified in which faculty were teaching outside their documented areas of expertise. The unit addressed these concerns by reassigning courses where necessary, documenting relevant qualifications and implementing plans for faculty to gain appropriate experience aligned with their teaching assignments. These actions reflect GVU's ongoing commitment to academic quality and faculty accountability.

Assessment Standard

The Assessment standard is considered met.

The teacher education program at GVU maintains strong internal communication practices, including monthly professional learning community meetings and consistent weekly email updates to ensure alignment on assessment expectations. The school social work program stands out for its exemplary use of assessment data to drive continuous improvement, incorporating feedback from students, clinical evaluations, site supervisors and advisory committees to inform program enhancements.

To strengthen assessment infrastructure, the unit formally confirmed that the field experience coordinator also serves as the assessment coordinator, updating internal documentation to reflect this dual role. In response to identified inconsistencies across assessment systems, the program initiated the development of a centralized checklist within the Tevera platform, supported by administrative coordination and student file audits. Plans are in place to provide comprehensive faculty training on the Tevera system during the 2025–2026 academic year to enhance progress monitoring. Additionally, the unit committed to conducting annual assessment data analysis aligned with state and federal reporting requirements and established a structured process for sharing findings with relevant stakeholders to inform ongoing program development.

No concerns were identified for the Assessment standard.

Teacher Clinical Practice Standard

The Clinical standard is considered met.

Teacher candidates surpassed minimum clinical and student teaching requirements by completing 15 pre-program observation hours, 100 practicum hours and 16 weeks of student teaching, exceeding state expectations in each area.

The program addressed key recommendations related to clinical practice by enhancing communication and clarity around practicum expectations and timelines. Beginning in fall 2025, the field experience coordinator will co-teach all practicum courses with first-time candidates to ensure consistent messaging. To strengthen documentation of diverse clinical experiences, the program utilized Tevera to track student placements and ensure each candidate experienced a range of diverse settings. Additionally, the program committed to explicitly reviewing the mock evaluation process tied to the Iowa Teaching Standards during the first student teaching seminar to ensure all candidates understood its purpose and requirements.

No concerns were identified for the Teacher Clinical Practice standard.

Teacher Knowledge, Skills and Dispositions Standard

The Knowledge, Skills and Dispositions (KSD) standard is considered met.

The teacher education program at GVVU is supported by a dedicated and collaborative faculty committed to student success and well-being. Reflecting its proactive approach to meeting candidate and school needs, the program introduced a course on youth mental health first aid and trauma-informed care, underscoring its investment in preparing educators for real-world challenges. In response to alumni feedback regarding literacy preparation, the unit established a literacy subcommittee and implemented key curriculum enhancements, including a new science of reading course and lab-based application experiences. To promote consistency, course syllabi were aligned with updated outcomes, Interstate Teacher Assessment and Support Consortium (InTASC) standards and institutional core skills, while a designated faculty member was assigned to oversee integration of the Iowa Academic Standards across methods courses, with a full program review planned by August 2025.

One compliance concern regarding the lack of evidence that secondary education candidates were attaining sufficient competency in reading theory was identified. The program implemented a new course, *EDUC 316: Introduction to the Science of Reading*, required for all education majors, including secondary, art and physical education candidates. The unit also provided a detailed alignment of course objectives with InTASC standards, demonstrating a clear plan for tracking secondary candidates' learning and competency in reading theory.

School Social Work Clinical Practice Standard

The Clinical standard is considered met.

The school social work program demonstrated several areas of exceptional practice. The assessment system used by the program was recognized as a model for other units, reflecting its effectiveness and clarity. The program also implemented a comprehensive process to ensure high-quality partnerships and placements by conducting in-person visits and holding meetings with potential site supervisors prior to approval. Additionally, students received consistent, individualized support in their professional development through structured evaluations, personalized learning plans and scheduled meetings with the field experience coordinator throughout their clinical experiences.

No recommendations or concerns were identified for the school social work Clinical Practice standard.

School Social Work Knowledge, Skills and Dispositions Standard

The Knowledge, Skills and Dispositions standard is considered met.

The school social work program at Gvu is characterized by strong, supportive relationships between students and faculty. Students reported high levels of confidence in the program, citing their advisor's direct experience in school social work and their responsiveness to student needs as key contributors to student satisfaction and success. The program emphasizes human relations, cultural competency and support for diverse learners through integrated coursework and assignments that focus on minoritized populations, students with disabilities, English learners and other groups. Students are expected to apply culturally responsive, evidence-based strategies in real-world educational settings.

To address gaps related to supporting students with literacy challenges, particularly those with dyslexia, the program introduced curriculum enhancements in both the school social work and professional school counseling programs. Content related to literacy support was embedded into *SWGR 536: Working in Schools* and *SCGR 548: Introduction to Gifted and Exceptional Learning*. The revised courses incorporate dyslexia-related modules from the Iowa Reading Research Center, practical case studies and comprehensive student support planning. These updates are designed to deepen practitioner knowledge, improve advocacy and enhance intervention strategies for students facing literacy challenges.

Professional School Counseling Sunset and Teach Out

A comprehensive review of Gvu's professional school counseling (PSC) program identified critical areas of non-compliance with Chapter 79 standards, particularly in governance,

oversight and assessment. The review team concluded that the professional education unit had not established primary responsibility for the PSC program, and lacked a formal advisory board, oversight procedures and remediation processes for candidates. Additionally, the selection of adjunct faculty lacked clear criteria, and communication related to curriculum and assessment oversight was insufficient. Further concerns included limited faculty engagement in professional development, inconsistent advising and assessment practices that were not fully aligned with Iowa standards.

In response to these findings, Gvu made the decision to close the PSC program and developed a formal teach-out plan to support currently enrolled candidates, who are expected to complete the program by spring 2026. To ensure candidates who are currently enrolled in this program receive appropriate preparation, the unit hired two consultants from two other institutions of higher education with approved and quality professional school counseling programs to develop a plan and address compliance concerns. The education department chair collaborated with a licensed school counselor and newly hired adjunct faculty to revise curriculum and align assessments with state standards. Additional actions included clearly defining adjunct qualifications, assigning a single advisor to all PSC students and implementing structured checkpoints to monitor candidate progress. To ensure compliance with clinical experience requirements, the unit has determined appropriate sites with qualified cooperating educators for all the current candidates in the programs. The university has discontinued long-term planning for professional development and advisory structures in favor of ensuring a strong and supported conclusion to the program for the remaining students.

Grand View University Overview

Source: U.S. Department of Education Scorecard, Grand View University

General Information

Type:	Private Nonprofit
Size:	Small
Location:	City
Awards Offered:	Bachelor's, Master's, Graduate/Professional Certificates, Undergraduate Certificate or Diploma

Cost

Avg. Annual Cost:	\$21,616 (midpoint for 4-yr schools is \$19,740/year)
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Acceptance Rate, Enrollment, Retention and Graduation Rate

Acceptance Rate:	98%
Enrollment:	1,472 undergraduate students
Retention Rate:	70% (% of students returning after the first year)
Graduation Rate:	61% (midpoint for 4-yr schools is 58%)

Student and Faculty Ratio

Student-to-Faculty Ratio: 12:1

Programs and Endorsements Offered

Awards Offered:	Bachelor's, Master's, Graduate/Professional Certificate, Undergraduate Certificate or Diploma
Main Campus:	Des Moines, IA
Alternative Paths:	N/A
Online Programs:	Some endorsements are offered in a hybrid model or fully online

Education Programs

Elementary Education
Secondary Education
Professional School Counseling (will sunset Spring 2026)
School Social Work
Para-educator Certificate

Endorsements Offered

- K-6: Teacher Elementary Classroom*
- K-8: Art*, English/Language Arts*, Spanish*, Health*, Mathematics*, Music*, Physical Education*, Reading*, Social Studies*, Professional School Counselor*, Instructional Strategist 1: Mild and Moderate*, STEM
- 5-8: STEM
- 5-12: Art*, English/Language Arts*, Spanish*, Health*, Journalism, Mathematics*, Music*, Physical Education*, Reading*, Biological Science*, Chemistry*, Basic Science*, American Government*, American History*, Psychology, Sociology, World History*, Professional School Counselor*, All Social Science*, Social Sciences – Basic*, Instructional Strategist 1: Mild and Moderate*
- K-12: Coaching, English as a Second Language*, Dyslexia Specialist, Instructional Strategist II: BD/ID*, Instructional Strategist II:ID*
- All: Instructional Strategist I and II*
- B-21: school social worker*
- Para-educator: Generalist

*Designates 2024-25 Iowa teacher shortage area

Partnerships

Grand View University educator preparation program partners with the following:

- Des Moines Public Schools' Dream to Teach
- Iowa Association of Colleges for Teacher Education Iowa Department of Education
- The Iowa Science Teaching Section
- North Central Region – National Association for Research in Science Teaching
- Decoding Dyslexia
- Special Olympics and Best Buddies of Iowa
- Iowa school social worker Association
- National Association of Social Workers
- American Counseling Association of Iowa

Program Initiatives

Grand View University initiatives reported from the 2024 Annual Report:

- Approved to offer the dyslexia specialist endorsement.
- Implementation of the Intercultural Development Inventory (IDI) as a component of a course in the pre-education sequence.
- Mapping curriculum to ensure that elements of intercultural competence and development are well integrated across the whole curriculum in multiple courses.
- In summer 2022, Gvu worked to devise a new paraeducator certificate program and enrolled our first students in partnership with Des Moines Public Schools.
- Developed an introductory Blackboard course that requires students to become familiar with the Model Code of Ethics and take an assessment to show their understanding. Students must complete this Blackboard course before they are approved by Gvu for the substitute authorization.

- The university's location allows for experiences in parochial, public, urban, suburban and rural school districts. Student placements will include four of the following categories:
 - High diversity (above 20% ethnic diversity)
 - Urban (greater than 3,000 students in a district)
 - Rural (less than 1,500 in a district)
 - Lower Elementary (K-2) (middle school for secondary)
 - Upper Elementary (3-5) (high school for secondary)
 - Low SES (above 45% free and reduced)

Program Trends

A series of tables below provides an overview of program trends.

Program Enrollment

Table 1: Grand View University Education Enrollment

Semester	# FTE Candidates	# Graduates
Fall 2023	42	26
Fall 2022	135	51
Fall 2021	78	34
Fall 2020	72	31
Fall 2019	61	24

Source: Title II Report

Program Completers

Table 2: Grand View University Teacher Program Completers

Academic Year	Elementary Only	secondary Only	Combined K-6 and 7-12	Total
2023-24	9	5	3	17
2022-23	14	7	5	26
2021-22	28	14	9	51
2020-21	22	4	6	32
2019-20	20	6	5	31

Source: Annual Reports

Table 3: Grand View University school social work Program Completers

Academic Year	Social Workers
2023-24	2
2022-23	1
2021-22	-

Source: Annual Reports

Placement Rates

Table 4: Grand View University Teacher Placement Rates

Academic Year	# Graduates	# Teaching Jobs	# Grad School
2023-24	17	11	2
2022-23	26	33	1
2021-22	51	36	1
2020-21	32	29	-
2019-20	31	26	1

Source: Annual Reports

Table 5: Grand View University Social Worker Placement Rates

Academic Year	# Graduates	# Counselor Jobs	# Grad School
2023-24	2	1	-
2022-23	1	1	-
2021-22	-	-	-

Source: Annual Reports

Clinical Faculty, Adjunct and Cooperating Teacher Totals

Table 6: Grand View University Faculty, Adjuncts and Cooperating Teachers

Academic Year	# FT Faculty	# Adjunct Faculty	# Cooperating Teachers	# Candidates in a Supervised Clinical Experience
2023-24	4	13	145	72
2022-23	9	19	190	116
2021-22	4	22	220	104
2020-21	6	15	168	88
2019-20	6	10	137	71

Source: Title II Reports

Program Review Fast Facts

Duration

Self-Study/Process Review Meeting: November 15, 2021

Cohort Meetings: October 6, 2021 – January 17, 2022

Institutional Report Received: May 16, 2024

Preliminary Review: May 31, 2024

Program Response Received: September 6, 2024

Site Visit: September 15-18, 2024

Out Brief to Program: September 19, 2024

Draft Report: October 28, 2024

State Board: August 7, 2025

Review Team

Three Iowa Department of Education program consultants

Eight on-site volunteers and nine state panel members representing the following institutions:

