2011-2012
TEACHER EDUCATION PROGRAM
GRADUATE EDUCATION PROGRAM HANDBOOK
SIMPSON COLLEGE
# Table of Contents

Purpose of the Teacher Education Handbook ................................................................. 3  
Welcome to Simpson College’s Graduate Teacher Education Programs ...................... 4  
Teacher Education Program Goal and Mission ............................................................ 5  
Program Standards and Criteria .................................................................................... 6  
Governance of the Teacher Education Program ........................................................... 8  
Simpson College Teacher Preparation Faculty and Staff .............................................. 10  
Graduate Programs for Initial Licensure in Secondary Education ............................... 12  
  Transition to Teaching (TtoT) and Master of Arts in Teaching (MAT) ............... 12  
  Professional Core Coursework Required ................................................................. 13  
  Endorsement Areas for TtoT and MAT Licensure Programs ............................... 14  
Eligibility Requirements ............................................................................................... 15  
Applying For the Transition TtoT and MAT Programs ............................................ 16  
Coursework Timeline ................................................................................................... 18  
Journey to Teacher Licensure—Process for Becoming a Teacher .............................. 19  
Levels of Admission to the Graduate Teacher Education Programs ....................... 19  
Graduate Education Professional Core Coursework Descriptions ......................... 25  
Clinical Field Experience Program ............................................................................. 28  
When Issues Arise .......................................................................................................... 30  
Candidate Assessment ................................................................................................. 33  
Program Assessment .................................................................................................. 34  
Iowa Teaching Licenses and Endorsements ................................................................. 35  
Additional Graduate Endorsement Programs for Licensed Teachers ......................... 39  
Appendix A Teacher Education Program Standards .................................................... 47  
Appendix B Liberal Arts Requirements Advising Sheet .............................................. 52  
Appendix C Detailed Levels of Admission to Graduate Program ............................ 53  
Appendix D  C-BASE Information ............................................................................... 73  
Appendix E  PRAXIS II Information ........................................................................... 75  
Appendix F Portfolio Information .................................................................................. 77
Purpose of the Teacher Education Program Handbook

This program handbook has been designed for graduate students, prospective graduate students, advisors, and area school personnel. The intent of the handbook is to provide information about Simpson College Graduate Level Teacher Education philosophy, goals, programs, policies, requirements, procedures, services, resources, and faculty. Undergraduate students should refer to the Simpson College Undergraduate Level Teacher Education Handbook for a comprehensive explanation of programs available to students at the undergraduate level.

During the first education class (Education 500 Graduate Foundations of Education), graduate students attend an orientation to the Teacher Education Program. As part of the orientation, the Director of Graduate Education Programs presents an overview of key information included in this handbook. Students should read the complete document thoroughly and refer to it throughout their education program. While faculty and advisors support and guide students throughout their time at Simpson, ultimately it is the responsibility of the student to ensure that s/he is meeting all college and licensure requirements.

This handbook may also be found on the Graduate Education website: http://simpson.edu/education/programs/mat.html. The link to “Current Student Resources” available on that page provides access to many other informational documents, forms, and resources. Students should refer to the Simpson College Catalog for additional general information about the college. The college catalog is available at: http://www.simpson.edu/courses/index.html
Welcome to Simpson College’s Graduate Teacher Education Programs

Welcome to Simpson’s Teacher Education Program! Teaching is an exciting and rewarding career. As a teacher, you will have the opportunity to positively impact the lives of many students. Throughout your time at Simpson, and even after you graduate, faculty in the Teacher Education Program are eager to help you work toward your goal of becoming a teacher. If at any time you have questions or concerns, please contact your academic advisor, the Director of Graduate Education Programs, the Chair of the Education Department, or any other teacher preparation program faculty member.

Simpson College Teacher Education Program (TEP) offers two types of graduate level education programs. One type is for initial licensure designed for adults who have already completed a bachelor’s degree, but who have not completed a teacher education program, and who would like to become eligible to teach in Iowa at the secondary level (grades 5-12). The second type of program offers currently licensed teachers the opportunity to add additional endorsements to their teaching credentials. Please see pages 12-34 for more information on the initial licensure programs. Please see pages 39-46 for more information on opportunities for currently licensed teachers to add endorsements to their licenses.
**Teacher Education Program Goal and Mission**

**Simpson Teacher Education Department Goal**

Simpson College nurtures and prepares highly effective teachers who are *competent*, *caring*, and *reflective*.

**Simpson College Teacher Education Program Mission Statement and Conceptual Framework**

The mission, or conceptual framework, of the Simpson College Teacher Education Program is to ensure that each program graduate *C.A.R.E.S.* about students and families, knowledge and learning, pedagogy and teaching, critical and reflective thinking, ethical and professional behavior, and serving the greater good of humanity. Simpson Teacher Education Program graduates:

- **Care** about and respect students as unique human beings while nurturing their participation in our diverse democratic community within a larger global context;
- **Apply knowledge** of the historical, philosophical, and sociological foundations of education; child and adolescent development and learning; subject matter content; and research-based pedagogy to the teaching and learning process;
- **Reflect** critically upon what is, envision what could be, and act in a purposeful and humane manner;
- Are *ethical* and professional; and
- **Serve** the greater good of humanity.
Program Standards and Criteria

The foundation of the Teacher Education Program is the set of 10 standards and 50 criteria found below. This framework guides program and course development. The TEP’s standards and criteria summarize the knowledge, skills, and dispositions that are characteristic of highly effective teachers. The key concepts of the 10 standards are:

1) Develops a personal philosophy that serves as a guiding force.
2) Understands and applies knowledge of student development and learning.
3) Understands and applies content and pedagogical knowledge.
4) Plans for effective instruction.
5) Teaches effectively.
6) Uses technology for research, instruction, and data management.
7) Creates and manages an optimal learning environment.
8) Assesses student learning and teaching and uses information to inform future instruction.
9) Demonstrates effective written, verbal, and nonverbal communication skills.
10) Demonstrates ethical and professional behavior and the dispositions that are characteristic of effective teachers.

A complete list of the Simpson College Education Program Standards and Criteria are provided in Appendix A.

As required by the State of Iowa, Simpson’s program standards are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) standards as well as requirements set forth by the Iowa Department of Education and the Iowa Board of Educational Examiners. Candidates demonstrate their competency on the criteria through several avenues including, but not limited to, an electronic portfolio (ePortfolio), class performance, practicum placements, and ultimately, student teaching. Additional information on the process for demonstrating knowledge, skills, and dispositions appears in the Levels of Assessment and Student Assessment section of this handbook.
All candidates attend an orientation to the Teacher Education Program and an ePortfolioTraining session. At the meeting, candidates are given information about the standards and criteria as well as the requirements and procedures for meeting them. It is essential that candidates carefully monitor their own progress and take responsibility for meeting each standard. Candidates must make adequate progress toward these standards to remain in the Teacher Education Program. All standards must be met in order for the candidate to be recommended for teacher licensure.

NOTE: As soon as you are admitted to the Graduate Teacher Education Program, you become a “candidate for licensure”. We use the term “candidate” to refer to those individuals who are enrolled in the teacher education initial licensure programs. We use the term “student” to refer to pupils in K-12 schools.
Governance of the Teacher Education Program

Governance: Teacher Education Committee

The current Teacher Education Committee (TEC) is comprised of a faculty member from each division, the Education Department chair who serves as an ex officio member, and two students (appointed by the president of student government with the advice and consent of the student senate). One faculty member from each division is elected by the Simpson faculty to serve one year terms. Two students are appointed to the committee by the student government, and the Education Department Chair attends the meetings. A committee chair and secretary are elected each year. Committee member list is available at:

http://www.simpson.edu/academicdean/committees/index.html

The divisional representation of committee members facilitates ongoing communication and collaboration between the education department and other departments on campus. Responsibilities of the Teacher Education Committee include:

- Recommend policies concerning the Teacher Education Program and its integration into the total program of the college,
- Determine the selection and retention of candidates in the program of teacher education,
- Make appropriate recommendations for the licensure and endorsement of prospective teachers.

Governance: Education Advisory Council

Since 1988, the Education Department at Simpson College has had an advisory council composed of teachers and administrators from area schools. The council represents a diverse group of educators who bring expertise in a variety of areas to the education program. Many of the Council members have direct experience with the Graduate Education Programs. Members serve multi-year, renewable terms. The Education Department chair serves as the chair of the council. Council input is sought at least twice per year. A current list of advisory council members is available from the Education Department.
Governance: Graduate Program Council

The Graduate Program Council was created in 2010 and provides coordination for all of the graduate offerings. The Council is composed of the Associate Vice President for Academic Affairs, Department Chairs and representatives of the departments of origin for graduate level programs, Graduate Program Directors, and Program Academic Advisors. This group reviews policies, procedures, offerings, etc., and makes recommendations to the full faculty.

Table 1: Organizational Chart for the Teacher Education Program
Simpson College Teacher Preparation Faculty and Staff

Wallace 102B (515) 961-1523 jackie.crawford@simpson.edu

Jack Gittinger, Ph.D. (2001), Professor of Education. B.S., Bowling Green State University, 1969; M.A., University of New Mexico, 1978; Ph.D., University of New Mexico, 1987.
Wallace 104A (515) 961-1308 jack.gittinger@simpson.edu

Wallace 400A (515) 961-1727 marcy.hahn@simpson.edu

Sharon Jensen, Ph.D. (1995), Professor of Education. B.A., Simpson College, 1985; M.S. Iowa State University, 1993; Ph.D., Iowa State University, 2000.
Wallace 310 (515) 961-1521 sharon.jensen@simpson.edu

Wallace 104 B (515) 961-1522 linda.jermeland@simpson.edu

Kathryn (Kate) Lerseth M.A. (2008), Instructor of Education. B.S. Iowa State University, 2002; M.A. Viterbo University, 2006.
Wallace 312 (515) 961-1722 kate.lerseth@simpson.edu

Jane Moeller, M.A. (2005), Instructor of Education.
Wallace 104C (515) 961-1643 jane.moeller@simpson.edu

Wallace 311 (515) 961-1488 barb.ramos@simpson.edu

Wallace 307 (515) 961-1877 carole.richardson@simpson.edu
Wallace 308 (515) 961-1857 steve.rose@simpson.edu

Patricia (Patti) Woodward-Young, Ph.D. (1991), Professor of Education. B.S., Milligan College, 1983; M.Ed., Rutgers University, 1987; Ph.D., University of Iowa, 1996.
Wallace 309 (515) 961-1564 patti.young@simpson.edu

Liz Glodek, MFA. (2010), Indianola Campus Director and Academic Advisor for Evening, Weekend, and Graduate Programs B.A. University of Northern Iowa, 1997; MFA, Sarah Lawrence College, 2004.
Hillman 12 (515) 961-1692 liz.glodek@simpson.edu

Holly Johanson, Administrative Assistant for the Education Department; Records Management
Wallace 102A (515) 961-1324 holly.johanson@simpson.edu

Kathy Witzenburg, Education and Social Sciences Administrative Assistant
Wallace 202 (515) 961-1616 kathy.witzenburg@simpson.edu
Graduate Programs for Initial Licensure in Secondary Education

NOTE: These programs are not intended for those who have been licensed teachers, or who have already completed a teacher preparation program, or who have earned a bachelor’s degree with a major in education.

