

**EDUCATIONAL EXAMINERS BOARD[282]**

**Notice of Intended Action**

**Proposing rule making related to endorsement requirements  
and providing an opportunity for public comment**

The Educational Examiners Board hereby proposes to amend Chapter 13, “Issuance of Teacher Licenses and Endorsements,” Iowa Administrative Code.

*Legal Authority for Rule Making*

This rule making is proposed under the authority provided in Iowa Code section 272.2.

*State or Federal Law Implemented*

This rule making implements, in whole or in part, Iowa Code section 272.2.

*Purpose and Summary*

The proposed amendments include reductions to the credit-hour requirements for select endorsements in response to stakeholder input, as well as some cleanup language related to Board endorsements.

*Fiscal Impact*

This rule making has no fiscal impact to the State of Iowa.

*Jobs Impact*

After analysis and review of this rule making, no impact on jobs has been found.

*Waivers*

Any person who believes that the application of the discretionary provisions of this rule making would result in hardship or injustice to that person may petition the Board for a waiver of the discretionary provisions, if any, pursuant to 282—Chapter 6.

*Public Comment*

Any interested person may submit written comments concerning this proposed rule making. Written comments in response to this rule making must be received by the Board no later than 4:30 p.m. on February 7, 2020. Comments should be directed to:

Kimberly Cunningham  
Board of Educational Examiners  
701 East Court Avenue, Suite A  
Des Moines, Iowa 50319  
Fax: 515.281.7669  
Email: [kim.cunningham@iowa.gov](mailto:kim.cunningham@iowa.gov)

*Public Hearing*

A public hearing at which persons may present their views orally or in writing will be held as follows:

February 5, 2020  
1 p.m.

Board Room  
701 East Court Avenue, Suite A  
Des Moines, Iowa 50319

Persons who wish to make oral comments at the public hearing may be asked to state their names for the record and to confine their remarks to the subject of this proposed rule making.

Any persons who intend to attend the public hearing and have special requirements, such as those related to hearing or mobility impairments, should contact the Board and advise of specific needs.

*Review by Administrative Rules Review Committee*

The Administrative Rules Review Committee, a bipartisan legislative committee which oversees rule making by executive branch agencies, may, on its own motion or on written request by any individual or group, review this rule making at its [regular monthly meeting](#) or at a special meeting. The Committee's meetings are open to the public, and interested persons may be heard as provided in Iowa Code section 17A.8(6).

The following rule-making actions are proposed:

ITEM 1. Amend subrule 13.28(3) as follows:

**13.28(3) Business**—*all. 5-12.* Completion of ~~30~~ 24 semester hours in business to include ~~6~~ 3 semester hours in accounting, 3 semester hours in business law to include contract law, 3 semester hours in computer and technical applications in business, ~~6~~ 3 semester hours in marketing to include consumer studies, 3 semester hours in management, 6 semester hours in economics, and 3 semester hours in business communications to include formatting, language usage, and oral presentation. Coursework in entrepreneurship and in financial literacy may be a part of, or in addition to, the coursework listed above.

ITEM 2. Amend subrule 13.28(6) as follows:

**13.28(6) Language arts English/language arts**—*all. 5-12.* Completion of ~~40~~ 24 semester hours in language arts to include coursework in the following areas:

*a. to d.* No change.

*e. Creative voice and theater.*

(1) Understands the art of oral interpretation and how to provide opportunities for students to develop and apply oral interpretation skills in individual and group performances for a variety of audiences, purposes and occasions.

(2) Understands the basic skills of theatre production including acting, stage movement, and basic stage design.

~~*f. Argumentation/debate.*~~

~~(1) Understands concepts and principles of classical and contemporary rhetoric and is able to plan, prepare, organize, deliver and evaluate speeches and presentations.~~

~~(2) Understands argumentation and debate and how to provide students with opportunities to apply skills and strategies for argumentation and debate in a variety of formats and contexts.~~

~~*g. f. Journalism.*~~

(1) Understands ethical standards and major legal issues including First Amendment rights and responsibilities relevant to varied communication content. Utilizes strategies to teach students about the importance of freedom of speech in a democratic society and the rights and responsibilities of communicators.