Briar Cliff University, Buena Vista University, Drake University, Emmaus University, Iowa State University, Northwestern College, Morningside University, St. Ambrose University, Simpson College, Viterbo University, University of Dubuque, University of Iowa, William Penn University

Stakeholder Input

Surveys: 10-12 questions per survey
Includes short response, Likert scale and open-ended questions

Responses: 206 responses from the following stakeholders:

Teacher Preparation:

Advisory Committee	8
Adjunct faculty	6
Alumni	17
Candidates	50
Cooperating teachers	25
Content area faculty	17

Other School Preparation:

Advisory Committee	13
Adjuncts	4
Alumni	27
Candidates	17
Supervisors/mentors	22

Interviews: Forty-four interviews held with administration, program chair, faculty, staff and stakeholders

- Education Department Chair
- Social Work Department Chair
- Professional School Counseling Department Chair
- Unit Faculty
- Classroom Teacher Field Experience Coordinator
- Professional School Counseling Field Experience Coordinator
- Social Work Field Experience Coordinator
- University President
- Director of Inclusive and Supportive Programming
- Licensure Official
- Assessment Coordinator
- Provost

- Chief Financial Officer
- Education Administrative Assistant
- Academic Dean
- Adjuncts
- Candidates
- Alumni
- Supervisors

Class Visits

Six classroom visits (approximately 20 students per class)

- EDUC 342: Pedagogies of the Exceptional Learner
- EDUC 421: Content Area Reading
- EDUC 243: Instructional Planning and Assessment
- EDUC 111B: Introduction to Education
- EDUC 146: Psychology and Development for Educators
- EDUC 324A: Teaching Literacy K-2

Continuous Improvement

Previous site visit concerns (2017-18) and correlations with the recent visit (2024-25)

Previous Site Visit Concerns and Correlations to Recent Review

1. Governance

2017-2018 Site Visit Concerns

1. 79.10(2) A large number of courses required for the most common majors/endorsements are being taught by adjunct instructors. In addition to the resources required to locate, hire and develop adjunct instructors, this dependence makes it difficult to clearly align curriculum, assessments and teaching. The team finds evidence that the time and resources necessary for this alignment and oversight of adjunct delivered coursework is not available. The unit is required to evaluate resources needed for effective management of the entire program, including the use of adjunct instructors and to develop and implement a plan that ensures the unit has the adequate resources for ongoing governance.

2. 79.10(6) The team finds evidence of conflict between course schedules in the unit and in other university departments. This conflict has led to frustration for students who have had to delay completion of the program, take courses from other institutions, take courses in the summer or enroll in frequent independent studies. The team found evidence that the time and resources needed to coordinate schedules with other departments is not available to the unit. The institution is required to evaluate and adjust resources needed to collaborate with other departments for effective scheduling.

3. 79.10(7) The team finds evidence that the reliance on the use of adjuncts has led to a course schedule with many courses offered only in the evenings or the summers. Many students have expressed frustration at not being able to enroll in courses during the typical day schedule as they had expected when enrolling at GVU. This is a financial hardship to many students who have conflicts with scholarship-based activities, employment, childcare, summer housing, among others. The unit is required to analyze offerings and develop a plan to offer programs schedules that are better aligned with the needs and expectations of traditional students.

4. 79.10(7) The team finds evidence the resources necessary for the sustained delivery of a quality preparation program are not available to the unit. Currently, some resources are consumed in the important endeavor of inducting and supporting new faculty and staff. This strain should ease as new faculty gain experience in their roles and are able to assume advisees. However, faculty and staff loads are currently at or above capacity. The newly awarded grant for developing English as a second language teachers across the state will provide resources, but will also draw resources from the current program. Plans to expand programs and offerings are not feasible without the addition of considerable resources. The unit is required to analyze current programs and endorsements offered and develop a plan in which resources support programs offered by the institution.

2024-25 Site Visit Correlations

One correlation was found in the area of faculty and staff overloads [79.10(7)]. In the previous review GVVU was asked to evaluate resources while the current review requires the program to address workloads in specific staff positions and advising loads for faculty. GVVU offered a detailed plan for each position as to which duties will remain a part of the job description and which responsibilities will be released to alleviate the overload. In addition, advising loads for faculty have been balanced and are equitable across faculty positions.

2. Diversity

2017-18 Site Concerns

None.

2024-25 Site Visit Correlations

None.

3. Faculty

2017-18 Site Concerns

1. 79.12(1) Two faculty members do not have qualifications aligned with courses assigned. One faculty member, who is assigned elementary and secondary courses, as well as content area reading, has only secondary social studies preparation and experience. A second faculty member, who is assigned elementary and secondary courses, has only secondary science preparation and experience. The unit is required to develop and implement a plan for matching faculty qualifications to load assignments.

2024-25 Site Visit Correlations

Reviews in 2017 and 2024 both found concerns pointing to a misalignment between faculty qualifications and their assigned teaching responsibilities. In both cases, faculty were tasked with teaching courses outside the scope of their academic preparation or professional experience, particularly regarding developmental levels (elementary vs. secondary). The program has made significant staffing adjustments across the Professional School Counseling (PSC), School Social Work (SSW), and Teacher Preparation areas. These changes demonstrate the unit's commitment to aligning faculty qualifications with course assignments and ensuring instructional quality across all programs.

For professional school counseling all identified faculty are no longer teaching in the endorsement area, and the program director is no longer employed. An endorsed professional school counselor has been hired to teach out the remaining PSC courses starting January 2025.

For school social work faculty qualifications and professional engagement were more clearly aligned with assigned coursework. Additional documentation provided resolved for two faculty demonstrating a strong background in both K-12 education and advanced social

work practice, including leadership in school-based mental health programs. The other two faculty members noted in the report are no longer teaching in the SSW program.

In teacher preparation one faculty member will expand her elementary engagement through summer teaching in 2025. Another faculty member, whose elementary experience was in question, will no longer be teaching in the department.

4. Assessment

2017-18 Site Visit Concerns

1. 79.13(1) The team finds that the unit's assessment system is not yet developed into a cohesive, comprehensive system. The unit has developed a strong framework for an updated curriculum. The unit needs to develop an effective assessment system to guide candidate progress and to provide aggregated data for program analysis and continuous improvement. Development of a system will require a considerable amount of time, technical assistance and collaboration. Once the system is developed, additional time will be required to provide professional development for all who will be using components of the system (full-time faculty, adjunct faculty, clinical supervisors and K-12 cooperating teachers), to manage the data and to monitor effectiveness of the assessment system in meeting unit needs. The unit is required to outline a plan for the development, implementation and management of an efficient, comprehensive, cohesive system for candidate and unit assessment.

2024-25 Site Visit Correlations

None.

5. Teacher Clinical

2017-18 Site Concerns

1. 79.14(8) The team finds evidence that the duration of the workshop for cooperating teachers is not the equivalent of one day. The unit is required to develop and implement a plan for offering cooperating teacher workshops that last for the equivalent of one day.

2024-25 Site Visit Correlations

None.

6. Teacher Education Knowledge, Skills and Dispositions

2017-18 Site Concerns

1. 79.15(8) Curriculum exhibits have not yet been approved. The team requires the unit to gain approval of curriculum exhibits for all endorsements offered.

2024-25 Site Visit Correlations

The prior site visit concern for this standard was not identified as a concern in the latest review. GVU's curriculum exhibits were submitted and approved by the Bureau of Educational Examiners prior to the team's site visit.

GVU did not offer the school social work or professional school counseling programs at the time of the previous review.

Full Initial Site Visit Report with Institution Responses

Grand View University

Team Report

Preliminary Review: June 5, 2024

Site Visit: September 15, 2024 through September 18, 2024

Final Report: October 28, 2024

Presented to the State Board of Education on: August 7, 2025

Iowa Department of Education

Site Visit Team Members:

Dr. Maryam Rod Szabo, Iowa Department of Education
Ms. Amy Mayer, Iowa Department of Education
Ms. Erica Woods-Schmitz, Iowa Department of Education
Dr. Lucas DeWitt, Buena Vista University
Ms. Melissa Schettler, William Penn University
Ms. Lori Kratzer, Emmaus Bible College
Ms. Stephanie Erps, St. Ambrose University
Dr. Tanya Coffelt, Graceland University
Ms. Sarah Kress, Coe College
Dr. Bengu Erguner-Tekinalp, Drake University
Ms. Janet Rohmiller, Briar Cliff University
Dr. Erin Lane, University of Iowa
Dr. Paula Schmidt, Clarke University

Acknowledgements

Team members would like to express their gratitude to the Grand View University community for their hospitality and assistance in facilitating the team's work. The tasks associated with the review process necessitate intense focus by reviewers during a concentrated period of time. Everyone we encountered graciously responded to our questions and requests for materials. We interacted with a wide variety of individuals who demonstrated enthusiasm, professionalism and dedication to this program.

The team expresses its appreciation for the work of all involved with a special thank you to those whose roles were integral in the success of this visit, particularly Dr. Jaclyn Easter, Ms. Leah Cole, Dr. Cathy Beck-Cross, Dr. Treye Rosenberger and Ms. Valerie Foster.

GOVERNANCE AND RESOURCES STANDARD

281—79.10(256) *Governance and resources standard. Governance and resources adequately support the preparation of practitioner candidates to meet professional, state and institutional standards in accordance with the following provisions.*

79.10(1) *A clearly understood governance structure provides guidance and support for all educator preparation programs in the unit.*

79.10(2) *The professional education unit has primary responsibility for all educator preparation programs offered by the institution through any delivery model.*

79.10(3) *The unit's conceptual framework establishes the shared vision for the unit and provides the foundation for all components of the educator preparation programs.*

79.10(4) *The unit demonstrates alignment of unit standards with current national professional standards for educator preparation. Teacher preparation must align with InTASC standards.*

Leadership preparation programs must align with NELP standards.

79.10(5) *The unit provides evidence of ongoing collaboration with appropriate stakeholders. There is an active advisory committee that is involved semiannually in providing input for program evaluation and continuous improvement.*

79.10(6) *When a unit is a part of a college or university, there is ongoing collaboration with the appropriate departments of the institution, especially regarding content knowledge.*

79.10(7) *The institution provides resources and support necessary for the delivery of quality preparation program(s). The resources and support include the following:*

- a. Financial resources; facilities; appropriate educational materials, equipment and library services; and commitment to a work climate, policies, and faculty/staff assignments which promote/support best practices in teaching, scholarship and service;*
- b. Resources to support professional development opportunities;*
- c. Resources to support technological and instructional needs to enhance candidate learning;*
- d. Resources to support quality clinical experiences for all educator candidates; and*
- e. Commitment of sufficient administrative, clerical, and technical staff.*

79.10(8) *The unit has a clearly articulated appeals process, aligned with the institutional policy, for decisions impacting candidates. This process is communicated to all candidates and faculty.*

79.10(9) *The use of part-time faculty and graduate students in teaching roles is purposeful and is managed to ensure integrity, quality, and continuity of all programs.*

79.10(10) *Resources are equitable for all program components, regardless of delivery model or location.*

Initial Team Findings - Governance and Resources

Commendations/Strengths

- The education department chair is well respected and provides strong leadership.
- The school social work program addresses curricular and program needs identified in student and program data review and input from the advisory council. Examples of this include the addition of the course SWGR 546: Working in Schools, addition of a test prep course in the final semester and a focus on strengthening the skills lab to prepare students for internship experiences.

Recommendations

1. 79.10(7)a Through interviews with faculty and administration, the team found inconsistent loads of advising responsibilities. The team recommends the unit review policies and procedures to ensure equity in advising loads that allow candidates to be held to the same level of performance regardless of their supervisors or advisors.