Simpson College offers two graduate programs for candidates pursuing initial secondary licensure in the areas of business, world/foreign language, English/language arts, math, natural sciences, and social sciences:

- **Transition to Teaching (TtoT)** program, which results in licensure.
- **Master of Arts in Teaching (MAT)** program, which results in both licensure and a master’s degree

Graduate candidates for initial licensure at the secondary (grades 5-12) level enter the program after earning a bachelor’s degree from an accredited college or university. Typically, candidates have graduated with a major in a subject area (e.g. math or history) and are seeking licensure to teach that subject at the middle school or high school level. Occasionally, a prospective graduate candidate has graduated with a major in one subject, but would like to become licensed to teach in a different subject. For example, an individual may have earned a bachelor’s degree with a major in accounting, but would like to be able to teach mathematics to secondary level students. This candidate may also enter the Graduate Teacher Education Program with the understanding that they will need to complete additional coursework in mathematics. The Simpson College Graduate Teacher Education Programs provide the professional education core coursework that prepares individuals to become licensed teachers.

Graduate candidates in the TtoT and the MAT programs must complete the requirements for licensure, which include:

- a major of at least 30 semester hours/credits;
- at least one of Simpson’s content endorsement programs (these may or may not be the same as the major requirements);
- the Graduate Education Professional Core;
- the Iowa Department of Education’s liberal arts requirements for licensure;
- the Levels of Admission to the Graduate Education Program; and
- an electronic competency portfolio (ePortfolio).

Candidates in the MAT program also complete a scholarly master’s project to complete the master’s degree.
### Professional Core Coursework Required* for Transition to Teaching (TtoT) Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 500</td>
<td>Graduate Foundations of Education</td>
<td>4</td>
</tr>
<tr>
<td>Educ506</td>
<td>Adolescent Learning and Development</td>
<td>2</td>
</tr>
<tr>
<td>Educ 508</td>
<td>Assessing, Planning, and Teaching</td>
<td>2</td>
</tr>
<tr>
<td>Educ 512</td>
<td>Exceptional Learners</td>
<td>4</td>
</tr>
<tr>
<td>Educ 516</td>
<td>Secondary Education and Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Educ 521</td>
<td>Human Relations in Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Educ540s</td>
<td>Content Specific Methods and Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Educ 588</td>
<td>Student Teaching</td>
<td>15</td>
</tr>
<tr>
<td>Educ 589</td>
<td>Student Teaching Seminar and Portfolio</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL credits</strong></td>
<td></td>
<td><strong>38</strong></td>
</tr>
</tbody>
</table>

*In addition to the professional core coursework listed above, candidates must meet liberal arts and endorsement requirements for licensure. These may be met as a part of previous coursework, or may require additional coursework to complete the program. Please see Appendix B for the advising sheet that details liberal arts coursework requirements.

### Professional Core Coursework Required* for Master of Arts in Teaching (MAT) Degree

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 500</td>
<td>Graduate Foundations of Education</td>
<td>4</td>
</tr>
<tr>
<td>Educ506</td>
<td>Adolescent Learning and Development</td>
<td>2</td>
</tr>
<tr>
<td>Educ 508</td>
<td>Assessing, Planning, and Teaching</td>
<td>2</td>
</tr>
<tr>
<td>Educ 512</td>
<td>Exceptional Learners</td>
<td>4</td>
</tr>
<tr>
<td>Educ 516</td>
<td>Secondary Education and Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Educ 521</td>
<td>Human Relations in Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Educ540s</td>
<td>Content Specific Methods and Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Educ 573</td>
<td>Master’s Project</td>
<td>4</td>
</tr>
<tr>
<td>Educ 588</td>
<td>Student Teaching</td>
<td>15</td>
</tr>
<tr>
<td>Educ 589</td>
<td>Student Teaching Seminar and Portfolio</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>
Endorsement Areas for Transition to Teaching (TtoT) and Master of Arts in Teaching (MAT) Initial Licensure Programs

Candidates in the MAT and TtoT programs may earn secondary (grades 5-12) teaching licensure with the endorsements listed below:

**Initial Endorsements:** Candidates must select at least one of these endorsements:

a. Business-All  
b. English/Language Arts  
c. Mathematics  
d. Science-Biology  
e. Science-Chemistry  
f. Science-Physics  
g. Social Sciences-American Government  
h. Social Sciences-American History  
i. Social Sciences-Economics  
j. Social Sciences-World History  
k. World/Foreign Language-French  
l. World/Foreign Language-German  
m. World/Foreign Language-Spanish

**Supplemental Endorsements:** These endorsements may be added to an initial endorsement, but they may not be the only endorsement selected by a candidate

a. Science-General  
b. Journalism  
c. Psychology  
d. Sociology  
e. Special Education-Instructional Strategist I  
f. Speech Communication/Theatre

Simpson College Teacher Education Program requirements for each of the endorsements listed above may be found on the Simpson College Education Department website.

Graduate students who are interested in obtaining secondary teacher licensure at the graduate level in the areas of art, music, or P.E., may apply for the Transitions to Teaching Program. Because Simpson College does not offer graduate level methods
courses in these areas, candidates will not be able to earn the Master of Arts in Teaching degree. Prospective candidates in these areas should be aware that many of the required methods courses are only available during the day.

The state offers other endorsements beyond those listed here. Candidates who are interested in pursuing other, additional endorsements, should contact the Iowa Board of Educational Examiners (BOEE). Your academic advisor would be happy to discuss these options with you.

**Eligibility Requirements**

In order to be eligible for the Transition to Teaching (TtoT) or the Master of Arts in Teaching (MAT) programs for initial teaching licensure, applicants must meet the following criteria:

- A bachelor’s degree from a regionally accredited institution with a major of at least 30 credit hours (or the equivalent). If the degree is from an institution outside of the United States, it must meet accreditation standards in line with the Iowa Board of Educational Examiners’ requirements. Applicants whose coursework is older than ten years will need to complete content coursework in their endorsement area(s) or take and pass the PRAXIS II content specific test before being admitted.

- **For all applicants:** A cumulative grade point average (GPA) of 2.75 or higher on a 4.0 scale. This grade point average will be calculated using all the coursework an applicant has completed at one or more institutions. Applicants whose cumulative GPA is below 2.75 will need to raise it to 2.75 before being admitted to the graduate education programs. Applicants may take additional coursework to raise their GPA; however, they will not be able to do so as a matriculated student.

- **For applicants to the TtoT program,** a GPA of 2.75 or higher is required in all the coursework completed related to the applicant’s primary endorsement. All courses from the department(s) included in the endorsement will be evaluated when calculating the endorsement GPA. This may include courses beyond (in addition to) Simpson’s requirements for the endorsement.
• For applicants to the MAT program, a GPA of 3.0 or higher is required in all the coursework completed related to the applicant’s primary endorsement. All courses from the department(s) included in the endorsement will be evaluated when calculating the endorsement GPA. This may include courses beyond (in addition to) Simpson’s requirements for the endorsement.

• The majority of content required for the initial content endorsement successfully completed. Each applicant will meet with the EWG Academic Advisor to analyze how the coursework completed meets the requirements for the endorsement. A college major in the subject area is not always sufficient. The applicant’s major teaching endorsement must meet Simpson’s requirements for that endorsement. It’s expected that applicants have at least 75% of their required coursework completed for the endorsement. Applicants who have less than 75% of their required coursework left to complete will be evaluated on a case-by-case basis.

• Three positive educational or professional recommendation letters.

• Strong written communication skills as evaluated in an on-site writing assessment.

Applying For the Transition to Teaching and the Master of Arts in Teaching Programs

The following list outlines the steps to take when applying to the Transition to Teaching (TtoT) program or the Master of Arts in Teaching (MAT).

• Request an information packet from the Office of Evening, Weekend, and Graduate (EWG) Programs. You will be provided with the forms you need to apply as well as additional information about the programs.

• Complete the “Application for Graduate Study” form. On this application form, please indicate which content endorsement(s) you’ll be seeking. Submit the application to the EWG office by May 1st. Although the application deadline is May 1, applications submitted after this date will be considered if openings still exist for the next cohort.
- Request that official transcripts be sent to the EWG office at Simpson College. You will need to send an official transcript from all colleges and universities you have attended.

- Arrange an interview with the EWG Academic Advisor for Graduate Education. This meeting will give prospective students an opportunity to discuss their academic goals. Applicants will spend time with the EWG Academic Advisor reviewing the graduate education core coursework as well as the area of endorsement(s) sought by the prospect.

- Schedule a time to take a writing assessment. This is an on-site writing assessment similar to what a personal essay would be, expressing your interest in becoming an educator. The assessment will be handwritten and is not timed. Applicants may arrange an appointment at one of Simpson’s campuses (Ankeny, West Des Moines or Indianola) to take this assessment. For applicants living far outside of the Greater Des Moines area, the EWG Academic Advisor for will work with you to make arrangements for off-site completion.

- Provide three letters of recommendation from separate sources that can speak to your academic ability and suitability for the teaching profession. These letters should accompany the recommendation forms included in the application materials. Acceptable individuals are employers/supervisors, professional colleagues, and college instructors. Family and friends are not appropriate sources. E-mail references are acceptable but they need to be sent directly from the recommenders business email address to the email of the EWG Academic Advisor for graduate education programs.

- It’s possible that you’ll be asked to provide additional information during the application process, at the discretion of the Graduate Education Admissions Committee.
Coursework Timeline

The following schedule outlines the program for candidates who wish to complete the program in the shortest amount of time, taking courses in the evening (EWG) schedule. This assumes the speediest time frame and does not address any additional coursework that may be required for candidates’ license requirements or endorsements. Candidates may modify the timing of the professional core courses in some instances and will be able to coordinate their own schedule with the EWG Academic Advisor. During selected semesters, some of the courses are offered during the traditional day Schedule as well. Candidates have as long as five years to complete the program from start to finish.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
<th>After Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Educ 500: Graduate Foundations (4 cr.)*&lt;br&gt; Educ 506: Adolescent Development and Learning (2 cr.)</td>
<td>Educ 508: Assessment, Planning, and Teaching (2 cr.)*&lt;br&gt; Educ 516: Secondary Education (4 cr.)**</td>
<td>Educ 521: Human Relations in Teaching (4 cr.)&lt;br&gt; Educ 512: Exceptional Learners - option to take fall year 2 - (4 cr.)</td>
<td>Educ 574: Master’s Project-Continuation (if necessary) (0 cr.)</td>
</tr>
<tr>
<td>Year 2</td>
<td>Educ 541-546: Content-Specific Strategies and Practicum (2 cr.)**&lt;br&gt; Educ 512: Exceptional Learners- option to take Summer year 1 - (4 cr.)</td>
<td>Educ 588: Student Teaching (15 cr.)***&lt;br&gt; Educ 589: Student Teaching Seminar (1 cr.)</td>
<td>Educ 573: Master’s Project – MAT candidates only – (4 cr.)</td>
<td></td>
</tr>
</tbody>
</table>

* 10 hours of field experience in school(s) required
** 30 hours of field experience in school(s) required
*** Full-time in school(s)
**Journey to Teacher Licensure—Process for Becoming a Teacher**

Teacher education program candidates are required to pass through a series of Levels of Admission in the Graduate Teacher Education Program. Specific requirements for each Level are included in Appendix C in this handbook. The following chart describes the general sequence that Graduate Teacher Education Program candidates follow in their pursuit of a teaching license and for some, a master’s degree.