(2) Understands the writing process as it relates to journalism (e.g., brainstorming, questioning, reporting, gathering and synthesizing information, writing, editing, and evaluating the final media product).

(3) Understands a variety of forms of journalistic writing (e.g., news, sports, features, opinion, Web-based) and the appropriate styles (e.g., Associated Press, multiple sources with attribution, punctuation) and additional forms unique to journalism (e.g., headlines, cutlines, and/or visual presentations).

~~*h. Mass media production.*~~

~~(1) Understands the role of the media in a democracy and the importance of preserving that role.~~

~~(2) Understands how to interpret and analyze various types of mass media messages in order for students to become critical consumers.~~

~~(3) Develops the technological skills needed to package media products effectively using various forms of journalistic design with a range of visual and auditory methods.~~

~~*i. g.* Reading strategies (if not completed as part of the professional education core requirements).~~

~~(1) Uses a variety of skills and strategies to comprehend and interpret complex fiction, nonfiction and informational text.~~

~~(2) Reads for a variety of purposes and across content areas.~~

ITEM 3. Amend subrule 13.28(7) as follows:

**13.28(7) Foreign World language.** K-8 and 5-12. Completion of 24 semester hours in each foreign world language for which endorsement is sought.

ITEM 4. Amend subrule 13.28(17) as follows:

**13.28(17) Science.**

*a. to d.* No change.

~~*e.* Basic science. 5-12. Completion of 24 semester hours of credit in science to include the following:~~

~~(1) Six semester hours of credit in earth and space science to include the following essential concepts and skills:~~

~~1. Understand and apply knowledge of energy in the earth system.~~

~~2. Understand and apply knowledge of geochemical cycles.~~

~~(2) Six semester hours of credit in life science/biological science to include the following essential concepts and skills:~~

~~1. Understand and apply knowledge of the cell.~~

~~2. Understand and apply knowledge of the molecular basis of heredity.~~

~~3. Understand and apply knowledge of the interdependence of organisms.~~

~~4. Understand and apply knowledge of matter, energy, and organization in living systems.~~

~~5. Understand and apply knowledge of the behavior of organisms.~~

~~(3) Six semester hours of credit in physics/physical science to include the following essential concepts and skills:~~

~~1. Understand and apply knowledge of the structure of atoms.~~

~~2. Understand and apply knowledge of the structure and properties of matter.~~

~~3. Understand and apply knowledge of motions and forces.~~

~~4. Understand and apply knowledge of interactions of energy and matter.~~

~~(4) Six semester hours of credit in chemistry to include the following essential concepts and skills:~~

~~1. Understand and apply knowledge of chemical reactions.~~

~~2. Be able to design and conduct scientific investigations.~~

~~*f.* Physical science. Rescinded IAB 11/14/12, effective 12/19/12.~~

~~*g. e.* Physics.~~

~~(1) 5-12. Completion of 24 semester hours in physics or 30 semester hours in the broad area of science to include 15 semester hours in physics.~~

~~(2) For holders of the mathematics 5-12 endorsement, completion of:~~

~~1. 12 credits of physics to include coursework in mechanics, electricity, and magnetism; and~~

~~2. A methods class that includes inquiry-based instruction, resource management, and laboratory safety.~~

~~(3) For holders of the chemistry 5-12 endorsement, completion of 12 credits of physics to include coursework in mechanics, electricity, and magnetism.~~

~~*h.* All science I. Rescinded IAB 11/14/12, effective 12/19/12.~~

~~*i. f.* All science. 5-12.~~

~~(1) Completion of 36 24 semester hours of credit in science to include the following:~~

~~1. ~~Nine~~ Six semester hours of credit in earth and space science to include the following essential concepts and skills:~~