Unit Response. Teacher Preparation: at the time of writing this response, all advisors except for those in ‘specialty’ areas, now have between 17-21 advisees, which is within the expected range for full-time faculty at GVVU. The specialty advisors in the areas of physical education and art education have slightly less, with 10 and 11 advisees, respectively. Having advisors with knowledge of just that one area, hopefully, will improve the student and advisor experience. The one advising area above the recommended range is Faculty A, with 28 students in the dyslexia specialist endorsement. Faculty A is in the unique position of needing to advise students in the new cohort (who begin May 2025) as well as the students in the previous cohort (wrapping up August 2025). In the summer, there will always be an overlap between the two cohorts, leading to a temporarily increased load, which could be offset with a summer stipend for this additional advising work.

Concerns

1. 79.10(7)a Through interviews with administrators, faculty and staff and review of the institutional report and preliminary responses, resource allocation and support for multiple key roles is not equitable or sufficient. Several positions appear to be responsible for many duties, without adequate release time or compensation which may impact unit efficiency. To ensure a sustainable high-quality teacher education program, the team requires the unit to develop clear position descriptions and designate equitable release time, where appropriate, related to the following positions: graduate coordinator, assessment coordinator, field experience coordinator and professional school counseling chair and the administrative assistant supporting professional school counseling.

Unit Response.

The Education Program Director/Chair is receiving a three-credit release in spring 2025 and the equivalent of one course revision of compensation for work completed over winter break and in spring 2025 to update the assessment system, curriculum, Blackboard pages and syllabi for the remaining professional school counseling courses. The education program director is overseeing the work and completing the updates based on the expertise of the professional school counseling consultant.

Assessment Coordinator - *(two credits of load per semester + half month for summer responsibilities)* Will shift contract to be 9 months and have 2 weeks of flexible time in May and two weeks of flexible time in August *(Time split 70/30 hours for each role)*

*The unit has detailed which tasks the assessment coordinator will continue, take on and release to other positions within the unit.

Field Experience Coordinator *(four credits of load per semester + additional half month [other half month for assessment] for summer work)* Will shift contract to be nine months and have two weeks of flexible time in May and two weeks of flexible time in August.

*The unit has detailed which tasks the field experience coordinator will continue, adapt and release to other positions within the unit.

2. 79.10(7)e Through the review of institutional report, interviews with staff, department chair and administration, it appears that the oversight of online, on campus, graduate and undergraduate programs are all managed by the department chair. The unit is required to provide appropriate release time, in alignment with the additional responsibilities for the department chair.

Unit Response. The graduate coordinator release time was previously (prior to fall 2023) six credits per academic year, with a 1-credit stipend for summer advising (current students), prospective graduate student visits, new student transcript review and scheduling. At present, most of the structures to assess the graduate program are already in place. Current needs are largely related to ongoing assessment, program review, tracking of program applicants and completers, advising and program oversight, especially in the dyslexia specialist cohort. Four credits of load per year is appropriate for the graduate coordinator moving forward. As was identified and agreed upon at the time of the last site visit (2017-2018), and after a review of the full responsibilities of the chair, teacher education program director, and licensure official, in consultation with the academic dean, the education department chair should maintain 18 credit hours of load through spring 2026. These 18 credits are designated as follows: 'Regular' department chair responsibilities (six credits), director of teacher education program duties (six credits) and licensure official duties (six credits). The load will be re-evaluated in spring 2026 after the teach-out of PSC and the implementation of the recommendation in this response.

Sources of Information

Interviews with: President, Chief Financial Officer, Assessment Director, Education Department Chair, Teacher Advisory Council, Candidates, Unit Faculty, Director of Inclusive and Supportive Programming, Field Placement Coordinator and Licensing Officer; Alumni

Review of: institutional report, program response to the preliminary review, student records, surveys, course syllabi, program opening presentation, visits to classrooms

DIVERSITY STANDARD

281—79.11(256) Diversity standard. *The environment and experiences provided for practitioner candidates support candidate growth in knowledge, skills, and dispositions to help all students learn in accordance with the following provisions.*

79.11(1) *The institution and unit work to establish a climate that promotes and supports diversity.*

79.11(2) *The institution's and unit's plans, policies, and practices document their efforts in establishing and maintaining a diverse faculty and student body.*

Initial Team Findings - Diversity

Commendations/Strengths

- The team recognizes dedicated staffing positions and inclusive hiring practices.
- High levels of unit faculty engagement in professional learning opportunities through Center for Excellence in Teaching and Learning are strong components of the program.
- The team commends the unit on its use of the Intercultural Diversity Inventory to bring awareness and model reflective and responsive discussions with candidates.

Recommendations

1. 79.11(1) The team found evidence through review of the institutional report, the unit's opening presentation and interviews with unit faculty and staff, that the unit faculty engage in professional learning; however, it was noted that most of those efforts are volunteer based. The team recommends the unit consider strategies for regular unit faculty engagement.

Unit Response. Faculty are invited and regularly participate in team-based learning such as collaborative book studies and group discussions. One such example from the counseling department was the invitation to participate in discussions on "The Purpose Gap", in which faculty and staff met in small groups to discuss historical inequality between students of different cultural and racial backgrounds, as well as interventions and initiatives that could be implemented in the classroom. This experience culminated in an on-campus presentation by the author. The education department recently went through a training dedicated to selection of diversity standards and assigning of those standards to various courses throughout the program. The education department assessment map is being updated to reflect these new standards. Furthermore, as part of the 'ongoing engagement' and 40-hours requirement collection, we have also included space to encourage and collect data about specific training related to diversity for all education program faculty.

2. 79.11(1) The team found evidence through interviews with unit faculty, interviews with candidates and the institutional report that consistent conversations and initiatives around diversity occur; however, some initiatives appear to be tied to an individual's expertise rather than a position or documented program policy. The team recommends the unit develop a plan that designates initiatives to position descriptions or program requirements.

Unit Response. Our qualified Intercultural Development Inventory administrator will now be tied to the graduate coordinator role.

3. 79.11(2) The team found evidence through interviews and the institutional report of many supports and practices to maintain a diverse student body for undergraduate students, but not for the professional school counseling or school social work programs. The team recommends the unit develop a process for communicating and providing similar support to students in graduate programs.

Unit Response. Professional school counseling will continue to assess current practices and share supports with enrolled students. As we are winding down our school counseling program, we will not be investing additional energy into student recruitment.

The master of social work (MSW) program seeks to actively provide a learning environment that models affirmation and respect for diverse students, including but not limited to race, ethnicity, sexual orientation, gender identity, political affiliation and religious beliefs. These areas of diversity intersect with social identities, such as students who are refugees, work while attending school, juggle caretaking obligations, have disabilities, are veterans or have delayed enrollment in graduate education. The Gvu MSW program uses several implicit strategies to demonstrate its commitment to diversity.

Five specific and continuous efforts by the program to provide a learning environment that models affirmation and respect for diversity and difference include: 1. program diversity initiatives, 2. program admissions policies and procedures, 3. program advisement, retention and termination policies, 4. diversity in program advisory committee and student participation in governance and 5. resources and resource allocation.

Concerns

None.

Sources of Information

Interviews with: Candidates in class visits, Unit Faculty, Director of Center for Excellence in Teaching and Learning, Director of Inclusive and Supportive Programming

Review of: institutional report, program response to the preliminary review, course syllabi, Framework for Cultural Responsiveness Competencies and Alignment, program opening presentation

FACULTY STANDARD

281—79.12(256) Faculty standard. Faculty qualifications and performance shall facilitate the professional development of practitioner candidates in accordance with the following provisions.

79.12(1) The unit defines the roles and requirements for faculty members by position. The unit describes how roles and requirements are determined.

79.12(2) The unit documents the alignment of teaching duties for each faculty member with that member's preparation, knowledge, experiences and skills.

79.12(3) The unit holds faculty members accountable for teaching prowess. This accountability includes evaluation and indicators for continuous improvement.

79.12(4) The unit holds faculty members accountable for professional growth to meet the academic needs of the unit.

79.12(5) Faculty members collaborate with:

- a. Colleagues in the unit;
- b. Colleagues across the institution;
- c. Colleagues in PK-12 schools/agencies/learning settings. Faculty members engage in professional education and maintain ongoing involvement in activities in preschool and elementary, middle, or secondary schools. For faculty members engaged in teacher preparation, activities shall include at least 40 hours of teaching at the appropriate grade level(s) during a period not exceeding five years in duration.

Initial Team Findings - Faculty

Commendations/Strengths

- The team recognizes a culture of collaboration and personal commitment to professional growth in the Gvu community. Collaboration happens spontaneously and consistently within the unit and across the institution. The unit is respected for collaboration with other departments in the institution and with schools in the community.
- The team appreciates the warm and engaging faculty in the professional school counseling program who are clearly passionate about mental health.

Recommendations

1. 79.12(3) Review of the institutional report and faculty handbook show a robust and consistent plan for evaluation of faculty. However, adjunct survey responses indicate some adjunct faculty are unaware of the evaluation process. The team recommends that the unit establish a process for clear communication of the evaluation expectations with adjunct faculty.

Unit Response. Each semester, the dean's office provides a list of the individuals who are in their 2nd, 6th or 10th term and every 10th term after that. Moving forward, at the time that list is provided, protocol will be to remind all education faculty of the part-time and adjunct evaluation process, so it is clearly communicated every year.

2. 79.12(5)c Based on interviews with unit faculty and the unit administrative assistant, the team found that the 40-hour recency requirement is met and managed through the administrative assistant. The team recommends that this process be formally articulated as part of the administrative assistant's job description to ensure this requirement continues to be met.

Unit Response. This task is now a part of administrative duties.

Concerns

1. 79.12(1) After reviewing the institutional report, education department administrative responsibilities document and interviewing the field experience coordinator, the team found discrepancies between the role description and actual work of the coordinator. The team requires the unit to clarify the position description and the scope of the coordinator role.

Unit Response. The Gvu team recognizes the field experience coordinator has overseen and done much of the heavy lifting as the program has transitioned assessment and clinical requirements to Tevera. To help engage all stakeholders in the process, especially those who teach practicum seminars, all full-time faculty will receive one credit of reassigned time next academic year (2025-2026) for time to better learn the assessment system (Tevera) and be able to guide students as they navigate the system as well. This reassigned time, the videos already created by the field experience coordinator, as well as some visual guides created by the university instructional designer, should help to release responsibility of Tevera personal and student training to faculty.

Specifically, regarding the practicum experience:

The field experience coordinator already teaches EDUC 306, which is the first elementary practicum experience for elementary education majors, art education majors and physical education majors. Since the field experience coordinator already receives load/credit for the teaching of this course, it makes sense for them to continue serving in this way.

For the secondary practicum experiences, however, the field experience coordinator was often pulled in to assist part-time faculty in the Tevera training, assessment and management piece of those courses (i.e., EDUC 308, 309). Beginning spring 2025, the field experience coordinator has begun sharing half of the credit load for each of the secondary practicum courses. Secondary education is not currently within the field experience coordinator's expertise, so the full-time faculty members who have expertise in those areas will be paired with the field experience coordinator for curriculum planning and delivery of instruction. Faculty B will co-teach for EDUC 309: High School Practicum. The department chair will co-teach for EDUC 308: Middle School Practicum.

2. 79.12(2) The team found through review of the institutional report, curriculum vitae and interviews with faculty and staff that the experience of several faculty listed in the institutional report are not aligned with the courses they teach; faculty are listed as teaching courses at a different developmental level from their experience (e.g., high school experience, but teaching an elementary focused course). The team requires the unit to review and adjust faculty course assignments to better align with preparation through prior experiences.

Unit Response.

Teacher Preparation: *(original Department feedback is italicized behind the faculty name)*

Faculty C - *Teaching elementary art, missing elementary experience.* This faculty has both K-8 and 5-12 Art preparation and endorsements. They are planning to engage in summer school programs in 2025 and will update the curriculum vitae (CV) with this ongoing engagement at the elementary level after this is completed before Fall 2025.

Faculty D - *If scope of English language learner (ELL) methods includes elementary, no elementary experience.* This faculty has the K-12 endorsement and preparation at the elementary level. However, they will no longer be teaching in the department.