**Levels of Admission to the Graduate Teacher Education Programs**

The journey to teaching is exciting and rewarding, yet also demanding. Education Department faculty hold candidates to high standards in order to ensure that all graduates are *highly effective* teachers who are *competent, caring, and reflective.*

In an effort to assist and monitor candidates as they proceed through the Graduate Teacher Education Program, the TEP has developed six *Levels of Admission* which are checkpoints through which candidates must pass in order to successfully complete the program. A brief summary of the Levels of Admission for the Graduate Teacher Education is included below. For extensive detail about requirements for each level please see Appendix C.

**Level I: Intent to Enroll in the Teacher Education Program**

*WHEN? Before enrolling in the first course in the program (Educ 500 Graduate Foundations of Education).*

*IN ORDER TO BE ADMITTED TO LEVEL I, CANDIDATES MUST:*

1. Complete a bachelor’s degree from a regionally accredited institution.
2. Demonstrate an overall GPA of 2.75.
3. Meet the GPA requirements in endorsement area coursework:
   a. 3.00 for MAT candidates.
   b. 2.75 for TtoT candidates.
4. Complete at least 75% of content coursework required for the initial endorsement.
5. Interview with members of the Graduate Education Admissions Committee.
6. Successfully pass writing skills assessment.
7. Have three positive letters of recommendation.
8. Have a Plan for Program Completion developed.
9. Have been approved by the Graduate Education Admissions Committee.

Level II: Preliminary Admission to the Teacher Education Program

WHEN? After completing the first course in the program Educ 500 Graduate Foundations in Education

IN ORDER TO BE ADMITTED TO LEVEL II, CANDIDATES MUST:

1. Be fully admitted to Level 1.
2. Complete Educ 500 with a “B-” or higher.
3. Attend a Teacher Education Orientation Workshop.
4. Attend an e-Portfolio Orientation Workshop.
5. Pass the DCI Background Check.
6. Submit a Preliminary FBI Background Check.
7. Create a Personal Vision for Education.
8. Take the College Basic Academic Subjects Examination (C-BASE). See Appendix D for more information on the C-BASE.
9. Complete a minimum of ten (10) hours of field experience at the elementary level.
10. Create an ePortfolio, with required artifacts submitted and approved.
11. Demonstrate essential and professional skills and dispositions.
12. Earn a positive recommendation from the Educ 500 instructor.
13. Have a Plan for Program Completion approved by the licensing officer.
14. Be approved by the Education Department.

Level III: Full Admission to the Teacher Education Program

WHEN? At the completion of Educ 516, generally the second semester in the program.

IN ORDER TO BE ADMITTED TO LEVEL III, CANDIDATES MUST:

1. Be fully admitted to Levels I and II.
2. Pass all sections of the College Basic Academic Subjects Examination (C-BASE),
3. Complete the PRAXIS II content test. (See Appendix E for more information on the PRAXIS II test).
4. Complete all e-Portfolio assignments as required.
5. Complete a minimum of ten (10) clock hours of field experience at the secondary level.
6. Earn a cumulative Simpson GPA of 3.00 or higher.
7. Be approved by the Education Department.

Level IV: Admission to Student Teaching

WHEN: Apply two semesters before student teaching semester, all requirements must be met before Student Teaching. IN ORDER TO BE ADMITTED TO LEVEL IV, CANDIDATES MUST:
1. Be fully admitted to Level I, II, and III.
2. Complete a minimum of eighty (80) hours of field experience and advanced practicum experience.
3. Earn positive evaluations from the practicum mentor(s).
4. Earn positive evaluations from at least three (3) faculty members and the EWG Academic Advisor.
5. Complete all required e-Portfolio assignments and submit them to the appropriate education faculty.
6. Earn a “B-” or higher in all graduate education core coursework.
7. Earn a “C-” or higher in all endorsement and state-mandated liberal arts courses.
8. Earn a cumulative GPA of 3.00 or higher in all graduate education core coursework.
9. Maintain a cumulative GPA, in all endorsement coursework, of:
   a. 2.75 or higher for TtoT candidates.
   b. 3.00 or higher for MAT candidates.
10. Pass the required PRAXIS II content area examination(s).
11. Be approved by the Education Department.
**Level V: Recommendation for Teacher Licensure**

*WHEN? At the conclusion of the student teaching semester*

IN ORDER TO BE ADMITTED TO LEVEL V, CANDIDATES MUST:

1. Meet Level I, II, III, and IV requirements.
2. Earn a “B-” or higher in all graduate education core coursework.
3. Earn a “C-” or higher in all endorsement and state-mandated liberal arts courses.
4. Earn a cumulative GPA of 3.00 or higher in all graduate education core coursework.
5. Maintain a cumulative GPA, in all endorsement coursework, of:
   a. 2.75 or higher for TtoT candidates.
   b. 3.00 or higher for MAT candidates.
6. Complete the student teaching assignment(s) and the Student Teaching Seminar with a “P” (passing) grade.
7. Receive positive recommendations from the mentoring teacher(s).
8. Pass a holistic ePortfolio review and have it approved by the Director of the Graduate Education program and/or Licensure Officer and/or designee.
9. Submit application paperwork and fees for Licensure and appropriate endorsement(s).
   a. Simpson Licensure Application
   b. Iowa BOEE License Application Form
   c. relevant endorsement sheets
10. Pass the DCI/FBI Background check.
11. Meet all Simpson College Teacher Education Program requirements.
12. Be recommended by the Licensure Officer to the Iowa BOEE for licensure.

**Level VI: Master of Arts in Teaching Degree Completion**

*WHEN? After successfully completing student teaching and licensure requirements – must be completed within 5 years of beginning the program.*

IN ORDER TO BE ADMITTED TO LEVEL VI, CANDIDATES MUST:

1. Be fully admitted to Level I, II, III, IV, V.
2. Successfully complete Educ 573 Master’s Project.
3. Complete Graduation Application with the EWG Academic Advisor.
4. Approved by the Registrar’s Office for Conferring of Degree.

Course Schedule for Levels of Admission

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester(s) Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 500</td>
<td>Foundations of Education</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>Educ 506</td>
<td>Adolescent Learning and Development</td>
<td>2</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td><strong>Level II Full Admission to the Graduate Teacher Education Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educ 508</td>
<td>Assessment, Planning, and Teaching</td>
<td>2</td>
<td>Spring</td>
</tr>
<tr>
<td>Educ 516</td>
<td>Secondary Education and Practicum</td>
<td>4</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td><strong>Level III Pre-Student Teaching Review</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educ 512</td>
<td>Exceptional Learners</td>
<td>4</td>
<td>Fall, Spring, Summer</td>
</tr>
<tr>
<td>Educ 521</td>
<td>Human Relations</td>
<td>4</td>
<td>Fall, Spring, Summer</td>
</tr>
<tr>
<td>Educ 541-546</td>
<td>Content Specific Methods Courses</td>
<td>2</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td><strong>Level IV Student Teaching</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educ 588</td>
<td>Student Teaching</td>
<td>15</td>
<td>Fall, Spring, May</td>
</tr>
<tr>
<td>Educ 589</td>
<td>Student Teaching Seminar</td>
<td>1</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td></td>
<td><strong>Level V: Recommendation for Licensure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educ 573</td>
<td>Master’s Project</td>
<td>4</td>
<td>Summer</td>
</tr>
<tr>
<td>Educ 574</td>
<td>Master’s Project Continuation</td>
<td>0</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td><strong>Level VI: Conferring of the Master’s Degree</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Apply for admission to Simpson College as a graduate student and to the Teacher Education Program

Earn Admission to Level I Admission to Simpson College as a Graduate Student

Enroll in Educ 500 Graduate Foundations of Education

Attend Orientation to the Teacher Education Program and ePortfolio Training

Create and Add to ePortfolio, and take the C-BASE

Earn Admission to Level II Preliminary Admission to the Teacher Education Program

Take Graduate Program Professional Core Courses (and any remaining Liberal Arts or Endorsement Requirements, Update ePortfolio

Earn Admission to Level III Full Admission to the Teacher Education Program

Take Graduate Program Professional Core Courses (and remaining Liberal Arts or Endorsement Requirements); Update ePortfolio, Pass Praxis II Content Test

Attend Student Teaching Application Meeting and Apply for Level IV Admission to Student Teaching

Earn Admission to Level IV Student Teaching

Attend Student Teaching Placement Meeting and the Student Teacher and Mentor Reception and Panel Discussion; Complete Major, Education, Liberal Arts, and Endorsement Courses

Successfully Complete a Full Semester of Student Teaching (15 Weeks for Initial Licensure)

Attend Student Teaching Seminar on Licensure, Submit a Level V Application

Earn Admission to Level V Recommendation for a Teaching License

The Iowa Board of Educational Examiners Will Send You a Printed License

- Point of Completion for Candidates in the Transition to Teaching Program
- Candidates in the Master of Arts in Teaching Program Continue

Enroll in Educ 573 Masters’ Project; Successfully Complete Comprehensive Examination and Scholarly Project

Apply for Graduation from Master’s Program

Earn Admission to Level VI Master of Arts in Teaching Degree
Graduate Education Professional Core Coursework

**Educ 500: Graduate Foundations.** An introduction to public education and to the profession of teaching. By examining the historical, philosophical, and sociological aspects of American public education, the course leads candidates through a reflective critique of our current educational system and its significance to our society. Includes 10 hours of daytime classroom observation. Four credits.

**Educ 506: Adolescent Development and Learning.** Explores typical and atypical growth of pubescent and adolescent youth. Relevant research and learning theory are examined and especially as they relate to a teacher’s ability to provided learning opportunities that support the physical, cognitive, emotional and social development of adolescents. An emphasis is placed on individual and group behavior and motivation, active engagement in learning, and self-motivation. Pre-requisite: Educ 500. Two credits.

**Educ 508: Assessment, Planning, and Teaching.** Candidates gain knowledge about the assessment, planning, teaching, evaluation sequence for teaching; there is an emphasis on understanding the “whys” of the process. A wide variety of teaching models and instructional strategies are presented as a means to encourage students’ critical and creative thinking, problem-solving abilities, and the application of knowledge and skills. The goal is for candidates to be able to create an environment that encourages positive social interaction and engaged student learning. Includes 10 hours of daytime classroom observation. Pre-requisites: Educ 500 and 506. Two credits.

**Educ 516: Secondary Education.** Course focuses on instructional strategies and techniques well-supported by research in the field of middle school and secondary education. Includes 30 hours of daytime classroom field experience where the candidate will teach one lesson or more. Pre-requisites: Educ 500 and 506. Co-requisite: Educ 508. Four credits.

**Educ 512: Exceptional Learners (PK through High School).** An introduction to the wide range of abilities and needs of exceptional learners, including but not limited to talented and gifted students, those challenged in the areas of physical, emotional, social, cognitive
and career; English Language Learners, students who are at-risk, mobile students and families. The goal is to identify educational strategies that will provide optimal learning experiences for all students. The legal bases for special education are presented, and the models of collaborative problem solving, differentiated instruction and co-teaching are emphasized. Pre-requisites: Educ 500, 506 and 508. Four credits.

**Educ 521: Human Relations in Teaching.** Become aware of and understand the various values, life styles, history, and contributions of various identifiable subgroups in our society. Recognize and deal with dehumanizing biases against such groups, particularly in the school setting. Pre-requisites: Educ 500, 506 and 508. Four credits.