~~• Understand and apply knowledge of energy in the earth system.~~

~~• Understand and apply knowledge of geochemical cycles.~~

- Understand and apply knowledge of the origin and evolution of the earth system.
  - Understand and apply knowledge of the origin and evolution of the universe.
2. ~~Nine~~ Six semester hours of credit in life science/biological science to include the following essential concepts and skills:
- Understand and apply knowledge of the cell.
  - Understand and apply knowledge of the molecular basis of heredity.
  - Understand and apply knowledge of the interdependence of organisms.
  - Understand and apply knowledge of matter, energy, and organization in living systems.
  - Understand and apply knowledge of the behavior of organisms.
  - Understand and apply knowledge of biological evolution.
3. ~~Nine~~ Six semester hours of credit in ~~physics/physical science~~ physics to include the following essential concepts and skills:
- Understand and apply knowledge of the structure of atoms.
  - Understand and apply knowledge of the structure and properties of matter.
  - Understand and apply knowledge of motions and forces.
  - Understand and apply knowledge of interactions of energy and matter.
  - Understand and apply knowledge of conservation of energy and increase in disorder.
4. ~~Nine~~ Six semester hours of credit in chemistry to include the following essential concepts and skills:
- Understand and apply knowledge of chemical reactions.
  - Be able to design and conduct scientific investigations.

(2) Pedagogy competencies.

1. Understand the nature of scientific inquiry, its central role in science, and how to use the skills and processes of scientific inquiry.
2. Understand the fundamental facts and concepts in major science disciplines.
3. Be able to make conceptual connections within and across science disciplines, as well as to mathematics, technology, and other school subjects.
4. Be able to use scientific understanding when dealing with personal and societal issues.

ITEM 5. Amend paragraph **13.28(18)“k”** as follows:

*k. All social sciences.* 5-12. Completion of ~~5+ 24~~ 24 semester hours in the social sciences to include 9 ~~6~~ semester hours in each of American and world history, 9 ~~9~~ semester hours in and 3 semester hours in each of world history, American government, 6 ~~6~~ semester hours in sociology, 6 ~~6~~ semester hours in psychology other than educational psychology, 6 ~~6~~ semester hours in geography, and 6 ~~6~~ semester hours in economics to include financial literacy.

ITEM 6. Amend subrules 13.28(21) and 13.28(22) as follows:

**13.28(21) Elementary school teacher librarian.**

*a. Authorization.* The holder of this endorsement is authorized to serve as a teacher librarian in prekindergarten through grade eight.

*b. Content.* Completion of 24 semester hours in school library coursework to include the following:

- (1) Literacy and reading. This requirement includes the following competencies:
  1. Practitioners collaborate with other teachers to integrate developmentally appropriate literature in multiple formats to support literacy in children.
  2. Practitioners demonstrate knowledge of resources and strategies to foster leisure reading and model personal enjoyment of reading among children, based on familiarity with selection tools and current trends in literature for children.
- (2) Information and knowledge. This requirement includes the following competencies:
  1. Practitioners teach multiple strategies to locate, analyze, evaluate, and ethically use information in the context of inquiry-based learning.
  2. Practitioners advocate for flexible and open access to library resources, both physical and virtual.

3. Practitioners uphold and promote the legal and ethical codes of their profession, including privacy, confidentiality, freedom and equity of access to information.

4. Practitioners use skills and knowledge to assess reference sources, services, and tools in order to mediate between information needs and resources to assist learners in determining what they need.

5. Practitioners model and facilitate authentic learning with current and emerging digital tools for locating, analyzing, evaluating and ethically using information resources to support research, learning, creating, and communicating in a digital society.

6. Practitioners demonstrate knowledge of creative and innovative uses of technologies to engage students and facilitate higher-level thinking.

7. Practitioners develop an articulated information literacy curriculum grounded in research related to the information search process.

(3) Program administration and leadership. This requirement includes the following competencies:

1. Practitioners evaluate and select print, nonprint, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of the educational community.

2. Practitioners demonstrate knowledge necessary to organize the library collections according to current standard library cataloging and classification principles.