Faculty E - *HS Management/Methods, no HS experience.* This faculty has secondary education knowledge and preparation, as evidenced by the K-12 Reading Specialist, 5-12 English Language Arts and K-12 English as a Second Language endorsements. They have taught at the secondary level in Des Moines Public Schools (DMPS) for 20 years (6th-8th literacy) and most recently are teaching in the Dream to Teach program, for DMPS high school students in *9th-12th grades*. The plan and timeline for ongoing engagement at the general high school level includes teaching summer school with Des Moines Public Schools in summer 2025 and will update the CV with this ongoing engagement at the high school level.

Faculty F - *Teaching elementary science, no elementary experience.* This faculty has preparation and experience at the secondary level. However, they recently (fall 2023 and spring 2024) completed a sustained science student teaching experience at the elementary level and has added the K-8 Basic Science endorsement to her license. The plan for ongoing engagement at the elementary level is to co-teach with a local Des Moines elementary science teacher, who is responsible for teaching science for grades 1-5. They plan to co-teach at least 4 hours per semester (8 hours per year) for the next 5 years.

Faculty G - *Teaching elementary math, no elementary experience.* This faculty is no longer teaching this course, but does have K-6 elementary generalist preparation as well as the K-8 Math endorsement.

School social work (SSW): *(original Department feedback is italicized behind the faculty name)*

SSW Faculty A - *no school experiences.* The master of social work program offers three specialties for this graduate degree, including school social work. Prior to GVU, they worked for 18 years for the Southeast Polk Community School District, first as a direct services provider for students and families and then as director of the district's family resource center, which annually engaged one of every five students in some type of service or programming

To ensure continuing engagement with school social work in its various capacities, in the 2025-2026 academic year, SSW Faculty A plans to engage in shadowing sessions with social workers at several metro schools. The plan includes observing social workers who carry out student and family services as well as special education services in both rural and urban settings.

SSW Faculty B - *K-12 experience, but no MSW experience.* This faculty is an adjunct instructor who teaches in the MSW program and specifically in courses required for the school social work specialty. They have a bachelor's degree in elementary and middle school education, including a specialization in multi-categorical special education with an emphasis on behavior disorders.

In 2014, SSW Faculty B earned a master's degree in social work from the University of Iowa. In 2016, they transitioned to the Orchard Place PACE Center and supervised the Behavioral Health Intervention Services (BHIS) program, the Integrated Health Home (IHH) and Children's Mental Health Waiver programs and the only outpatient substance use program in the metro specifically designed for adolescents. Now as Orchard Place's Senior Director of Clinical Excellence, they oversee Orchard Place school-based therapy programs, and provide clinical supervision to the BHIS, IHH, children's mental health and substance use programs.

SSW Faculty C - is no longer teaching the SSW program and is returning to the psychology department at GVU

SSW Faculty D - is no longer employed at GVU

Professional School Counseling:

PSC Faculty A, B, C and D - are no longer teaching in the PSC endorsement

PSC Faculty E - is no longer employed at GVU

Sources of Information

Interviews with: Unit Faculty, Content Faculty

Review of: institutional report, program response to the preliminary review, faculty handbook, duties of the education unit document, faculty curriculum vitae, adjunct surveys, advisory committee survey

ASSESSMENT STANDARD

281—79.13(256) Assessment system and unit evaluation standard. *The unit's assessment system shall appropriately monitor individual candidate performance and use that data in concert with other information to evaluate and improve the unit and its programs in accordance with the following provisions.*

79.13(1) *The unit has a clearly defined, cohesive assessment system.*

79.13(2) *The assessment system is based on unit standards.*

79.13(3) *The assessment system includes both individual candidate assessment and comprehensive unit assessment.*

79.13(4) *Candidate assessment includes clear criteria for:*

- a. Entrance into the program. If a unit chooses to use a preprofessional skills test from a nationally recognized testing service for admission into the program, the unit must report passing rates and remediation measures annually to the department.*
- b. Continuation in the program with clearly defined checkpoints/gates.*
- c. Admission to clinical experiences (for teacher education, this includes specific criteria for admission to student teaching).*
- d. Program completion (for teacher education, this includes testing described in Iowa Code section 256.16; see subrule 79.15(5) for required teacher candidate assessment).*

79.13(5) *Individual candidate assessment includes all of the following:*

- a. Measures used for candidate assessment are fair, reliable, and valid.*
- b. Candidates are assessed on their demonstration/attainment of unit standards.*
- c. Multiple measures are used for assessment of the candidate on each unit standard.*
- d. Candidates are assessed on unit standards at different developmental stages.*
- e. Candidates are provided with formative feedback on their progress toward attainment of unit standards.*
- f. Candidates use the provided formative assessment data to reflect upon and guide their development/growth toward attainment of unit standards.*
- g. Candidates are assessed at the same level of performance across programs, regardless of the place or manner in which the program is delivered.*

79.13(6) *Comprehensive unit assessment includes all of the following:*

- a. Individual candidate assessment data on unit standards, as described in subrule 79.13(5), are analyzed.*
- b. The aggregated assessment data are analyzed to evaluate programs.*
- c. Findings from the evaluation of aggregated assessment data are used to make program improvements.*
- d. Evaluation data are shared with stakeholders.*
- e. The collection, aggregation, analysis, and evaluation of assessment data described in this subrule take place on a regular cycle.*

79.13(7) *The unit shall conduct a survey of graduates and their employers to ensure that the graduates are well-prepared, and the data shall be used for program improvement.*

79.13(8) *The unit regularly reviews, evaluates, and revises the assessment system.*

79.13(9) *The unit annually reports to the department such data as is required by the state and federal governments.*

Initial Team Findings - Assessment

Commendations/Strengths

- The team identified strong lines of communication in the field of assessment. The program team holds monthly professional learning community (PLC) meetings and sends weekly emails to ensure communication regarding assessment expectations are met.
- The team commends the SSW program for exceptional use of assessment data to improve the program with input from multiple sources, including student assessments, clinical evaluations, site supervisor feedback and advisory committee meetings.

Recommendations

1. 79.13 Through interviews with faculty and staff, survey review and focus groups the team found that responsibilities of assessment were filled through roles and duties assigned to several faculty and staff but found no evidence of a designated assessment coordinator position. The team recommends the unit develop a designated assessment coordinator role with clearly defined responsibilities noted in the job description.

Unit Response. The current field experience coordinator was hired with the dual field experience/assessment coordinator job description, but for some reason, that version is not what was on file with human resources (HR) until the error was discovered in 2023-2024. An updated version to reflect the job description changes from above, is on file in both the education department and HR.

2. 79.13(3) The team found inconsistencies from the assessment management systems in Blackboard, Tevera and hardcover folders during the file review. The team recommends the addition of a checklist, as well as continual review of this list in the Tevera system to ensure the IDI, evaluations, applications and key assessments are complete for each student.

Unit Response. Thank you for your graciousness in reviewing our files and assessment system in the middle of our team transitioning from hard copies and paper files to an online assessment and filing system. The management of two separate systems has been an undertaking, but we are very close to having all students in the same online system (Tevera). The Tevera system allows for a variety of reports to be run, to determine which information has been submitted and which has not. When we run these reports, we will be able to search for specific students and check for completion and approval of the items from this the Tevera student file checklist. The students are able to see the full list of required submissions in Tevera, but the student file checklist will be utilized by the administrative coordinator over the summer to determine which students have completed files the summer before they are scheduled to student teach.

3. 79.13 (4)b Through interviews and review of survey responses the team found inconsistencies in advisor and faculty access to student progress utilizing the new Tevera system. The team recommends the unit establish a policy to ensure all stakeholders who support a student have access to the progress monitoring system and receive updates when concerns arise.

Unit Response. All teacher preparation faculty and supervisors have access to Tevera. However, not all faculty have consistent training and comfortability using and accessing the necessary information and data available in Tevera. All full-time faculty will undergo training

in the academic year 2025-2026 to increase their Tevera proficiency. Supervisors receive ongoing training in monthly supervisor PLCs. This training will include being able to monitor student progress.

When concerns arise as part of a field experience, and a student does not meet the identified threshold as defined in our program policies, the field experience coordinator alerts the Department chair, so a plan can be made for moving forward. The plan involves the following steps:

1. A conference between the student, department chair and field experience coordinator to learn more from the student perspective
2. Communicating and engaging other stakeholders involved to gather more information (e.g., cooperating teacher, faculty member, supervisor)
3. Potentially utilizing a student support plan to guide students with clearly articulated goals, progress monitoring and consistent meetings with an identified support team.

4. 79.13(6)b-e The team did not find evidence that data is formally analyzed and evaluated through review of the institutional report and interviews with administrators, faculty and staff. The team recommends the unit document regular review of the program and candidate assessment systems.

Unit Response. Prior to summer 2023, with the formerly unwieldy assessment system built in Blackboard, the data were incredibly difficult to aggregate, disaggregate, analyze and evaluate. This evaluation and work all had to be painstakingly done by hand, which was time consuming and prone to human error. Adding to the difficulty was the lack of consistent Blackboard portfolio system use by students and faculty; with multiple faculty and students enrolled all in one Blackboard “Portfolio Course,” instructors could not always tell who was responsible for the assessment of which pieces.

With the transition to Tevera, we now have enough artifacts and submissions that we are able to begin engaging in a more user-friendly experience with yearly aggregation, disaggregation, analysis and evaluation of the students in our program. We will assess these data on the same timeline as the Federal Title II report and state Annual Report. This means, in the fall of 2025, we will begin to assess the data from September 1, 2024 - August 31, 2025. We will collect and analyze these data and write up a report, which we plan to communicate every spring along with our state Annual Report, Novice Teacher Survey results and Federal Title II Report to program stakeholders:

Concerns

None.

Sources of Information:

Interviews with: Education Department Chair, Staff, Teacher Advisory Council Members, Candidates, University Supervisors, Unit Faculty, Content Faculty, Field Placement Coordinator, Licensing Officer, Alumni

Review of: institutional report, program response to the preliminary review, student records, surveys, program opening presentation

TEACHER EDUCATION CLINICAL PRACTICE STANDARD

281—79.14(256) Teacher preparation clinical practice standard. *The unit and its school partners shall provide field experiences and student teaching opportunities that assist candidates in becoming successful teachers in accordance with the following provisions.*

79.14(1) *The unit ensures that clinical experiences occurring in all locations are well-sequenced, supervised by appropriately qualified personnel, monitored by the unit, and integrated into the unit standards. These expectations are shared with teacher candidates, college/university supervisors, and cooperating teachers.*

79.14(2) *PK-12 school partners and the unit share responsibility for selecting, preparing, evaluating, supporting, and retaining both:*

- a. High-quality college/university supervisors, and*
- b. High-quality cooperating teachers.*

79.14(3) *Cooperating teachers and college/university supervisors share responsibility for evaluating the teacher candidates' achievement of unit standards. Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' attainment of unit standards.*

79.14(4) *Teacher candidates experience clinical practices in multiple settings that include diverse groups and diverse learning needs.*

79.14(5) *Teacher candidates admitted to a teacher preparation program must complete a minimum of 80 hours of pre-student teaching field experiences, with at least 10 hours occurring prior to acceptance into the program.*

79.14(6) *Pre-student teaching field experiences support learning in context and include all of the following:*

- a. High-quality instructional programs for PK-12 students in a state-approved school or educational facility.*
- b. Opportunities for teacher candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice.*
- c. The active engagement of teacher candidates in planning, instruction, and assessment.*

79.14(7) *The unit is responsible for ensuring that the student teaching experience for initial licensure:*

- a. Includes a full-time experience for a minimum of 14 weeks in duration during the teacher candidate's final year of the teacher preparation program.*
- b. Takes place in the classroom of a cooperating teacher who is appropriately licensed in the subject area and grade level endorsement for which the teacher candidate is being prepared.*
- c. Includes prescribed minimum expectations and responsibilities, including ethical behavior, for the teacher candidate.*
- d. Involves the teacher candidate in communication and interaction with parents or guardians of students in the teacher candidate's classroom.*
- e. Requires the teacher candidate to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation, which shall not be used as an assessment tool by the unit, performed by the cooperating teacher or a person who holds an Iowa evaluator license.*
- f. Requires collaborative involvement of the teacher candidate, cooperating teacher, and college/university supervisor in candidate growth. This collaborative involvement includes biweekly supervisor observations with feedback.*
- g. Requires the teacher candidate to bear primary responsibility for planning, instruction, and assessment within the classroom for a minimum of two weeks (ten school days).*

h. Includes a written evaluation procedure, after which the completed evaluation form is included in the teacher candidate's permanent record.