**Educ 541-546: Content-Specific Strategies and Practicum.** These are a series of courses aimed at strategies specifically applied to the candidate’s endorsement areas and taught by master teachers of those content areas. Candidates pursuing additional endorsements must take all of the appropriate sections of Educ 541, 542, 543, 544, 545 and 546. Includes 30 hours of daytime classroom practicum in the school where the respective master teacher works. The candidate will teach one lesson or more. Pre-requisites: Educ 500, 506, and 508. Educ 516 must be taken prior to or concurrent with this course. Two credits.

**Educ 573: Master’s Project.** This is the capstone course to be taken upon successful completion of the graduate core coursework, student teaching, and recommendation for licensure. Graduate candidates will take a comprehensive examination and complete an additional scholarly project that must be approved by the course instructor. Graded pass/fail; both projects must receive a "pass" for credit to be awarded. *For MAT candidates only.* Pre-requisites: Educ 500, 506, 508, 512, 516, 521, one or more of the Educ 540 series, 588, 589. Four credits.

**Educ 574: Master’s Project-Continuation.** *For MAT candidates only.* Pre-requisites: Educ 500, 506, 508, 512, 516, 521, one or more of the Educ 540 series, 573, 588, 589. Cost is equivalent to the cost of one graduate credit though no credit is earned.
Educ 588: Student Teaching. Candidates will work for at least 14 weeks with a secondary or middle school teacher in the candidate’s major endorsement area and possibly in other endorsement areas if the candidate is seeking an additional endorsement. Pre-requisites: Educ 500, 506, 508, 512, 516, 521 and one or more of the Educ 540 series. Fifteen credits.

Educ 589: Student Teaching Seminar. Candidates will meet to discuss topics of interest from their student teaching and to apply their previous instruction to the student teaching experience. Pre-requisites: Educ 500, 506, 508, 512, 516, 521 and one or more of the Educ 540 series. One credit.
Clinical Field Experience Program

An integral part of the Education Department's philosophy is the belief that candidates must have multiple opportunities to observe and practice teaching in a variety of settings. The field experience program allows candidates to observe a variety of teaching and learning styles and approaches, and it offers an opportunity for candidates to practice what they have learned in college classes. The Simpson College Education Program includes a graduated sequence of field based placements. Exploratory field experiences begin with the first education course – Education 500 Graduate Foundations in Education. During this class, candidates observe teachers and students during a ten hour field experience in a local elementary school. A similar experience at the secondary level is part of Educ 508 Assessment, Planning, and Teaching. These field experiences allow all candidates to experience teaching and learning at a variety of levels and in a variety of subjects as they explore becoming a professional educator.

Graduate candidates experience practice during their general and content specific methods courses (Education 516 and the course from the Education 540’s for their content area). For each course, candidates spend a minimum of 30 hours in a secondary level classroom. During these advanced practica, candidates graduate to an expanded experience providing opportunities for assisting and teaching.

PLEASE NOTE: Although classes for the graduate teacher education programs are offered in the evenings, the related field experience and practica must be completed during regular school hours. This requires that candidates have availability during school hours at some time during these semesters. While the scheduling of these hours may be flexible, it will require candidates to make arrangements to spend time in the schools during regular school hours.

The culminating field experience occurs during a full semester of student teaching when candidates assume full-time teaching responsibilities. Candidates are placed with and mentored by an area teacher. The college assigns a student teaching supervisor who visits, observes, and mentors the student teacher as well. Student teachers are observed, at a minimum, every other week. The college supervisor facilitates three-way conferences at the mid- and final-point, among the student teacher, mentor, and supervisor. The Education Department Placement
Coordinator works with area educators to coordinate placements that offer candidates a variety of quality experiences at several grade levels. Some field experiences are completed in local schools while others are set in areas of cultural and ethnic diversity or with unique education programs. Our graduates consistently report that the field experiences are a highlight of their preparation program. Many area educators host our candidates, and we are greatly appreciative of their expertise and assistance.

As mandated by the Iowa Department of Education, student teaching is a full-time experience. All candidates complete a minimum of one full semester (15 consecutive weeks; 600 clock hours) of student teaching. Many candidates complete two or more placements at different levels or in different content areas. When candidates complete more than one placement, the minimum number of weeks is 15. When candidates seek highly divergent content area endorsements (e.g. math and art), they may complete two or three full student teaching placements. Student teaching assignments are made within a 35 mile radius of Indianola and in a district other than the candidate’s home town, district of employment, or school of attendance for their own child(ren). Refer to the department’s Student Teaching Handbook which is available on the education department’s website.
When Issues Arise

Each semester, the Education Department faculty meet to discuss the progress of candidates in the teacher licensure program. Assessment of each candidate’s progress is based on grades, cumulative GPA, dispositions (including ethics and professionalism), feedback from education faculty, academic advisors, other faculty members, and mentoring teachers in the area schools. The vast majority of our candidates receive superior ratings.

Occasionally, there are concerns about a candidate’s performance or dispositions. The result is that an advisor may visit with a student, and/or a Concern for Student Progress form may be sent to the student, and/or a conference with the Education Department chair, and possibly other faculty members, may be required. During this conference, the specific concerns will be communicated to the candidate and a remedial plan may be developed. If the problems are resolved, the candidate may continue in the education program with no corrective action taken.

Retention and Probation Status in the Teacher Education Program

If the initial problems are significant and/or the concerns resurface during a subsequent semester, a recommendation may be made to the Teacher Education Committee to place the candidate on probation. Probationary status means that the candidate will have one additional semester to make the specified changes. In most cases, the candidate will be placed on a contract once s/he has been placed on probation.

Dismissal from the Teacher Education Program

If adequate progress is not made during a probation period, the candidate will be dismissed from the Teacher Education Program. In some extreme cases, candidates may be terminated from the Teacher Education Program immediately. The Teacher Education Committee makes decisions about retention, probation, and dismissal from the program.

Avenues for Resolving Problems Including an Appeals Process

Some candidate related decisions are made by the Education Department, and others are made by the Teacher Education Committee based on input from the Education Department. If a candidate believes that a decision of the Education Department and/or the Teacher Education
Department was in error, they may request that TEC reconsider the decision. The candidate also has the option of officially appealing a decision of the Teacher Education Committee. A final avenue available to students is to file a formal appeal with the Senior Vice President/Academic Dean. The process for each step is provided below.

**Requesting a Reconsideration of a Decision and/or Appealing a Decision of the Teacher Education Committee**

**Step 1: Request for Reconsideration of an Education Department and/or Teacher Education Committee Decision**

a. Within two weeks of receiving a decision from the Education Department, the candidate should meet with the Education Department Chair to discuss the decision and make a request for reconsideration.

b. If a candidate wants the Teacher Education Committee to reconsider a decision of the Education Department and/or a TEC decision, s/he should submit a detailed written request to the Education Department chair within two weeks; a second option is to submit the request directly to the TEC Chair. In that letter, a candidate may request a special meeting with the Teacher Education Committee, or simply request that the Committee reconsider a decision based on the written request. If the Teacher Education Committee does not decide in favor of the candidate, s/he may request a meeting with the Committee and/or continue directly to Step 2 of this process.

c. The Teacher Education Committee will discuss your situation and send you written feedback on their decision.

**Step 2: Appeal the Teacher Education Committee Decision**

If a candidate wishes to formally appeal a decision of the Education Department and/or Teacher Education Committee, s/he should:

a. Within two weeks of receiving a decision from the Teacher Education Committee, meet with the Education Department Chair to discuss the decision and the appeal process.

b. Prepare a detailed written appeal within two weeks of meeting with the Chair.

c. In the appeal, candidates may request a special meeting with the Teacher Education Committee, or simply request that the Committee reconsider the decision based on the written appeal. The Teacher Education Committee will discuss all appeals. Candidates have may ask to meet with the
TEC, or the TEC may invite candidates to the meeting; candidates may invite their advocates or other support people to accompany them to the meeting.

d. The TEC Chair will send a written response, which summarizes the TEC decision, to the student candidate. A copy of the letter will be retained in the candidate’s permanent education file.

**Step 3: Appealing a TEC Decision to the Academic Dean**

If a candidate does not agree with the final decision of the Teacher Education Committee, s/he may:

a. Submit a written appeal to the Senior Vice President/Academic Dean within two weeks of receiving the TEC’s decision. Candidates should send a copy to the Education Department Chair; the Education Chair will share the appeal information with the Graduate Education Program Director and the TEC.

b. The Senior Vice President/Academic Dean may request a meeting with the student and/or the Education Department Chair and/or the Teacher Education Committee to discuss the situation.

c. The Senior Vice President/Academic Dean will notify the candidate, in writing, of the final decision, and a copy will be shared with the Education Department Chair. The Education Chair will notify the TEC. The decision of the Senior Vice President/Academic Dean is final.
Candidate Assessment

Candidates’ progress is monitored throughout the Teacher Education Program in order to ensure that by the time candidates are ready for student teaching, and ultimately licensure, that they are truly qualified for such an important undertaking. In addition to course assessments, licensure candidates who are evaluated in the following ways:

- Graduate Levels of Admission to the Teacher Education Program are reviewed by the Education Department and in some cases the Teacher Education Committee.
- Grade point averages (GPAs) are monitored at each Level of Admission. Graduate candidates must maintain a 3.00 in all professional core coursework taken at Simpson, with no grade lower than a B-. Transition to Teaching candidates must maintain a 2.75 GPA in all endorsement coursework with no grade below a C-. Master of Arts in Teaching candidates must maintain a 3.00 GPA in all endorsement coursework with no grade below a C-. All courses required for licensure must be completed with no course below a C-.
- Candidates demonstrate their competency on each department standard and criterion through their electronic (ePortfolio). Individual ePortfolio artifacts are reviewed and evaluated by the department instructors. The ePortfolio is formally reviewed for Level II and III. Levels IV and V ePortfolio reviews are holistic in nature and consider the overall quality and academic integrity of submissions.
- Screening meetings are conducted each semester by the Education Department faculty for the purpose of assessing the progress of each licensure candidate. Concern for Student memos are sent to candidates and their advisors regarding concerns and/or requesting a conference with the Education Department chair. When individual conferences are necessary, a remediation plan may be developed. Candidates may be placed on probation and/or dismissed from the Teacher Education Program depending on the severity of the situation and/or the number of semesters where concerns have been indicated.
- Advanced practica mentor teachers in the schools complete an assessment for each candidate. In the event that a candidate received unsatisfactory practica evaluations, s/he may be required to a) complete additional course work and/or practica placements, b) be placed on probation, c) be placed on a contract, or d) in extreme cases, terminated from the Teacher Education Program.
- Student teachers are collaboratively monitored and assessed by college supervisors and mentor teachers in the schools. In addition to regular classroom observations, a midassignment and a
final-assignment evaluation are completed for each student teaching assignment. Candidates who are not making satisfactory progress may be removed from the assignment. At the conclusion of each student teaching assignment, the college supervisor and the mentoring teacher in the school will indicate whether the student teacher is qualified to proceed toward licensure.

- Level V Admission (Recommendation for Teacher Licensure) is reviewed and approved by the Director of Graduate Education and the licensing official.

**Teacher Education Program Assessment**

In order to ensure that the Simpson College Teacher Education Program is of the highest caliber possible, the Education Department faculty gathers feedback and assessment data from a wide variety of sources. The following list delineates the primary areas of ongoing program review.