3. Practitioners develop policies and procedures to support ethical use of information, intellectual freedom, selection and reconsideration of library materials, and the privacy of users.

4. Practitioners develop strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program.

(4) Practicum. This requirement includes the following competencies:

1. Practitioners apply knowledge of learning styles, stages of human growth and development, and cultural influences of learning at the elementary level.

2. Practitioners implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning in a digital environment at the elementary level.

3. Practitioners understand the teacher librarian role in curriculum development and the school improvement process at the elementary level.

4. Practitioners collaborate to integrate information literacy and emerging technologies into content area curricula at the elementary level.

c. K-8 reading endorsement. Holders of the K-8 reading endorsement must complete 12 semester hours to include the requirements in subparagraphs 13.28(21) "b"(2) and (3) above.

**13.28(22) Secondary school teacher librarian.**

a. *Authorization.* The holder of this endorsement is authorized to serve as a teacher librarian in grades five through twelve.

b. *Content.* Completion of 24 semester hours in school library coursework to include the following:

(1) Literacy and reading. This requirement includes the following competencies:

1. Practitioners collaborate with other teachers to integrate developmentally appropriate literature in multiple formats to support literacy in young adults.

2. Practitioners demonstrate knowledge of resources and strategies to foster leisure reading and model personal enjoyment of reading among young adults, based on familiarity with selection tools and current trends in literature for young adults.

(2) Information and knowledge. This requirement includes the following competencies:

1. Practitioners teach multiple strategies to locate, analyze, evaluate, and ethically use information in the context of inquiry-based learning.

2. Practitioners advocate for flexible and open access to library resources, both physical and virtual.

3. Practitioners uphold and promote the legal and ethical codes of their profession, including privacy, confidentiality, freedom and equity of access to information.

4. Practitioners use skills and knowledge to assess reference sources, services, and tools in order to mediate between information needs and resources to assist learners in determining what they need.

5. Practitioners model and facilitate authentic learning with current and emerging digital tools for locating, analyzing, evaluating and ethically using information resources to support research, learning, creating, and communicating in a digital society.

6. Practitioners demonstrate knowledge of creative and innovative uses of technologies to engage students and facilitate higher-level thinking.

7. Practitioners develop an articulated information literacy curriculum grounded in research related to the information search process.

(3) Program administration and leadership. This requirement includes the following competencies:

1. Practitioners evaluate and select print, nonprint, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of the educational community.

2. Practitioners demonstrate knowledge necessary to organize the library collections according to current standard library cataloging and classification principles.

3. Practitioners develop policies and procedures to support ethical use of information, intellectual freedom, selection and reconsideration of library materials, and the privacy of users.

4. Practitioners develop strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program.

(4) Practicum. This requirement includes the following competencies:

1. Practitioners apply knowledge of learning styles, stages of human growth and development, and cultural influences of learning at the secondary level.

2. Practitioners implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning in a digital environment at the secondary level.

3. Practitioners understand the teacher librarian role in curriculum development and the school improvement process at the secondary level.

4. Practitioners collaborate to integrate information literacy and emerging technologies into content area curricula at the secondary level.

c. 5-12 reading endorsement. Holders of the 5-12 reading endorsement must complete 12 semester hours to include the requirements in subparagraphs 13.28(22) "b"(2) and (3) above.

ITEM 7. Amend subrule 13.28(25) as follows:

**13.28(25) American Sign Language endorsement.**

a. *Authorization.* The holder of this endorsement is authorized to teach American Sign Language in kindergarten and grades one through twelve.

b. *Content.* Completion of 18 semester hours of coursework in American Sign Language to include the following:

(1) Second language acquisition.

(2) Sociology of the deaf community.

(3) Linguistic structure of American Sign Language.

(4) Language teaching methodology specific to American Sign Language.

(5) Teaching the culture of deaf people.

(6) Assessment of students in an American Sign Language program.

~~e. *Other.* Be the holder of or be eligible for one other teaching endorsement.~~

ITEM 8. Rescind and reserve subrule **13.28(30)**.