79.14(8) *The unit annually offers one or more workshops for cooperating teachers to define the objectives of the student teaching experience, review the responsibilities of the cooperating teacher, and provide the cooperating teacher other information and assistance the unit deems necessary. The duration of the workshop shall be equivalent to one day.*

79.14(9) *The institution enters into a written contract with the cooperating school or district providing clinical experiences, including field experiences and student teaching.*

Initial Team Findings - Clinical Practice

Commendations/Strengths

- Teacher candidates exceed the minimum expectations in their clinical and student teaching experiences. Candidates are required to have 15 observational hours before entering the program (10 required), 100 clinical practicum hours (80 required) and 16 weeks (14 weeks required) within student teaching.

Recommendations

1. 79.14(1) While the team found evidence that the unit has clear requirements detailed in their syllabi and practicum handbook, students seem somewhat unclear about practicum expectations, processes and timelines. The team recommends the unit examine the communication process and timeline for candidates and give special consideration to faculty members leading practicums who support candidates.

Unit Response. Some changes are being made to practicum classes beginning in Fall 2025. The field experience coordinator will be co-teaching any practicum class in which there might be a student who is in their first practicum experience. The first practicum seminar will always be used to go over practicum expectations, processes and timelines and communication should be a bit simpler for students if they have questions because they will have even more direct access to the field experience coordinator.

2. 79.14(4) The team found evidence in the institutional report, opening presentation and conversations with the field experience coordinator that the unit purposefully embeds teacher candidates into clinical experiences in multiple settings that include diverse groups and diverse learning needs. The team recommends that specific procedures be established to ensure this documentation of diverse experiences is consistent and prolonged.

Unit Response. With the adoption of Tevera for all students in field experiences, this information will be accessible for each individual student within the Tevera system. Currently, this information is utilized by the field experience coordinator when making placement decisions for practicum and student teaching. When students apply to student teach, each of their practicum placements is documented in a spreadsheet to determine whether or not students have experienced four of the six placement types in at least 2 districts. If it is found that students have not met four of the six placement types, arrangements are made for them to student teach in districts/buildings that will get them to this point.

3. 79.14(7)e The team found evidence in the institutional report, student teaching handbook and course documents that the mock evaluation including Iowa Teaching Standards is being met, but not consistently understood by all candidates. The team recommends utilizing common language with the student teaching candidates regarding this requirement.

Unit Response. The mock evaluation will be specifically addressed in the first student teaching seminar meeting so that every student teacher understands the link between the Iowa Teaching Standards and how they will be assessed as professional educators. The expectations for scheduling, communication with administrators and documentation of the mock evaluation will be reviewed.

Concerns

None.

Sources of Information

Interviews with: Chair of the Education Department, Field Placement Coordinator, Candidates, Unit Faculty, Content Area Faculty, University Supervisors.

Review of: institutional report, program response to the preliminary review, student records, surveys, course syllabi, practicum handbook, student teaching handbook, district contracts, opening presentation, meeting minutes, cooperating teacher/supervisor training presentations

TEACHER EDUCATION KNOWLEDGE, SKILLS AND DISPOSITIONS STANDARD

281—79.15(256) Teacher candidate knowledge, skills and dispositions standard. *Teacher candidates demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.*

79.15(1) *Each teacher candidate demonstrates the acquisition of a core of liberal arts knowledge including but not limited to English composition, mathematics, natural sciences, social sciences, and humanities.*

79.15(2) *Each teacher candidate receives dedicated coursework related to the study of human relations, cultural competency, and diverse learners, such that the candidate is prepared to work with students from diverse groups, as defined in rule 281—79.2(256). The unit shall provide evidence that teacher candidates develop the ability to identify and meet the needs of all learners, including:*

- a. Students from diverse ethnic, racial and socioeconomic backgrounds.*
- b. Students with disabilities. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.*
- c. Students who are struggling with literacy, including those with dyslexia.*
- d. Students who are gifted and talented.*
- e. English language learners.*
- f. Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse.*

79.15(3) *Each teacher candidate demonstrates competency in literacy, to include reading theory, knowledge, strategies, and approaches; and integrating literacy instruction into content areas. The teacher candidate demonstrates competency in making appropriate accommodations for students who struggle with literacy. Demonstrated competency shall address the needs of all students, including but not limited to, students with disabilities; students who are at risk of academic failure; students who have been identified as gifted and talented or limited English proficient; and students with dyslexia, whether or not such students have been identified as children requiring special education under Iowa Code chapter 256B. Literacy instruction shall include evidence-based best practices, determined by research, including that identified by the Iowa reading research center.*

79.15(4) *Each unit defines unit standards (aligned with InTASC standards) and embeds them in courses and field experiences.*

79.15(5) *Each teacher candidate demonstrates competency in all of the following professional core curricula:*

- a. Learner development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*
- b. Learning differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*
- c. Learning environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

- d. *Content knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*
- e. *Application of content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*
- f. *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*
- g. *Planning for instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*
- h. *Instructional strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*
- i. *Professional learning and ethical practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*
- j. *Leadership and collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*
- k. *Technology. The teacher candidate effectively integrates technology into instruction to support student learning.*
- l. *Methods of teaching. The teacher candidate understands and uses methods of teaching that have an emphasis on the subject and grade-level endorsement desired.*

79.15(6) Assessment requirements.

- a. *Each teacher candidate must either meet or exceed a score on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area as approved by the director of the department of education, or the teacher candidate must meet or exceed the equivalent of a score on an alternate assessment also approved by the director. That alternate assessment must be a valid and reliable subject-area-specific, performance-based assessment for preservice teacher candidates that is centered on student learning. The required passing score will be determined by the director using considerations described in Iowa Code section 256.16(1)"a"(2) as amended by 2019 Iowa Acts, Senate File 159, section 2. A candidate who successfully completes the practitioner preparation program as required under this subparagraph shall be deemed to have attained a passing score on the assessments administered under this subparagraph even if the department subsequently sets different minimum passing scores.*
- b. *The director shall waive the assessment requirements in 79.15(6)"a" for not more than one year for a person who has completed the course requirements for an approved practitioner preparation program but attained an assessment score below the minimum passing scores set by the department for successful completion of the program under 79.15(6)"a." The department shall forward to the BOEE the names of all candidates granted a waiver for consideration for a temporary license.*

79.15(7) *Each teacher candidate must complete a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements. Additionally, each elementary teacher candidate must also complete a field of specialization in a single discipline or a formal*

interdisciplinary program of at least 12 semester hours. Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the teacher candidate is recommended.

79.15(8) Each teacher candidate demonstrates competency in content coursework directly related to the Iowa Core.

79.15(9) *Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.*

Initial Team Findings – Teacher Education Knowledge, Skills and Dispositions

Commendations/Strengths

- The team recognizes the unit has passionate and collaborative educators supporting the learning of all candidates.
- The unit is commended for responding to the needs of candidates by offering EDUC 415: Youth Mental Health First Aid and Trauma Informed Care.

Recommendations

1. 79.15(2)c While the team found evidence through faculty interviews, the institutional report, review of course syllabi and review artifacts, a well-articulated plan for candidates to complete the dyslexia overview module from the Iowa Reading Research Center, reflect on the learning and upload the completed certificate, a noted percentage of alumni communicate feeling unprepared to work with students with dyslexia. The team recommends the unit consider the frequency of instruction and application of content dedicated to working with students who are struggling with literacy, including those with dyslexia.

Unit Response. Thank you for the thorough review of the science of reading initiatives and efforts in our program to better prepare our pre-service teachers to work with students who have language-based learning difficulties, including dyslexia. Immediately following the site visit and before receiving the full feedback, our team formed a literacy subcommittee, composed of four individuals (the three literacy experts from our team and the field experience coordinator), who worked in close collaboration with the education department chair.

The subcommittee put forth two major curriculum changes, one of which will impact all education majors. From the curriculum change submitted in November 2025:

- The education department has proposed and been approved for an additional course added to all education students that will introduce them to the science of reading.
 - For secondary, art and physical education, this course will provide students with the prerequisite knowledge in the science of reading and language-based learning difficulties to go deeper in the course content with EDUC 421: Content Area Reading
 - For elementary education, this course [EDUC 316] will precede the first literacy methods course and will similarly allow students to dive into the science of reading aligned methods and strategies in EDUC 324: Teaching Literacy K-2. K-2 literacy will continue to be paired with an early and embedded reading tutoring experience.
- The elementary education students, regardless of endorsement, will also have a lab associated with EDUC 325: Teaching Literacy 3-8. Students will be provided with case studies to apply science of reading-aligned instructional strategies in written responses, preparing them for the structure of the Foundations of Reading test."

2. 79.15(4) Through a review of course syllabi and the institutional report, the unit has aligned with InTASC standards and has embedded them in courses and field experiences. Progression seems well-dispersed across the program and content areas. Most syllabi clearly define what candidates will learn and how they will demonstrate their knowledge, skills and/or dispositions, but some do not. The team recommends a review of syllabi to ensure consistency.

Unit Response. As part of a larger University initiative related to consistency in course outcomes, all education (graduate and undergraduate) course syllabi have been double-

checked as of March 12, 2025. The course outcomes and core skills (e.g., Written Communication, Oral Communication, etc.) for every course have been identified and are now on file with the Registrar's office, to ensure consistency across sections and modalities. At the same time, InTASC Standards for every course were reviewed. Where there are missing pieces or discrepancies, the Department communicated with the faculty responsible for those courses and worked through updates. For example, it was discovered the EDUC 326 and 328 PE methods courses had the wrong course outcomes listed and instead had the practicum outcomes primarily emphasized. After collaboration with the various instructors, we are on track to have these updates made beginning with summer 2025 courses and will continue updating and implementing in fall 2025 and beyond.

3. 79.15(8) Through a review of course syllabi and the institutional report, the team found the unit has determined content coursework directly related to the Iowa Standards. Some candidates experience Iowa Standards in their methods experiences, others do not (middle school methods, elementary social studies methods, foreign language methods, PE/health methods, secondary English language arts methods, secondary social studies methods, special education). The team recommends the unit review progression of content coursework directly related to the Iowa Standards to ensure consistent instruction and implementation of the standards.

Unit Response. A full-time faculty member has been identified to directly make or oversee the changes to each syllabus for each of the courses listed in the team's feedback above. If the full-time faculty member does not teach the course, they will also communicate the most updated version of the syllabus with the part-time faculty member and include that Iowa Standards implementation is a required piece of the course that must remain intact. The unit will begin the process of reviewing the unit progression and Iowa Standards implementation throughout the program, with the goal to have this review completed by August 2025. Iowa Standards implementation will be a line added to the teacher education program assessment map, to ensure consistent implementation throughout.

Concerns

1. 79.15(3) Through a review of the institutional report, course syllabi, program responses to the preliminary review, faculty interviews and surveys, the team found evidence of instruction and candidate competency related to literacy strategies and approaches as well as integration of literacy in content areas. The team did not find evidence that secondary candidates have an opportunity to attain and demonstrate sufficient competency in reading theory and knowledge. The team requires the program to integrate this component into the secondary program and track secondary candidates' competency in reading theory.

Unit Response. The response above in 79.15(2)c outlined two of the major changes for increased literacy content in the education majors. The education department has proposed and been approved for an additional course added to all education majors that will introduce them to the science of reading. For secondary, art and physical education, this course [EDUC 316] will provide students with the prerequisite knowledge in the science of reading and language-based learning difficulties to go deeper in the course content with EDUC 421: Content Area Reading. This course will also provide the foundation in the science of reading necessary for application of appropriate instructional strategies in EDUC 324: K-2 Literacy.

*The unit provided a detailed sequence of course outcomes mapped to activities and assignments to demonstrate student learning. An overview of the course objectives is provided here.