- Accreditation process by NCA
- Approval of the department’s assessment program by the Higher Learning Commission and reviewed and approved by the Simpson Assessment Program Review Committee and the Iowa Department of Education
- Program accreditation process by the Iowa Department of Education
- Review of aggregated data on candidates’ ePortfolios
- Department self-evaluation
- Feedback from the Teacher Education Committee
- Feedback from the Education Advisory Council
- Feedback from mentoring teachers in the schools at the conclusion of each practicum and student teacher assignment
- Feedback from student teachers at the end of the student teaching assignment
- Feedback from graduates
- Feedback from employers of graduates
- Any substantive changes in the Teacher Education Program must be approved by the colleges’ Education Policy and Curriculum Committee (EPCC), the Teacher Education Committee, and the Iowa Department of Education.
Iowa Teaching Licenses and Endorsements

Obtaining a Teaching License

In order to teach in the state of Iowa, candidates must complete an Iowa State Department of Education approved education program at an accredited college or university. The Simpson College Education Program is fully approved by the Iowa Department of Education. Simpson College graduates must complete a full initial teaching license program such as the elementary education and liberal arts with content specific endorsement core majors, an approved secondary, or a specialty (art, music, P.E., health, or coaching) endorsement program, as well as required licensure courses including student teaching. In addition to the initial teaching license, candidates may complete additional endorsement programs. An "endorsement" is the term used by the Board of Educational Examiners (BOEE) to indicate the subject area, grade level, or administrative positions for which a licensed teacher is authorized to teach. When an endorsement is added to an initial teaching license, it allows the recipient to teach in that additional content area or level as well. When adding endorsements to an existing license, an additional student teaching experience is sometimes required. Once your teaching license application is approved by the BOEE, you will be assigned a "folder number," and printed on your "folder" will be the endorsement areas in which you are licensed to teach.

In some cases, you may be able to add a class B endorsement to an existing teaching license; a class B endorsement may require fewer courses than those required for the full endorsement program. A class B endorsement is contingent upon employment in the same teaching area and a request from the district of employment. In order to convert a class B endorsement to a full endorsement, teachers must complete all required coursework for the endorsement, usually within two years. During Student Teaching Seminar, you will be given information on how to access and complete Simpson and BOEE licensure applications. The completed applications will be submitted to the Education Department administrative assistant, Holly Johanson (W102A) with a cashier’s check or money order for the specified amount made payable to the Board of Educational Examiners. The Simpson College licensure official will review your application. This review includes a prior analysis by the Teacher Education Committee and an analysis of all course work completed, student teaching evaluations, and recommendations made by your college supervisor(s) and mentoring teacher(s). If all
requirements are met, the licensing official will recommend to the BOEE that a teaching license be granted. Completion of the full education program, including student teaching, does not guarantee that you will be recommended for licensure. The Simpson College Education Department will process your application within two weeks. Once the application is sent to the State Department, it may take up to an additional two to eight weeks to process depending on the number of applicants and the time of year. If you have any questions about what constitutes an initial teaching license or an additional endorsement program, please contact the Simpson College licensing official (Jackie Crawford) or any member of the Education Department faculty. For information on licensure requirements in other states, visit the website for the department of education in that state. If you have any questions about the status of your license application, contact Jackie Crawford or Holly Johanson. Please do not contact the BOEE as they will simply refer you back to Simpson

**Types of Iowa Teaching Licenses**

There are several types of licenses in the State of Iowa. Each license will be explained in detail during one of the student teaching seminars. If you have any questions about licensure after attendance at the seminar meeting, contact a member of the Education Department or the Iowa Department of Education. The type of license for which you apply is very important, so be certain that you make an informed decision.

The following information regarding types of teaching licenses is provided by the Board of Education Examiner’s website [http://www.boee.iowa.gov/require.html](http://www.boee.iowa.gov/require.html).

**Requirements for Licenses and Instructions for Completing Application**

**Initial**

1. Valid for 2 years
2. Renewable under prescribed conditions
3. Baccalaureate degree from a regionally accredited institution.
4. Completion of an approved teacher education program.
5. Completion of an approved human relations component.
6. Completion of requirements for a teaching endorsement.
7. Meets the recency requirement listed under the Class A License.
Standard
1. Valid for 5 years
2. Renewable under prescribed conditions
3. Completion of requirements 1-4 for the initial license.
4. Evidence of two years successful teaching experience based on local evaluation process.
5. Meets the recency requirement listed under the Class A License.
6. Additional Information
   a. Verify 2 years of teaching experience.

Master Educator
1. Valid for 5 years
2. Renewable under prescribed conditions
3. Hold or be eligible for a Standard license.
4. Five years of teaching experience.
5. Master's degree in a teaching endorsement area.
6. Meets the recency requirement listed under the Class A License.
7. Additional Information
   a. Verify 5 years of teaching experience.
   b. Send master's degree transcript.

Class A License
1. Valid for 1 year
2. Not renewable
3. Issued under the following conditions:
   a. Has completed a practitioner preparation program (e.g. a teacher or administrator program), but has not completed all Iowa required components in the professional education core.
   b. Has not completed an approved human relations component.
   c. Recency — meets requirements for a valid license but has less than 160 days of teaching during last 5-year period.
   d. Degree not granted until next regular commencement.
Substitute
1. Valid for 5 years
2. Renewable under prescribed conditions
3. Has been the holder of, or presently holds a valid, regular license in Iowa or some other state and has successfully completed all requirements for an approved Teacher Education Program or is eligible for the provisional license.
4. Additional Information
   a. Send copy of out-of-state license.
   b. Send copy of out-of-state transcripts.

Exchange
1. Valid for 2 years
2. Not renewable
3. Baccalaureate degree from a regionally accredited institution.
4. Completion of a state approved teacher education program.
5. Hold a valid teaching license in the state in which the Teacher Education Program was completed.
6. No disciplinary action pending.
7. Has not completed all Iowa requirements for a teaching endorsement.
8. Additional Information
   a. Must meet any and all licensure deficiencies during the two year period of the license.
Overview of Additional Graduate Endorsement Programs for Licensed Teachers

Simpson College Graduate Teacher Education Programs also offer currently licensed teachers the opportunity to add additional teaching endorsements to their credentials. A limited number of endorsement programs are offered at the graduate level and are scheduled to be feasible for current practitioners. Simpson College offers four endorsement programs at the graduate level: an early childhood endorsement (Birth – Grade 3), two special education endorsements (K-8 Instructional Strategist I and 5-12 Instructional Strategist I) as well as the elementary reading endorsement (K-8 Reading).

We generally refer to these four programs as the “Graduate Level Endorsement-Only Programs,” to describe the candidates who have entered Simpson College’s TEP for the purpose of adding another endorsement to a current license. A teacher who is interested in adding an endorsement in one of the Graduate Level Endorsement Only Programs should contact the EWG Academic Advisor, and provide a copy of their current teaching license as well as college/university transcripts listing the coursework the teacher has already completed. The Simpson College Licensure Officer will analyze the transcript and develop a plan of study based on the teacher’s transcripts and Simpson College Requirements. If a teacher completes all the coursework in Simpson’s approved endorsement program, Simpson’s licensure officer will recommend the teacher to the Iowa Board of Educational Examiners for the additional teaching endorsement. These programs do not result in an advanced degree, but may result in an additional endorsement with coursework at the graduate level.

To accommodate in-service teachers, a schedule for the graduate level endorsements has been offered with coursework in the summer and evenings. (It should be noted that if registration for any of these courses is low, the course may be dropped from the evening or summer schedule.) All graduate courses are also offered during the traditional daytime schedule.

Licensed teachers may enroll in Simpson College undergraduate courses to fulfill requirements for other endorsement programs. The undergraduate courses are typically only offered during the traditional schedule during the day. For more information on all of the endorsements offered throughout the year, please visit: http://www.simpson.edu/education/programs/endorsements.html.
Although each candidate must have their transcripts evaluated for individual requirements, most licensed elementary classroom teachers need the following classes for each endorsement:

**Endorsement #260: Elementary Special Education Instructional Strategist I (K-8)**
- Educ 505 Children within Families, Schools, and the Community
- Educ 515 Assessment for Reading and Early Childhood
- Educ 517/517L Corrective and Remedial Reading
- Educ 518 Assessment for Special Education
- Educ 524 Elementary methods of Special Education
- Educ 533 Classroom Management for Special Education
- Educ 588SS Student Teaching in Elementary Special Education
  May also need the following course if not completed previously:
  (Educ 312/512 Exceptional Learners)

**Endorsement #106: Early Childhood Education (PK-Gr3)**
- Educ 515 Assessment for Reading and Early Childhood
- Educ 517/517L Corrective and Remedial Reading
- Educ 538 Early Childhood Classroom Environment, Relationships, and Management
- Educ 536 Language and Communication
- Educ 534 Foundations of Early Childhood Education
- Educ 532 Early Childhood Curricula and Methodology
- Educ 588SS Student Teaching in Early Childhood Education
  May also need the following courses if not completed previously:
  (Educ 114 Foundations of Education – Field Experience)
  (Educ 165 Human Growth and Development)
  (Educ 300 Reading and Language Arts Education)
  (Educ 303 Science and Health Education)
  (Educ 304 Math Education)
  (Educ 305 Social Studies Education)
  (Educ 312/512 Exceptional Learners)
Endorsement #148: Elementary Reading (K-8)
Educ 515 Assessment for Reading and Early Childhood
Educ 517/517L Corrective and Remedial Reading
Educ 520 Reading in the Content Areas
Educ 536 Language and Communication

May also need the following courses if not completed previously:
(Eng 102 Composition and Rhetoric II or Eng 103 First Year Honor Seminar)
(Educ 237/537 Children’s Literature)
(Educ 300 Reading and Language Arts Education)

Licensed secondary level teachers typically need the following courses to add the secondary special education endorsement:

Endorsement #261: Secondary Special Education Instructional Strategist I (5-12)
Educ 513 Foundations of Special Education
Educ 518 Assessment for Special Education
Educ 520 Content Area Reading
Educ 527 Secondary methods of Special Education
Educ 533 Classroom Management for Special Education
Educ 547 Collaboration, Consultation, Career Education, and Transitions for Special Education
Educ 588SS Student Teaching in Secondary Special Education

May also need the following courses if not completed previously:
(Educ 312/512 Exceptional Learners)
(Educ 316/516 Secondary Education and Practicum)
Course Descriptions for Graduate Level Endorsements for Licensed Teachers

Educ 512: Exceptional Learners (PK through High School). An introduction to the wide range of abilities and needs of exceptional learners, including but not limited to talented and gifted students, those challenged in the areas of physical, emotional, social, cognitive, and career; English Language Learners, students who are at-risk, mobile students and families. The goal is to identify educational strategies that will provide optimal learning experiences for all students. The legal bases for special education are presented, and the models of collaborative problem solving, differentiated instruction and co-teaching are emphasized. Prerequisites: Educ 500, 506, 508. Four credits.

Educ 513: Foundations of Special Education. An introductory course which includes the history, current trends and contemporary issues in special education, basic theoretical and practical approaches for the student with mild disabilities, educational alternatives, implications of federal and state statutes and related services, public policy, and the importance of the multi-disciplinary team in providing appropriate education programming. The age span covers K through twelfth grade. Prerequisite: Educ 114, or Educ 500, 506, and 508. Four credits.