Course Objective #1: Explain the domains of language (phonology, morphology, syntax, semantics, pragmatics) and their importance to proficient reading and writing. (*InTASC Standards 4, 5, 7, 8*)

Course Objective #2: Identify cognitive, behavioral, environmental, cultural, linguistic and social factors that contribute to literacy development. (*InTASC Standards 1, 2, 3, 5*)

Course Objective #3: Summarize the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling and vocabulary knowledge. (*InTASC Standards 1, 4, 5, 7, 8*)

Course Objective #4: Describe the typical developmental progression of the major components of literacy: phoneme awareness, phonics, fluency, vocabulary and comprehension. (*InTASC Standards 1, 2, 3, 4, 5, 8*)

Course Objective #5: Identify the distinguishing characteristics of dyslexia and other reading disabilities, including the related fundamental provisions of federal and state laws. (*InTASC Standards 1, 2, 6, 7, 8, 9, 10*)

Course Objective #6: Describe the basic principles of and purposes for different types of educational assessments. (*InTASC Standard 6*)

Course Objective #7: Apply the principles of the science of reading in the practices of structured language and literacy teaching, including explicit, systematic, cumulative and teacher-directed instruction. (*InTASC Standards 1, 4, 5, 7, 8*)

Course Objective #8: Adhere to a professional code of ethics in decision-making and instructional practice. (*InTASC Standards 9, 10*)

Course Objective #9: Explain the importance of scientifically-based reading research and how to access and read research articles. (*InTASC Standards 4, 5, 7, 8, 9, 10*)

Sources of Information

Interviews with: Chair of the Education Department, Teacher Advisory Council members, candidates, Field Placement Coordinator, Unit Faculty, Alumni

Review of: course syllabi, student record review, institutional report, program response to the preliminary review, survey responses, program opening presentation

OTHER PROGRAMS CLINICAL PRACTICE STANDARD

281—79.20(256) Clinical practice standard. The unit and its school, AEA, and facility partners shall provide clinical experiences that assist candidates in becoming successful practitioners in accordance with the following provisions.

79.20(1) The unit ensures that clinical experiences occurring in all locations are well-sequenced, purposeful, supervised by appropriately qualified personnel, monitored by the unit, and integrated into unit standards. These expectations are shared with candidates, supervisors and cooperating professional educators.

79.20(2) The PK-12 school, AEA, and facility partners and the unit share responsibility for selecting, preparing, evaluating, supporting, and retaining both:

- a. High-quality college/university supervisors, and*
- b. High-quality cooperating professional educators.*

79.20(3) Cooperating professional educators and college/university supervisors share responsibility for evaluating the candidate's achievement of unit standards. Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate the candidate's attainment of unit standards.

79.20(4) Clinical experiences include all of the following criteria:

- a. Learning that takes place in the context of providing high-quality instructional programs for students in a state-approved school, agency, or educational facility;*
- b. Take place in educational settings that include diverse populations and students of different age groups;*
- c. Provide opportunities for candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice;*
- d. Include minimum expectations and responsibilities for cooperating professional educators, school districts, accredited nonpublic schools, or AEAs and for higher education supervising faculty members;*
- e. Include prescribed minimum expectations for involvement of candidates in relevant responsibilities directed toward the work for which they are preparing;*
- f. Involve candidates in professional meetings and other activities directed toward the improvement of teaching and learning; and*
- g. Involve candidates in communication and interaction with parents or guardians, community members, faculty and staff, and cooperating professional educators in the school.*

79.20(5) The institution annually delivers one or more professional development opportunities for cooperating professional educators to define the objectives of the field experience, review the responsibilities of the cooperating professional educators, build skills in coaching and mentoring, and provide the cooperating professional educators other information and assistance the institution deems necessary. The professional development opportunities incorporate feedback from participants and utilize appropriate delivery strategies.

79.20(6) The institution shall enter into a written contract with the cooperating school districts that provide field experiences for candidates.

Initial Team Findings – Other Programs Clinical Practice

Commendations/Strengths

- The team commends the school social work program's use of an assessment system that has become a model for other units.
- A thorough process is in place to ensure quality partnerships and placements for school social work candidates, including in-person visits to schools and agencies and meetings with potential site supervisors. This occurs prior to approving sites and cooperating professionals.
- Students in the school social work program are supported in development and evaluation of their competencies and skills through site supervisor evaluations, personalized learning plans and meetings with the field experience coordinator during clinical experiences, including initial, midpoint and endpoint meetings.

Recommendations

None.

Concerns

None.

Sources of Information

Interviews with: Chair of the Education Department, assessment coordinator, Teacher Advisory Council Members, Candidates, Field Placement Coordinators, Director of Inclusive and Supportive Programming, Unit Faculty, Alumni

Review of: course syllabi, student record review, institutional report, program response to the preliminary review, survey responses, program opening presentation

OTHER PROGRAMS KNOWLEDGE SKILLS AND DISPOSITIONS

281—79.21(256) Candidate knowledge, skills and dispositions standard. Candidates shall demonstrate the content knowledge and the pedagogical and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.

79.21(1) Each professional educator program shall define program standards (aligned with current national standards) and embed them in coursework and clinical experiences at a level appropriate for a novice professional educator.

79.21(2) Each candidate demonstrates, within specific coursework and clinical experiences related to the study of human relations, cultural competency, and diverse learners, that the candidate is prepared to work with students from diverse groups, as defined in rule 281—79.2(256). The unit shall provide evidence that candidates develop the ability to meet the needs of all learners, including:

a. Students from diverse ethnic, racial and socioeconomic backgrounds.

b. Students with disabilities. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.

c. Students who are struggling with literacy, including those with dyslexia.

d. Students who are gifted and talented.

e. English language learners.

f. Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse.

79.21(3) Each candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

Initial Team Findings – Other Programs Knowledge Skills and Dispositions

Commendations/Strengths

- School social work students have trust in, and strong relationships with, faculty, advising and the program as a whole. The faculty advisor's relevant background in school social work and responsiveness to student needs provide strong support.

Recommendations

1. 79.21(2) The team recommends that the school social work program review and examine the inclusion of specific coursework and experiences related to the study of human relations, cultural competency and diverse learners as described in this standard and consider ways to address these needs at multiple points in the program. The program's curriculum map highlights alignment with social work competencies but lacks detail related to the specific needs of all learners as identified in this standard.

Unit Response. MSW program curriculum includes coursework and experiences related to each category of diverse learners described in this standard. For example, coursework associated with (a) learners from diverse ethnic, racial and socioeconomic backgrounds and those who are (d) English learners is integrated in SWGR 565: Developing Socially Just Policy, where MSW students practice examining policies and complete a final project to determine the extent to which they are socially just for people from minoritized groups. In SWGR 546: Working in Schools, MSW students receive content related to special education services, as well as collaboration and consultation with constituencies, to learn more about the role of social workers in working with (b) students with disabilities and those who are (c) identified as gifted and talented. Students in the course also complete a unit on culturally responsive and anti-racist school social work, which also addresses content related to (a) learners who have diverse ethnic, racial and socioeconomic backgrounds or are (d) English learners. MSW students also complete a unit where they examine social issues affecting educational experiences. The final project in SWGR 546 is *addressing challenges to school success*, where MSW students research a factor that impacts school success (e) and identify evidence-based strategies, including considerations in working with diverse learners.

Concerns

1. 79.21(2)c The team did not find evidence through syllabi review, the institutional report, program responses to the preliminary review and interviews with faculty and students indicating that study of students struggling with literacy, including those with dyslexia, is specifically addressed in the curriculum for both school social work and professional school counseling. The team requires the unit to develop and embed these topics addressed in coursework for both programs.

Unit Response. SWGR 536: Working in Schools will add and SCGR 548: Introduction to Gifted and Exceptional Learning will increase emphasis on the study of students struggling with literacy, including those with characteristics of dyslexia, in the following ways:

Preservice school social workers and counselors will begin by completing the dyslexia overview module from the Iowa Reading Research Center, followed by the effective literacy instruction module. Beginning with an understanding of the characteristics of dyslexia prepares

practitioners to engage in informed, empathetic conversations with students and families—whether a diagnosis is recent or literacy challenges are just emerging. These trainings equip practitioners to support early identification and intervention and to understand the broader context in which reading difficulties occur.

In addition, knowledge of effective literacy instruction empowers practitioners to be stronger advocates in individual education plan (IEP) and 504 meetings and enables school counselors to support students with more informed, targeted strategies that benefit all learners.

From there, preservice school social workers and counselors will familiarize themselves with and create a repository (for use with future students and families) of resources. For example:

- Parent and caregiver resources - for practitioners to learn more about the resources available to families when students are experiencing challenges with acquiring literacy skills or have been formally diagnosed with dyslexia.
- Department dyslexia resources - including their new dyslexia handbook which is a valuable resource for parents, educators and community members.
- International Dyslexia Association resources and other resources regarding the intersection between literacy difficulties and social emotional concerns
- Early screener information to share with families
- Early intervention information for school social workers and counselors
- A resource helping and MSW and school counseling students see what the experience is like for children with dyslexia and their parents
- A resource sharing about the individual, family, school and community contributors to mental health concerns in children and youth with dyslexia
- Resources and tools to help students and parents use assistive technology

The unit in SCGR 548 and SWGR 536 will conclude with an opportunity for preservice school social workers and counselors to apply their learning in a practical context. Students will be given case studies and student profiles featuring individuals with literacy challenges or characteristics of dyslexia. Drawing on their knowledge of dyslexia, effective literacy practices and available resources, preservice practitioners will develop a comprehensive plan outlining how to support both students and families. This plan will emphasize a strengths-based approach, promoting understanding of the diagnosis while also advocating for early screening and evidence-based intervention.

Sources of Information

Interviews with: Chair of the Education Department, assessment coordinator, Teacher Advisory Council Members, Candidates, Field Placement Coordinators, Director of Inclusive and Supportive Programming, Unit Faculty, Alumni

Review of: course syllabi, student record review, institutional report, program response to the preliminary review, survey responses, program opening presentation

Professional School Counseling – Sunset and Teach Out

Through a review of Gvu's professional school counseling (PSC) program, several significant concerns regarding the governance, oversight and assessment were identified. The evaluation team determined that the professional education unit did not demonstrate primary responsibility for the PSC program and lacked a designated advisory board, formal oversight processes and a remediation plan for candidates. Additionally, the team found that adjunct faculty were not selected with clear, purposeful criteria and that communication regarding curriculum oversight and assessment lacked clarity and structure.

The PSC program's plan for ongoing professional development was not adequate and faculty engagement with broader unit initiatives appeared minimal. The assessment and evaluation processes were found to be inconsistent and insufficiently aligned with Iowa standards. Specific concerns included the absence of clearly defined checkpoints, inequities in candidate assessment and inconsistent quality in academic advising. Collectively, these findings highlighted a need for comprehensive structural, curricular and personnel improvements to bring the PSC program into full compliance with Chapter 79 standards.

In response Gvu has chosen to close the program. Gvu developed and implemented a formal teach-out plan, with all Master's and endorsement-only students scheduled to complete by spring 2026. Oversight of the program was reassigned to the education department chair, who collaborated closely with a newly hired PSC consultant and qualified adjunct faculty members to revise curriculum, update assessments and ensure continuity through program completion.

A comprehensive overhaul of the PSC program's assessment system was conducted, aligning all courses with the Iowa School Counseling Standards. Updated syllabi, course artifacts and rubrics were built into the Blackboard and Tevera assessment systems. The adjunct faculty qualifications were clearly defined and a licensed school counselor meeting those criteria was hired to teach all remaining PSC coursework. All PSC students were reassigned to a single advisor who manages academic advising, program communication and assessment completion. Program checkpoints were addressed through individualized advising and systematic oversight to ensure student progression.

As the PSC program is no longer admitting new candidates, long-term professional development and advisory planning were discontinued in favor of ensuring a focused and high-quality conclusion to the program.

The team's initial findings and Gvu's detailed responses to resolve concerns for the remaining candidates are documented in the following section.

Initial Team Findings – Professional School Counseling

Governance Concerns

1. 79.10(2) Through review of the institutional report, preliminary report responses and interviews with unit faculty, administrators and staff, the team did not find evidence that the professional education unit has primary responsibility for all educator preparation programs offered by the institution, specifically in the professional school counseling program. The team requires the unit to develop a plan for establishing primary responsibility for oversight and annual review for this program.

Unit Response. Gvu has developed a plan to sunset the PSC program and teach-out all remaining master's and endorsement-only students in PSC by Spring 2026. Early in this process, September 2024 - January 2025, all meetings between the counseling and education departments were additionally attended by either the dean or associate provost (or both) to help encourage timely follow-through of PSC expectations. PSC Faculty E no longer receives release time to participate in shared oversight or assessment of the professional school counseling program. Instead, PSC Faculty A and the education department chair will collaborate to ensure expectations are met through Spring 2026, and the chair will have primary oversight.

2. 79.10(5) The team finds evidence of ongoing appropriate collaboration with stakeholders and an active advisory committee that provides input for program evaluation and continuous improvement for the teacher education program and the school social work program. However, interviews with the professional school counseling chair and faculty find the program does not have a designated advisory board. The team requires the unit to establish a professional school counseling advisory board and create a timeline for semi-annual meetings.

Unit Response. Gvu has developed a plan to sunset the professional school counseling (PSC) program by Spring 2026. Gvu's counseling advisory committee, which meets biannually in the fall and spring semesters, includes school counseling faculty, students and community members. School counselors will continue to participate in advisory committee meetings through the end of Gvu's PSC teach-out.

3. 79.10(6) From interviews with the unit chair, professional school counseling chair and documents provided, there is evidence of communication between the professional school counseling program chair and the unit chair. However, there is no evidence that actions were implemented as agreed upon. The unit is required to ensure a formalized process for regular meetings and oversight of the professional school counseling program, communication of Iowa standards and oversight of the implementation process.

Unit Response. Gvu has developed a plan to sunset the professional school counseling (PSC) program and will teach-out all remaining master's and endorsement-only students in PSC by spring 2026. PSC Faculty A and the education department chair are assisted by a professional school counseling consultant, who was hired in December 2025 to help with the updating of the coursework and assessment system in professional school counseling. Further, all courses are taught by part-time faculty members and a professional school counselor, PSC Faculty F.

4. 79.10(9) Through review of the institutional report, program presentation and interviews with candidates, administrators and faculty the team found no evidence that the selection of adjunct faculty for the professional school counseling program is purposeful, nor how the program ensures continuity and fidelity of the program with adjunct faculty. The team requires the professional school counseling program, in collaboration with the department chair, to define the qualifications for adjunct faculty in the program and how that will carry through in hiring practices.

Unit Response. The adjunct job description for school counseling faculty has been updated to include Iowa school counseling licensure, experience as a school counselor in Iowa schools and experience at the level (K-8, 5-12) that best corresponds to the specific classes the adjunct is being hired to teach (e.g., SCGR538: College and Career Readiness by an adjunct with high school/college readiness experience).

Some specific qualifications include:

1. Educational Background
 - A minimum of a master's degree in school counseling or a closely related field (e.g., counseling psychology, education).
 - Preference for candidates with a doctoral degree in counseling or related disciplines.
2. Professional Experience
 - A minimum of three to five years of relevant professional experience as a licensed school counselor.
 - Demonstrated expertise in implementing comprehensive school counseling programs aligned with the American School Counselor Association national model.
 - Experience with diverse student populations, including those from various socioeconomic, cultural and linguistic backgrounds.
3. Licensure and Certification
 - Active state certification/licensure as a school counselor.
 - Additional credentials in counseling or supervision are preferred.
4. Teaching and Mentorship Experience
 - Prior experience teaching or mentoring adult learners, preferably in higher education or professional development settings.
 - Familiarity with graduate-level instruction and curriculum development in counseling programs.
5. Commitment to Program Fidelity and Continuity
 - Proven ability to teach and align course instruction with the program's mission, goals and established frameworks.
 - Evidence of consistent adherence to program policies, assessment procedures and fidelity in teaching established curriculum.
6. Professional Development and Collaboration
 - Engagement in ongoing professional development in school counseling practices and pedagogy.
 - Willingness to collaborate with full-time faculty and administrators to maintain program continuity and high standards.

A candidate meeting these qualifications has been hired and is teaching all the professional school counseling endorsements courses for the remainder of the program, through Spring 2026. PSC Faculty F is only teaching PSC and is only teaching PSC students.

Faculty Concerns

1. 79.12(1) Through interviews with the content faculty, chairs and review of the institutional report, the team did not find evidence of clear communication regarding the role of the individuals overseeing the school counseling requirements, including the oversight of the curriculum, assessment for the program and candidates and oversight of the equitable and valid assessment. The team requires the professional school counseling program, in collaboration with the program chair, designate and define position descriptions to address each of these areas.

Unit Response. The primary oversight of the professional school counseling program belongs to the education department chair. Reassigned time for the education department chair has temporarily been increased by three credits in spring 2025 to account for the extra time to collaborate with the new and established PSC collaborators and make the necessary updates to the assessment system and curriculum for the PSC program. Those additional PSC collaborators are:

PSC Consultant - is a K-8 and 5-12 professional school counseling endorsed school counselor with a terminal degree in education. They have been hired as the content expert to update the curriculum and assessment system for the PSC program in close collaboration with the education department chair.

PSC Faculty F - K-8 and 5-12 professional school counseling endorsed school counselor, who will be teaching specialized PSC sections of all the remaining courses in the PSC program from spring 2025 through program completion in spring 2026. This faculty will also be partially responsible for overseeing the completion of the previously established and required Tevera assignments.

PSC Faculty A - is now the academic advisor for all remaining PSC students. This faculty continues to receive three credits of reassigned time each semester. They are the primary communicator regarding program requirements, candidate schedules, practicum and internship paperwork and expectations and are also in charge of completing the newly updated assessments in Tevera. All 12 State of Iowa School Counseling standards and their sub-standards have been accounted for in the new assessment system. There is space for artifacts and the assessment of those artifacts built into Tevera for each of the remaining PSC courses.

Clinical Director - manages Tevera for the counseling program. They have offered to train PSC Faculty A and F to ensure they have strong knowledge of how to use and guide students to use Tevera.

2. 79.12(2) Through review of the institutional report, preliminary review response and curriculum vitae, the team was not able to find the evidence of appropriate qualifications and experience for some faculty in the professional school counseling program. The team requires the unit to examine the curriculum vitae, preparation and school counseling experience for full-time and adjunct faculty teaching in the program. Further the team requires the unit to address course assignments for faculty without relevant experience.

Unit Response. PSC Faculty F - K-8 and 5-12 professional school counseling endorsed school counselor, They will be teaching specialized PSC sections of all of the remaining courses in the PSC program from spring 2025 through program completion in spring 2026.

3. 79.12(4) The team acknowledges that the professional school counseling program self-identified the need for professional development for faculty specific to critical topics in K-12 school counseling. The team requires the professional school counseling program to develop a plan and timeline for implementation of regular professional development on academically relevant topics, to be identified and delivered by a professional school counselor licensed in or with documented professional school counseling experience in Iowa schools.

AND

4. 79.12(5)a-c Review of the institutional report, response to the preliminary review and interviews with faculty and staff find there is a lack of collaboration from the professional school counseling faculty. The unit is required to ensure there is appropriate engagement of faculty members in the K-12 setting and colleagues across the unit to understand the common and current issues in Iowa schools informing school counselor preparation.

Unit Response. The team was able to hire PSC Faculty F who has up-to-date professional development, expertise and engagement in K-12 schools as a current school counselor in Iowa. The rest of the counselor education team has fully transitioned to teaching only clinical mental health counseling courses, which began in January 2025. The PSC program will teach-out the remaining students and close after the spring 2026 semester. As such, there will not be a plan established for PSC professional development or ongoing engagement.

Assessment Concerns

1. 79.13(1) and 79.13(6)c The team did not find evidence, through review of the institutional report, preliminary review responses, meeting minutes and interviews with faculty, of regular and intentional reviews, evaluations, or revisions of the professional school counseling program. The team requires the unit to specifically outline this work in the unit assessment system.

Unit Response. The professional school counseling program consultant was officially hired in December 2024. The consultant and the education department chair have been working together since December 10, 2024, to update the overall assessment system and all courses remaining in the PSC program. Here are the steps that have been taken thus far, as well as a timeline for the remaining components:

1. The PSC consultant and education department chair began assessment mapping using the Iowa Teaching Standards, since that is how the Iowa School Counseling Association suggests evaluation occur when PSCs are working in the field. This is in line with Drake University and Buena Vista University which was confirmed in a meeting December 26, 2024.
2. Based on remaining course descriptions only, connections to State of Iowa Standards were mapped. From there artifacts were identified or created for each of the 12 standards such that there is at least one connection, often more, to each of the 50 sub-standards. All 12 standards are also split between Internship I and II for a second/final evaluation.
3. The PSC consultant and education department chair reviewed the progression of the remaining PSC courses to ensure logical progression of the PSC content for the remainder of the program.
 - a. The consultant worked in conjunction with a professional advisor for the university to change all the professional school counseling students' courses to be offered on the same timeline. Each of the sections that run from spring 2025 to spring 2026 will be PSC only sections and all taught by the same instructor.
2. By January 10, 2025:

- a. Spring 2025 PSC Blackboard courses were fully updated with appropriate curriculum updates with State of Iowa Standards/Sub-standards and language integrated into each of the artifacts.
 - b. Spring 2025 syllabi were fully updated with the same information.
 - c. Blackboard updates were shared with the university instructional designers to ensure they will be copied over into the special PSC only version of the Blackboard courses that run in the program moving forward.
 - d. The new syllabi were shared with the counselor education administrative coordinator for filing, as well as the new instructor.
3. The six-point rubric used in GVU's teacher preparation program was amended for use with the counselor education program. Feedback was provided by the consultant before implementing
 - a. For each of the spring 2025 courses, the education department chair worked with Tevera to create assessment forms for each of the rubrics. The artifacts and rubrics for each of the spring 2025 courses are all built in Tevera.
 - b. For program assessment as it relates to the State of Iowa School Counseling Standards, the chair worked with PSC Faculty A to train over the use of the new rubric and the actual scoring of the rubrics/artifacts in Tevera.
 - c. At that time, it was identified PSC Faculty F would also benefit from Tevera training for all other program requirements previously built in Tevera. That training was provided.
4. As of March 14, 2025:
 - a. Summer 2025 PSC Blackboard courses have been fully updated, with State of Iowa Standards/Sub-standards and language integrated into each of the artifacts
 - b. Summer 2025 syllabi have been fully updated with the same information
5. By April 1, 2025:
 - a. Blackboard updates were shared with the university instructional designers to ensure they will be copied over into the special PSC only version of the Blackboard courses that run in the program moving forward.
 - b. The new syllabi were shared with the counselor education administrative coordinator for filing, as well as the new instructor.
6. Moving forward:
 - a. The education department chair will work with Tevera to create assessment forms for each of the summer 2025 rubrics. The artifacts and rubrics for each of the summer 2025 courses will then be built in Tevera.
 - b. The remaining fall 2025 and spring 2026 courses already have artifacts and standards assigned. The consultant is working on the final curriculum updates for the Internship I and II courses. The chair will assist in the updating of assignments in Blackboard, syllabi and Tevera for Internship I and II.

2. 79.13(2) Review of the institutional report, syllabi and interviews with the chair and faculty found no evidence of the Iowa Standards in the professional school counseling program. The team requires the program to align candidate assessment with the Iowa Standards in 282 - 13.28(26) and 282 - 13.28(27), and chapter 79 division V, document such in syllabi and communicate these standards with candidates.

Unit Response. These standards have been fully updated and communicated in Blackboard, syllabi and Tevera for all remaining professional school counseling courses. The standards have not simply been added to courses, but connections between the course content and standards now exist. The PSC syllabus statement related to Iowa Standards and how those standards are assessed. All of the course syllabi that have been updated for spring 2025 and

summer 2025. The remaining courses for fall 2025 and spring 2026 will be updated by the end of May.