Educ 515: Assessment and Diagnosis for Early Childhood and Reading. This course focuses on the overall diagnostic and remediation process, with particular attention to the selection, purposes, reliability, validity, administration, interpretation, and appropriate uses of assessment instruments designed to identify preschool through middle school students who are developmentally delayed and/or who have reading disabilities. Students will learn how assessment and diagnosis provide the foundation and guidance for developing appropriate instruction in remedial reading programs. Prerequisites: Educ 300. Four credits.

Educ 516: Secondary Education and Practicum. This course is designed to serve students hoping to teach at the middle and/or high school levels, focusing on strategies and concerns common to most subjects at those levels. The students will build upon,
expand, and apply their understandings of cognition, communication, motivation, management, research-based teaching strategies, and assessment. It involves an extensive practicum of at least 30 hours. In that practicum students will examine and practice a variety of evidence based teaching strategies, including teaching at least one lesson; use and evaluate educational technology; and apply techniques that assist secondary-level students read in the content areas. Prerequisite: Educ 500, 506, and 508. Four credits.

Educ 517: Corrective and Remedial Reading Education. An in-depth study of research-based, remedial methods and materials appropriate for dealing with variability in the development of elementary aged students’ reading and writing processes. A clinical and supervised field experience will provide opportunities for identification and remediation of students’ proficiencies and needs in reading and writing. Prerequisites: Educ 114, 118, 222, 300 and 315 or 300, 500, 506, and 508. Educ 237/537 is recommended but not required pre-requisite. Four credits.

Educ 518: Assessment, Diagnosis, and Programming for K-12 Students with Special Needs. A study of the appropriate use of informal and formal assessment procedures necessary to plan and evaluate curriculum and teaching practices to best meet the individual needs of students. Includes the collection and use of academic and behavioral data for assessment and instructional planning for students with mild and moderate disabilities in levels K to Grade 12. Prerequisites: Educ 500, 506, and 508. Two credits.

Educ 520: Reading and Writing in the Content Areas. A course that explores how students comprehend and learn with text and how teachers assist them in these processes. This course will provide in–depth study in critical components of the reading process related to content area reading: knowledge of text structure, the dimensions of content area vocabulary and various forms of comprehension (e.g., literal, interpretive, critical and evaluative). Prerequisites: Educ 237 or Eng 220, Educ 300. Two credits.

Educ 521: Human Relations in Teaching. Become aware of and understand the various values, life styles, history, and contributions of various identifiable subgroups in our
society. Recognize and deal with dehumanizing biases against such groups, particularly in the school setting. Pre-requisites: Educ 500, 506 and 508. Four credits.

Educ 524: Elementary Special Education (Instructional Strategist I) Methods and Educ 524P (Practicum) K-8. A K through eighth grade methods and strategies course that includes a review of numerous models for providing curricular and instructional methodologies utilized in the education of students with mild and moderate disabilities. Focuses on the planning, implementation, and continuous evaluation sequence essential to designing developmentally appropriate curricular goals, content, teaching practices, and adaptations and accommodations necessary to meet the individual needs of children. A practicum is included. Prerequisites: Educ 513, and 518 (or concurrently with Educ 518 with permission of the Special Education Coordinator). Four credits.

Educ 536: Language and Communication. This course introduces linguistic foundations of language and communication as they apply to the learning process. Students will gain knowledge about language development and acquisition, and the variations related to culture and linguistic diversity. Emphasis is on a thorough, research-based understanding of phonology, morphology, semantics, syntax and pragmatics. Students learn ways to use the information to strengthen reading and language arts instruction. Prerequisites: Educ 300. Four credits.

Educ 527: Secondary Special Education (Instructional Strategist I) Methods and Educ 527P (Practicum) 5-12. A secondary level methods and strategies course that includes a review of numerous models for providing curricular and instructional methodologies utilized in the education of students with mild and moderate disabilities in grades five through twelve. Focuses on the planning, implementation, and continuous evaluation sequence essential to designing curricular goals, content, teaching practices, and adaptations and accommodations necessary to meet individual needs of students. A practicum is included. Prerequisites: Educ 513, 518 (or concurrently with Educ 518 with permission of the Special Education Coordinator). Four credits.
**Educ 533: Classroom Management for Special Education.** Focuses on managing student behavior and social interaction skills for students with exceptional learning needs in grades K-12. Preparation includes individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques. Content includes theories of behavior problems in individuals with disabilities, behavioral analysis, positive behavioral supports, and the design, implementation, and evaluation of instructional programs that enhance an individual’s social participation in family, school, and community activities. Prerequisites: Educ 114, 118, and 222 or 500, 506 and 508. Four credits.

**Educ 534: Foundations of Early Childhood.** Historical, philosophical, and social foundations of early childhood education and an introduction to the profession including professional standards. Family systems, cultural diversity, and factors which place families at risk are included as well as home/school/community relationships, and interactions designed to promote and support parent, family, and community involvement, and interagency collaboration. Student and parent conferencing strategies are introduced. A field experience component is included. Pre-requisites: Educ 114, 118 or Educ 500 and 506. Four credits.

**Educ 537: Children’s Literature.** A survey course for prospective teachers that introduces a wide variety of fiction and nonfiction literature appropriate for the K-8 grade level. Students learn to use children’s literature to model the reading and writing process across the various genres, and they learn about the forms that literature may take (e.g. technology based, media based, print and non-print). The importance of matching children’s proficiencies and interests with the selection of reading materials is emphasized as well as the selection of literature that reflects many cultures and viewpoints. Students learn about incorporating children’s literature into many subject area lessons (e.g. math, science, social studies, etc.). Prerequisites: Educ 114, 118, 222 or 500, 506, and 508. Two credits.
**Educ 538: Early Childhood Classroom Environment, Relationships and Management.** Classroom organization and individual interactions that create a sense of community and a positive learning environment. Information and skills necessary to classroom/program management include: strategic thinking and planning, collaboration, administration, supervision and the identification of key resources and materials. National and state legislation are reviewed and opportunities for advocacy are presented. Pre-requisites: Educ 114, 118, 222 or Educ 500, 506, 508, and 534. Four credits.

**Educ 547: Collaboration, Consultation, Career Education, and Transitions for Special Education.** A study of the knowledge and skills necessary for the collaboration and consultative roles of special education teachers in the integration of individuals with mild and moderate disabilities into the general education curriculum and classroom. Includes strategies for collaboration between special and general education teachers, as well as strategies for working with support services personnel, paraprofessionals, and other individuals involved in the educational program. Includes content on career planning and the transition process for adolescents from school to adult living including sources of services, organizations, and networks for individuals with mild and moderate disabilities, as well as methods of educational and vocational support for students transitioning to post-school settings. Prerequisites: Educ 114 and 118 or 500, 506 and 508, 222/509, 233/513, 318/518. Two credits.

**Educ 588: Student Teaching.** Three – Fifteen credits.
Appendix A - SIMPSON COLLEGE TEACHER EDUCATION PROGRAM
STANDARDS

**Standard 1: Personal Vision for Education**  Develops a personal vision for education that is informed by a critical examination of the historical, philosophical, and sociological foundations of education and serves as a guiding force in professional choices and actions.

- **Criterion 1.a** Creates a personal philosophy of education that connects an understanding of the historical, philosophical, and sociological foundations of education to contemporary education issues.
- **Criterion 1.b** Acts in a manner that is consistent with the personal philosophy.

**Standard 2: Student Learning**  Demonstrates knowledge of how all students (including talented and gifted, English Language Learners, students with special needs, at-risk students, etc.) develop and learn to inform the teaching and learning process.

- **Criterion 2.a** Demonstrates knowledge of typical student development and learning related to the teaching and learning process.
- **Criterion 2.b** Demonstrates knowledge of common variations in patterns of student development and learning related to the teaching and learning process.
- **Criterion 2.c** Demonstrates knowledge of how the context within which students exist (including community, culture, family life, etc.) impacts the teaching and learning process.

**Standard 3: Content Knowledge**  Understands and applies the central concepts, tools of inquiry, and structures of the subject matter.

- **Criterion 3.a** Demonstrates knowledge of the content area(s).
- **Criterion 3.b** Demonstrates knowledge of research-lead and evidence-based, content specific pedagogy and methodology.

**Standard 4: Planning**  Plans varied, research-lead and evidence-based, developmentally appropriate instruction that supports the development and learning of all students (including talented and gifted students, English Language Learners, students with special needs, at-risk students, etc.)

- **Criterion 4.a** Creates plans that are based on a solid foundation of student achievement data (formative and summative) and the standards from professional organizations, the state, the local school district, and the school.
- **Criterion 4.b** Describes learner characteristics that may impact the teaching and learning process.
**Criterion 4.c** Plans for the organization and use of all materials, equipment, and other teacher resources necessary for the successful implementation of the lesson plan.

**Criterion 4.d** Writes clear and behaviorally stated objectives that guide the lesson design.

**Criterion 4.e** Plans content that is meaningful, accurate, and appropriate for the age or grade level.

**Criterion 4.f** Plans for a variety of engaging, research-led and evidence-based, developmentally appropriate instructional strategies that are clearly aligned with the lesson objective(s).

**Criterion 4.g** Plans adaptations, accommodations, and modifications for students with special needs.

**Criterion 4.h** Creates plans that are logically sequenced.

**Criterion 4.i** Plans for a variety of ongoing formative assessment strategies that are aligned with lesson objective(s) and are used throughout the lesson.

**Criterion 4.j** Creates plans that have a clear focus and internal consistency for all lesson components (e.g. standards, objectives, content, instructional strategies, and assessment.)

**Criterion 4.k** Creates plans that are well organized and well written (including organization, grammar, spelling, etc.), and include sufficient detail that would enable a substitute teacher to teach the same lesson.

**Criterion 4.l** Creates a plan for reflection and evaluation of: a) student learning, b) the unit and/or lesson plan(s), and c) teaching effectiveness.

**Standard 5: Teaching** Organizes, facilitates, teaches, and manages research-lead and evidence-based instruction that meets the needs of all students (including talented and gifted students, English Language Learners, students with special needs, at-risk students, etc.).

**Criterion 5.a** Organizes materials and equipment prior to the beginning of the lesson.

**Criterion 5.b** States objectives that are clear at the beginning of the lesson or become clear as the lesson evolves.

**Criterion 5.c** Shares content that is accurate, meaningful, and appropriate for the level.

**Criterion 5.d** Uses a variety of engaging, research-led and evidence-based instructional strategies that are utilized to meet the needs of all students (including talented and gifted students, English Language Learners, students with special needs, at-risk students, etc.).

**Criterion 5.e** Modifies instruction and makes adaptations and accommodations as necessary to meet the needs of all students (e.g. talented and gifted,
English Language Learners, students with special needs, at-risk etc.).

**Criterion 5.f** Communicates directions, explanations, questions, and assistance in a manner that is clear, engaging, helpful, respectful, supportive, and responsive.

**Criterion 5.g** Models Standard English (e.g. grammar, usage, and spelling) and handwriting skills.

**Criterion 5.h** Manages time effectively, moves at an appropriate pace, and facilitates smooth transitions from one activity to the next.