3. 79.13(4) b, d Through the institutional report, review of handbooks and student and faculty interviews, the team found that not all checkpoints are clearly defined in the professional school counseling program. The team requires the program to formalize expectations for checkpoints, as identified in this standard, to be applied consistently across the program and clearly communicated to students.

Unit Response. For the remaining few students PSC Faculty A communicated individually with students about the requirements for progression to the practicum beginning January 2025. They will similarly communicate with students over the summer in preparation for the final field experiences over next academic year, Internship I and Internship II. Individual communication of the checkpoints makes sense at this point given the closure of the program after May 2025.

4. 79.13 (5) a Through the conversation with the professional school counseling faculty and candidates the team did not find evidence of reliable and fair assessment being utilized by the clinical supervisor and the cooperating professionals. The unit is required to ensure equitable, valid and reliable assessment of candidates and develop a process of inter-rater reliability to enhance their fairness.

Unit Response. The updated validated school counseling internship competency scale (SCICS) has been sent to Tevera for form creation. This new scale will be able to be implemented beginning fall 2025 for all Internship I and II students. The form was derived from the work of Burgess et al. (2023) as the only validated school counseling competency to date connected to American School Counseling Association (ASCA) and Council for Accreditation of Counseling and Related Educational Programs (CACREP) school counseling standards.

To increase reliability, cooperating professionals are invited to attend an orientation and professional development each semester. However, there will be no new site supervisors identified after fall 2025. As such, PSC Faculty A already meets with every cooperating professional individually to review expectations and will update the existing site supervisors about expanded rating criteria for the assessment, which can be found in 79.13(5)a. As for Tevera assessments related to each of the twelve State of Iowa Standards for professional school counseling, the education department chair has implemented the same one to six scale used in teacher preparation and has met with PSC Faculty A to discuss the rating scale and help with more accurate implementation.

5. 79.13(5)g Through focus group discussions, candidates indicated an inconsistent quality in advising for the professional school counseling program with concerns that not all advisors understand the school counseling program. The team requires the unit to review the qualifications of advisors assigned to candidates in the professional school counseling program.

Unit Response. All students are now advised by PSC Faculty A. The education department chair is able to oversee and ensure all students are on the same progression required for PSC and ensure requirements are met for checkpoints to enter into practicum and internship.

Professional School Counseling Clinical Practice Recommendations

1. 79.20(5) Through interviews with the program chair, faculty and survey responses, the team did not find evidence that the professional school counseling program provides annual professional development for cooperating educators to orient them to program expectations. The team acknowledges that the program is just beginning clinical experiences with candidates and recommends the program develop a formal professional development process that utilizes appropriate delivery strategies in preparation for enrollment growth.

Unit Response. Cooperating professionals are invited to attend an orientation and professional development each semester. However, there will be no new site supervisors identified after fall 2025. As such, PSC Faculty A already meets with every cooperating professional individually to review expectations. She will update the existing site supervisors about any updates, such as the new midterm and final evaluation being implemented in Internship and providing inter-rater reliability training for this tool.

Professional School Counseling Clinical Practice Concerns

1. 79.20(1) The team did not find evidence that clinical experiences in the professional school counseling program are intentionally and purposefully scaffolded for application of skills following a review of the institutional report, interviews with faculty and students and survey responses. The team requires the unit to detail how experiences in the practicum and internship differ and clearly communicate expectations for formative and summative evaluation with candidates, faculty and site supervisors.

Unit Response. *Practicum* utilizes a graduate release model. When students first begin at a site they are more likely to be shadowing and observing. By the mid-point of the practicum semester preservice counselors should begin meeting with students individually without the cooperating professional present. This is similar to group experiences. Preservice students begin by co-facilitating and gradually work toward independent facilitation. The goal is a gradual increase of autonomy for individual and group sessions. Practicum students are expected to score at least a three out of five on the assessment scale. Students also have the opportunity to be formally assessed on three State of Iowa School Counseling Standards. Concurrently, students in practicum are being formally assessed over two additional standards, which is nearly half of the twelve State of Iowa School Counseling standards. Four additional standards are assessed gradually and spread out over the remaining summer courses, so students have an opportunity for assessment and exposure to all 9th-12th standards before internship. The other three are assessed in concurrent fall courses, which, if the earlier program courses had been designed differently, ideally would have taken place and been assessed earlier in the program to provide exposure to all twelve standards before internship.

Internship students often are working on Class B or Class G licenses and are fully enveloped in the professional identity of a school counselor. They are working with students and groups independently, with an increased focus on program development and evaluation. Preservice counselors by the end of internship are attending all meetings and collaborating with administrators, families and other stakeholders. Students in internship are expected to be at a four or five out of five on the assessment. They are also formally assessed over all twelve State of Iowa School Counseling standards and are given the opportunity to be assessed over all

twelve in both Internship I and II to demonstrate growth from the beginning to the end of internship.

Assessment expectations are clearly outlined in Tevera and in the syllabus for practicum and internship courses, as well as the clinical manual. PSC Faculty A and F share these expectations in class and advising sessions with students. These expectations will be discussed in individual meetings between PSC Faculty A and the site supervisors.

2. 79.20(2) Through a review of the institutional report, interviews with the coordinator, faculty and students, the team did not find evidence that the unit shares responsibility for selecting, preparing, evaluating, supporting and retaining high-quality supervisors and cooperating professional educators for the professional school counseling program. The team requires the unit to develop and implement policy and procedures to address this standard.

Unit Response. At present, there are only four students remaining in the professional school counseling program who will progress into Internship in Fall 2025. Given there are only two additional semesters in which GVU PSC students will need to collaborate with cooperating professionals, we are going to handle the training of and communication with these cooperating professionals on a small scale. This means when new cooperating professionals are identified they will engage in training with PSC Faculty A. All previously identified site supervisors were trained through the orientation as described in the institutional report. PSC Faculty A will help provide additional information to those existing supervisors to update them about this information as well as changes to the midterm and final evaluations in internship. Additionally, all cooperating professionals will now only need to communicate with one faculty member and supervisor and the communication will be aided by the PSC students' academic advisor.

3. 79.20(3) Evidence from the institutional report, clinical manual and Tevera indicates the professional school counseling program clinical site supervisors use the Counselor Competencies Scale-Revised (CCS-R) for candidate evaluation that reflects core skills and dispositions for counseling in clinical or private practice settings. The team requires the professional school counseling program to modify this tool or develop an alternative to reflect the specific role of a school counselor.

Unit Response. The updated, validated School Counseling Internship Competency Scale (SCICS) has been sent to Tevera for form creation. This new scale will be able to be implemented beginning fall 2025 for all Internship I and II students. The form was derived from the work of Burgess et al. (2023) as the only validated school counseling competency to date connected to ASCA and CACREP school counseling standards.

4. 79.20(4)a Through a review of Tevera and interviews with faculty and focus groups, it is clear that students in professional school counseling clinicals are not placed in a state-approved school, agency, or educational facility. The team requires the professional school counseling program to establish a policy and procedures to meet the conditions of this standard.

Unit Response. Beginning spring 2025 the remaining professional school counseling students transitioned into their practicum experience right away. This shifted the previously scheduled experience from summer 2025 to spring to ensure all students are working in a

state-approved school for practicum. This will also occur for Internship I and II in fall 2025 and spring 2026.

5.79.20(4) b Through review of the institutional report, Tevera and interviews with administrators, faculty and focus groups the team found no evidence that the professional school counseling program tracks or documents how diverse placements with students of different age groups are achieved. The team requires the professional school counseling program to develop a system to evaluate clinical school settings and document the attributes on the placement for each candidate.

Unit Response. There will be only four students remaining in the professional school counseling program after spring 2025 and their placements are being tracked until the program closure in spring 2026.

6.79.20(4) e, f, g The team does not find evidence through focus groups, faculty interviews, institutional report, preliminary review response or unit provided materials that the professional school counseling program has established minimum expectations for clinical experiences or involves candidates in activities toward the improvement of teaching and learning and communication with school stakeholders. The team requires the professional school counseling program to revise curriculum and communication to address these sub-standards.

Unit Response. e. SCGR 523: School Counseling Foundations provides opportunities for students to engage in lesson planning and sharing about their counseling programs to practice the skills necessary for future work as a school counselor. This course is paired with school counseling practicum in which students are working directly with students and families in a gradual release model, progressively taking on more responsibilities as the practicum course progresses. In internship preservice counselors will be fully immersed and engaged in the work of a professional school counselor. In practicum and internship there are also weekly meetings with the faculty supervisor for one and a half hours throughout all clinical experiences discussing client notes, mandatory reporting and feedback. Throughout the program various State of Iowa School Counseling standards are assessed which provide students with opportunities to practice and receive feedback over all twelve State of Iowa Standards more than once throughout the program.

f. Onsite clinical experiences include weekly supervision for a minimum of one hour with the site supervisor to receive feedback on group presentations of classroom management and development of new skills. State of Iowa School Counseling Standards over curriculum, learning theory and classroom management are assessed in a variety of courses, with opportunities to be formally assessed, outside practicum and internship, in CMGR 555: Group Counseling.

g. In orientation cooperating professionals (site supervisors) are informed of the value of engaging preservice teachers in communication with parents and families. When appropriate and directly supervised by the cooperating professionals, preservice counselors are able to participate in these communications in practicum and internship. Preservice counselors also participate in school training, faculty/staff meetings at their sites and 504 and IEP meetings with students and their families.

7. 79.20(6) Through review of Tevera and interviews with the chair for professional school counseling and focus groups, the team did not find evidence of a written contract between GVVU and the cooperating school district. While an agreement between the student, site supervisor and clinical director was provided, a contract outlined in this standard was not utilized. The team requires the professional school counseling program to develop a contract, similar to those utilized by the educator preparation and school social work programs and implement procedures to ensure contracts are executed and documented.

Unit Response. Contracts for all current school counseling practicum (spring 2025) and Internship II (spring 2025) clinical experiences are currently in place. The only spring 2025 contract missing is with Dallas Center Grimes (DCG); the district returned the previous agreement we had on file, which did not contain the PSC updates. DCG last communicated with us March 31, 2025 and shared their business department is reviewing the updated contract.

Professional School Counseling Knowledge, Skills and Dispositions Recommendations

1. 79.21(2) The team recommends the professional school counseling program review and examine the inclusion of specific coursework and scaffolded experiences related to diverse learners as described in this standard and consider ways to address these needs at multiple points in the program. The program's syllabi and opening presentation provide a general introduction but lack details related to the specific needs of all learners.

Unit Response. Thank you for the suggestion. All the remaining PSC coursework has been updated with clearer connections to the State of Iowa School Counseling Standards. In the new progression PSC students have opportunities to apply and be formally assessed over information about diverse learners in summer 2025 in SCGR 548: Introduction to Gifted and Exceptional Learning and fall 2025 and spring 2026 in Internship I and II. For example, in SCGR 548 one assignment requires preservice counselors to interview a teacher about how to accommodate and support students with disabilities, gifted students and ELLs. There are also assignments related to diverse learners in the following courses and assignments:

SCGR 510 - personal career presentation

CMGR 555 - group design paper in which the student notes any key diversity factors and how to address those factors

SCGR 538 - diversity research and group presentation

Professional School Counseling Knowledge, Skills and Dispositions Concerns

1. 79.21 (1) After reviewing the institutional report, syllabi, faculty interviews, surveys and focus groups, the team noted that professional school counseling candidates lack targeted school counseling content embedded within their program sequencing. The team noted in particular, the unit appears to emphasize counseling within the mental health setting and often fails to provide context or accommodation for school counseling candidates. The team requires the unit to review and update the professional school counseling curriculum to reflect content related to the school setting throughout the program, including the Iowa standards for school counseling as outlined in Chapter 13, specifically the competencies listed in subparagraphs 13.28(26)c(1) to (11).

Unit Response. All the remaining courses have been thoroughly updated and tied to the State of Iowa School Counseling Standards. Each of the twelve standards and their sub-

standards have all been addressed, with the coursework and assessment artifacts updated in Blackboard and syllabi for the spring and summer 2025 courses. The fall 2025 and spring 2026 courses updates are planned and artifacts selected. The actual updating of the courses will occur over the summer and be completed by August 2025 for both courses.