**Criterion 5.i** Creates a positive, respectful, and organized learning environment.

**Criterion 5.j** Continually assesses students’ learning throughout the lesson and makes modifications as indicated.

**Criterion 5.k** Reflects on and evaluates: a) student learning, b) the unit and/or lesson plan(s), and c) teaching effectiveness.

**Criterion 5.l** Uses assessment and evaluation data to inform future instructional decisions.

**Standard 6: Technology** Demonstrates skill in using technology in the teaching and learning process.

- **Criterion 6.a** Utilizes technology as a tool for organization and information management.
- **Criterion 6.b** Utilizes technology as a tool for professional research.
- **Criterion 6.c** Utilizes technology as a tool for communication.
- **Criterion 6.d** Integrates technology (e.g., docucameras, video cameras, SmartBoards, computers, audio-visuals, etc.) as an instructional strategy.

**Standard 7: Classroom Environment and Management** Creates a safe, positive, and respectful classroom environment that is organized and managed to enhance the learning of all students (including talented and gifted students, English Language Learners, students with special needs, at-risk students, etc.).

- **Criterion 7.a** Plans for a welcoming and safe physical environment that is conducive to learning.
- **Criterion 7.b** Plans for an emotionally safe environment where students experience trust and are willing to take risks.
- **Criterion 7.c** Provides a well organized and managed classroom that allows all students (including talented and gifted students, English Language Learners, students with special needs, at-risk students, etc.) to concentrate, reflect, think critically, create, and achieve.
**Standard 8: Assessment** Uses formative and summative assessment strategies to continuously evaluate, inform, and improve the teaching and learning process.

- **Criterion 8.a** Demonstrates knowledge and skill in the use of a variety of formative assessment strategies and tools.
- **Criterion 8.b** Demonstrates knowledge and skill in the use of a variety of summative assessment strategies and tools.
- **Criterion 8.c** Demonstrates the ability to analyze student learning data to inform and improve the teaching and learning process.

**Standard 9: Communication Skills** Models effective written, verbal, and nonverbal communication skills.

- **Criterion 9.a** Writing Type I: Expressive (for example, philosophy papers, letters to parents, proposals, etc.) Demonstrates and models effective written communication skills (e.g. reasoning, logic, structure, organization, grammar, spelling, etc.) and models the editing and proofing process that serves to improve expressive written communication.
- **Criterion 9.b** Writing Type II: Exploratory (for example, literature reviews, diagnoses, annotated bibliographies, and professional analyses): Demonstrates and models effective written communication skills (e.g. reasoning, logic, structure, organization, grammar, spelling, etc.) and models the editing and proofing process that serves to improve exploratory written communication.
- **Criterion 9.c** Demonstrates and models effective verbal communications that are clear, well-organized, logically sequenced and structured, grammatically correct, appropriate for the audience, well paced, varied in inflection and tone, appropriate in volume, and responsive to the audience.
- **Criterion 9.d** Demonstrates and models effective nonverbal communication skills such as gestures, posture, facial expressions, proximity to student(s), eye contact, meeting students at their eye level, etc.

**Standard 10: Dispositions and Professionalism** Models dispositions, professionalism, and ethics that are characteristic of effective educators.

- **Criterion 10.a** Caring Dispositions: Demonstrates empathy, compassion, rapport, respect, passion, cultural competence, and humane behavior.
- **Criterion 10.b** Communication Dispositions: Demonstrates presence (keen with-itness), responsiveness, attentiveness, authenticity, voice, and the desire and skill to be collaborative.
Criterion 10.c  Creative Dispositions: Demonstrates flexibility, inventiveness, resourcefulness, and resilience.

Criterion 10.d  Critical Thinking Dispositions: Critically reflects, takes the initiative, demonstrates open mindedness, is efficacious, is humble, views education as a form of service, advocates for students and education, is accurately self-aware, and acts in a purposeful manner.

Criterion 10.e  Professionalism and Ethics: Demonstrates professionalism, personal and professional ethics, work ethic/responsibility, scholarly ethics, confidentiality, and seeks opportunities for professional development.
## State Mandated Liberal Arts Requirements for Secondary Graduate Level Teacher Licensure:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course Options</th>
<th>Credit Hours Required</th>
<th>Credit Hours Taken</th>
<th>Grade</th>
<th>Semester/Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>Select One of the Following or an Equivalent Course:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eng 101 Composition and Rhetoric I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eng 102 Composition and Rhetoric II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eng 103 First Year Honors Composition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>Sciences (3 - 4 hours):</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some examples:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biol 104 Human Biology (3 hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chem 150 Consumer Chemistry (3-4 hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phys 121 Ideas in Physics (4 hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geol 101 Principles of Geology I (4 hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other: _______________</td>
<td></td>
<td>3 - 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total for Science:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Math: Select one (1) of the following:</td>
<td></td>
<td>0 - 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math 105 Quantitative Reasoning (3 hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math 105 Equivalency Exam (via Hawley Learning Center)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math 105 CLEP Exam</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math CLEP Exam for course at level higher than Math 105:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_______________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math course at higher level than Math 105:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science and Humanities</td>
<td>Educ 506 Adolescent Learning and Development or an equivalent Human Growth</td>
<td></td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Development course (3 hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AND</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Four of the following from a minimum of three different departments</td>
<td></td>
<td>8-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology: _______________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sociology: _______________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anthropology: _______________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Political Science: _______________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Philosophy: _______________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Religion: _______________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Literature: _______________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>History: _______________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total for State Mandated Liberal Arts Requirements:</td>
<td>21 - 25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C - LEVELS OF ADMISSION

LEVEL I – ADMISSION TO SIMPSON COLLEGE AS A GRADUATE STUDENT WITH INTENT TO ENROLL IN TEACHER EDUCATION

When to apply: Prospective candidates should apply for admission to the Transition to Teaching or the Master of Arts in Teaching program by May 15 of the calendar year they intend to enroll. Level I Admission Status will be determined when all required documents are received and analyzed.

How to apply: Schedule a meeting with Liz Glodek, the Evening, Weekend, and Graduate Academic Advisor for Education Programs. Ms. Glodek will provide information and the necessary paperwork for the application procedure. (See pages 16-17 of the Graduate Teacher Education Handbook for more information on the initial application process.)

To be successfully admitted to Level I, candidates must meet satisfy the following requirements:

1. Bachelor’s Degree: Prospective candidates must have a bachelor’s degree from a regionally accredited institution. A regionally accredited institution has been accredited by one of the following accrediting bodies: Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, or Western Association of Schools and Colleges. If the degree is from an institution outside of the United States, it must meet accreditation standards in line with the Iowa Board of Educational Examiners’ requirements. An applicant whose bachelor’s degree was completed in a foreign institution must obtain a credential evaluation report completed by one of the board-approved credential evaluation services. Please see the Iowa Board of Educational Examiners for a current list of approved credentialing services.
2. **Major.** The prospective candidate’s degree must include a major of at least 30 credit hours (or the equivalent). The BA/BS major and the intended endorsement area(s) may be completely different.

3. **Initial endorsement.** Prospective candidates must identify an initial endorsement. The candidate’s initial teaching endorsement must meet Simpson’s requirements for that endorsement. A college major in the subject area is not always sufficient; additional coursework may be required in order to satisfy Simpson and state requirements. It is expected that candidates have at least 75% of their required coursework completed for the endorsement. Candidates who have less than 75% of their required coursework left to complete will be evaluated on a case-by-case basis. Simpson College must be the licensing recommending official for a candidate’s first endorsement.
   a. Candidates whose coursework is older than ten years will need to complete content coursework in their endorsement area(s) or take and pass the PRAXIS II content specific test before being admitted. The specific coursework required will be determined on an individual basis and approved by the Director of graduate education programs.
   b. If candidates choose to earn additional endorsement, they may either meet Simpson’s requirements or meet minimum state standards. After initial licensure, candidates may add additional endorsements through the Iowa Board of Educational Examiners (BOEE). There will be additional fees assessed by the BOEE for this transcript analysis to add the endorsement.

4. **Grade Point Average Minimum Requirements.** All candidates must have a cumulative GPA of 2.75 or higher. The GPA will be calculated cumulatively from all institutions at which a candidate completed coursework. Candidates whose cumulative GPA falls below 2.75 will need to raise it to 2.75 before being admitted to the graduate education programs. Candidates may take additional coursework to raise their GPA; however, they will not be able to do so as a matriculated student.
a. Candidates must identify their initial endorsement. All courses from the department(s) included in the endorsement will be evaluated when calculating the endorsement GPA. This may include courses beyond (in addition to) Simpson’s requirements for the endorsement. Transition to Teaching candidates must also have an initial endorsement GPA of 2.75 or higher and Master of Arts in Teaching candidates must also have an initial endorsement minimum GPA of 3.00 or higher. For candidates seeking Option B endorsements in Science or Social Studies, the combined endorsement GPA in the coursework that satisfies the endorsement areas must meet the requisite GPA (2.75 for T-to-T and 3.00 for MAT).

b. Candidates whose endorsement GPA falls below 2.75 (T-to-T) or 3.00 (MAT) will need to raise it to 2.75 (T-to-T) or 3.00 (MAT) before being admitted to the graduate education program. Candidates may take additional coursework to raise their endorsement GPA; however, they will not be able to do so as a matriculated student. Those candidates who begin in the TtoT program may be eligible for the MAT program if they raise their endorsement GPA to 3.00 before the student teaching semester.

5. **Interview.** All prospective candidates will meet with EWG Academic Advisor for graduate education programs. This meeting will give prospects an opportunity to discuss their academic goals. Prospective candidates will spend time with the EWG Academic Advisor reviewing the graduate education core coursework as well as the area of endorsement(s) sought by the prospect. The graduate education core coursework may need to be supplemented with coursework in order to satisfy state requirements. A college major in a subject area is not always sufficient. After the initial interview with the EWG Academic Advisor, a “Plan of Study for Program Completion” will be drafted for each applicant by the Director of Graduate Education.

6. **Writing Assessment.** Applicants will complete a writing assessment similar to a personal application essay, expressing the candidate’s interest in becoming an
educator. The assessment will be handwritten and is not timed. Prospective candidates arrange an appointment at one of Simpson’s campuses (Ankeny, West Des Moines or Indianola) to take this assessment. For prospects outside of the Greater Des Moines area, the EWG Academic Advisor for graduate education programs will make arrangements for off-site completion. The writing assessment is evaluated in terms of Standard English usage as well as content demonstrating disposition appropriate for the teaching profession.

7. **Letters of Recommendation.** Applicants will provide three letters of recommendation from separate sources that can speak to the candidate’s academic ability and suitability for the teaching profession. These letters should accompany the recommendation form included in the application materials. Acceptable recommending sources are employers/supervisors, professional colleagues, and college instructors. Family and friends are not appropriate sources. E-mail references are acceptable but they need to be sent directly to the email of the EWG Academic Advisor for graduate education programs.

8. **Approval by Graduate Education Admissions Committee.** Once all application materials are received, the Graduate Education Admissions Committee will meet to make an admissions decision. Additional information may be requested at the discretion of this committee. Admission decisions will be made on a rolling basis. Applicants will be informed as soon as an official decision is complete.
LEVEL II– PRELIMINARY ADMISSION TO
THE TEACHER EDUCATION PROGRAM

When to apply: Candidates will apply to Level II – Preliminary Admission during the
Orientation Session scheduled as a part of the first course, Education 500 Graduate
Foundations of Education.

How to apply: The necessary paperwork and procedures are distributed and explained
during the Orientation Session in Education 500 Graduate Foundations of Education. At
the conclusion of the Educ 500 semester, all of the required documents in the candidate’s
file will be reviewed by the Education Department and a recommendation for Level II
Preliminary Admission to the Teacher Education Program will be determined.

To be admitted to Level II, candidates must meet satisfy the following requirements:

1. Successful Level I Completion. In order to be considered for Level II, candidates
must be fully admitted to Level I. Any conditional requirements from Level I
admission must be satisfactorily completed.

2. Complete Educ 500 Graduate Foundations of Education. This first course in the
Professional Graduate Education Core must be completed with a “B-” or higher. If
this course is not completed with a B- or higher, the candidate will not be able to
continue in the program. (All subsequent courses in the Professional Graduate
Education Core must also be completed with a B- or higher.)

3. Create a Personal Vision for Education. This assignment, completed and
evaluated in Educ 500 Graduate Foundations of Education, will allow candidates
to articulate a personal philosophy and vision for education. This assignment will
also become the first artifact in the candidates’ ePortfolio.

4. Attend a Teacher Education Orientation Workshop. A Graduate Teacher
Education Orientation Workshop will be held during a regularly scheduled session
of Educ 500 Graduate Foundations of Education. Information about progression
in the program will be provided, as well as an opportunity to ask for further information or clarification. Candidates will complete required application forms and additional paperwork. Attendance at the workshop is required. If acceptable extenuating circumstances prevent a candidate from attending, the candidate must provide documentation of the circumstances and schedule an appointment with the Director of Graduate Education.

5. **Attend an ePortfolio Orientation Workshop.** An ePortfolio Orientation Workshop will be held during a regularly scheduled session of Educ 500 Foundations of Graduate Education. Information about the purpose and procedures used in candidates’ ePortfolios will be presented, as well as an opportunity to ask for further information or clarification. Attendance at a workshop is required. If the candidate is not able to attend the workshop during Educ 500 due to extenuating circumstances, the candidate may attend one of the workshops scheduled during day time hours.

6. **Create an ePortfolio.** Candidates must purchase a Chalk and Wire activation key prior to the ePortfolio Orientation Workshop. Activation keys can be purchased through Holly Johansen in the Education Department office. During the workshop, candidates will be shown how to activate their account. After activating the ePortfolio, candidates will be able to upload their graded “Personal Vision for Education” as an artifact and submit it to the Educ 500 instructor for assessment.

7. **Complete background check.** Candidates will complete the process for an Iowa DCI background check; this includes completing a form with identification and paying a $15 fee. Candidates’ must satisfactorily pass this check before being allowed to continue in the program. Candidates will also submit a preliminary FBI background check self-disclosure form. This form will ask candidates to provide any information that could lead to difficulties for an eventual FBI background check at the time of teacher licensure.
8. **Take the College Basic Academic Subjects Examination (C-BASE) test.**
Candidates have one semester following admission to Level I to *pass* all three sections of the C-BASE test with a minimum score of 250 in English, Writing, and Math. [Candidates who took the PRAXIS I test or another institution will be required to earn a minimum score of 172 in each subtest: English, Writing, and Math] See Addendum X for more information on the C-BASE test.

9. **Complete a minimum of ten (10) clock hours of field experience at the elementary level.** Candidates will need to schedule ten hours of field experience at an elementary school. The placement coordinator, Linda Jermeland, will arrange the field experience with one of Simpson’s partner schools. If candidates have extenuating circumstances that require this field experience to be completed at a different specific school, the candidate will need to work with the placement coordinator to ensure that a contract is in place between the school district and Simpson College. Candidates will keep a log of field experience hours to submit with the Level II application.

10. **Earn a positive recommendation from the Educ 500 Graduate Foundations of Education instructor.** Recommendations are based on course work and the candidate’s ethics, dispositions, and professionalism.

11. **Demonstrate essential and professional skills and dispositions.** During *Educ 500 Graduate Foundations of Education*, candidates will learn about professional ethics and essential professional dispositions. Candidates will also complete a self-assessment of professional essential dispositions. Candidates may be placed on probation or dismissed, at any point during the program, if they demonstrate serious deficits in the area(s) of knowledge, skill, dispositions, professionalism, and/or ethical behavior.
12. **Plan for Program Completion approved by the Licensure Officer.** During the Level I application and approval process, the candidate, EWG advisor, and Director of Graduate Education have drafted a Plan for Program Completion based on the individual candidate’s transcripts and program goals. The plan will address all additional coursework the candidate needs to complete to satisfy state-mandated liberal arts requirements, the Graduate Professional Education Core, and any remaining content endorsement coursework. This plan will be reviewed and approved (or revised) by the Simpson Teacher Education Program Licensure Officer.

13. **Be approved by the Education Department.** Candidates who are not recommended for Level II, due to issues with dispositions, professionalism, or ethics, are reviewed by the Teacher Education Committee.
LEVEL III—FULL ADMISSION TO THE TEACHER EDUCATION PROGRAM

When to apply: Candidates will be reviewed for Level III—Full Admission to the Teacher Education at the conclusion of the Educ 516 semester (or the second semester in the program).

How to apply: No application procedure is necessary. This is a review conducted automatically by the Education Department.

To be admitted to Level III, candidates must meet satisfy the following requirements:

1. **Successful Level I and II Completion.** In order to be considered for Level II, candidates must be fully admitted to Level I and II. Any conditional requirements from Level I and II admission must be satisfactorily completed.

2. **Pass the College Basic Academic Subjects Examination (C-BASE) test.** Candidates have one semester following admission to Level I to pass all three sections of the C-BASE test with a minimum score of 250 in English, Writing, and Math. [Candidates who took the PRAXIS I test or another institution will be required to earn a minimum score of 172 in each subtest: English, Writing, and Math]. Candidates who have not passed all three sections of the C-BASE will not be allowed full admission into the teacher education program. See Addendum X for more information on the C-BASE test.

3. **Take the PRAXIS II content test.** The Praxis II content tests are administered by Educational Testing Services (ETS). Praxis II content tests are used by many states as a requirement for teacher licensure. Although the state of Iowa does not require a Praxis II content test at this time, the Simpson College Graduate Education Program does. Candidates need to meet the passing cut score for each endorsement area that they are seeking at Simpson College (see Addendum X for more information).
4. **Demonstrate adequate progress in the ePortfolio.**
   b. Rated artifacts for Criterion 2a.
   c. Criterion 3a: A copy of passing C-BASE test results and passing PRAXIS II test results should be uploaded as soon as they are available and used as partial completion for Criterion 3a requirements.
   d. Standard 5: The Educ 516 practicum evaluation should have been submitted electronically and rated for criteria 5a-5l in Chalk and Wire.
   e. Criterion 9a: A copy of the “Personal Vision of Education” paper must have been submitted to the communication assessor pool; an assessment/electronic rating is not required at this point.

5. **Complete a minimum of ten (10) clock hours of field experience at the secondary level.** Candidates will need to schedule ten hours of field experience at middle or high school. The placement coordinator, Linda Jermeland, will arrange the field experience with one of Simpson’s partner schools. If candidates have extenuating circumstances that require this field experience to be completed at a different specific school, the candidate will need to work with the placement coordinator to ensure that a contract is in place between the school district and Simpson College. Candidates will keep a log of field experience hours to submit to the **Educ 508 Assessment, Planning, and Teaching instructor.** NOTE: At this time of the Level III review, candidates will have ALSO completed a 30 hour advanced practicum as a required component of Educ 516. These practicum experiences will be reviewed during Level IV Admission to Student Teaching.

6. **Earn a cumulative GPA of 3.00 or higher.** Candidates must earn a grade of B- or higher in each professional education core course, and maintain a minimum of 3.00 graduate grade point average.
7. **Demonstrate essential and professional skills and dispositions.** Candidates may be placed on probation or dismissed, at any point during the program, if they demonstrate serious deficits in the area(s) of knowledge, skill, dispositions, professionalism, and/or ethical behavior.

8. **Be approved by the Education Department.** Candidates who are not recommended for Level II, due to issues with dispositions, professionalism, or ethics, are reviewed by the Teacher Education Committee.
LEVEL IV – APPROVAL FOR STUDENT TEACHING

When to apply: Candidates will apply for student teaching one year before the intended student teaching semester. Spring student teachers will apply the spring semester of the preceding year, fall student teachers will apply during the fall semester of the preceding year. Candidates must pay close attention to the dates for the required student teaching application meeting and deadlines. For FALL student teachers, the application meetings are usually conducted during the first week of October (the year before student teaching). For SPRING student teachers, the application meetings are usually conducted during the first week of February (the year before student teaching).

How to apply: Candidates must attend a “Student Teaching Application Meeting” during the semester of application. At this meeting, specific directions and forms will be distributed for the application process. Candidates must pay close attention to application deadlines. A late fee will be assessed for candidates who apply after the deadline (see pages…. for more information about student teaching).

To be admitted to Level IV, candidates must meet satisfy the following requirements:

1. **Successful Level I, II, and III Completion.** In order to be considered for Level IV, candidates must be fully admitted to Levels I, II, and III. Any conditional requirements from Level I and II admission must be satisfactorily completed.

2. **Complete a minimum of eighty (80) clock hours of field experience and advanced practicum experience.** Candidates will complete at least two 30 hour advanced practicum experiences; one practicum will occur during Educ 516 Secondary Education and one will occur during the content specific methods courses (Educ 541-546). The Simpson College Teacher Education Program is responsible for locating and contracting with schools for quality advanced practicum placements that help to ensure each candidate experiences a broad range of diverse settings. Each candidate will be assigned specific schools and mentor teachers for these practicum experiences. The placement coordinator, Linda Jermeland, will arrange the practicum experiences with a Simpson partner school.
Candidates and mentors will collaboratively determine a schedule to most effectively and feasibly complete each 30 hour experiences.

3. **Earn positive evaluations from each advanced practicum mentor.** Practicum mentors will be asked to complete evaluation forms to provide candidates with feedback on their performance. The evaluation forms are based on Simpson College Teacher Education Program Standards and use a rating scale of 1-5 on each standard evaluated.

   1. If candidates earn and ones (1) and more than one two (2), they may be placed on probation within the department and/or placed on a contract for the student teaching semester. In some cases, candidates may be required to complete an additional practicum before being admitted to student teaching.

   2. If it is determined that a contract needs to be in place for the student teaching semester, the contract is developed by the Coordinator for Student Teaching, reviewed by Director of graduate education programs and agreed to by the student teacher. The contract will explicitly articulate the conditions that must be met for the student teacher to be allowed to continue in the student teaching placement.

   3. If the student teacher violates the conditions of the contract, there is no guarantee that the student teacher will be allowed to complete the student teaching experience.

4. **Receive positive recommendations from at least three (3) faculty members and the EWG Academic Advisor.** Candidates will ask individuals to complete a student teaching recommendation form provided at the Student Teaching Application Meeting (also available on the Simpson College Education Department Website). A minimum of three faculty members must complete the recommendation forms. These include the candidate’s Educ 516 instructor, the candidate’s content specific methods instructor for each endorsement area, and an additional full-time Education Department instructor that teaches in the graduate
education core. The EWG Academic Advisor must also complete a recommendation form. The recommendation asks for input about a candidate in several areas and uses a 5 point scale - A “positive recommendation” refers to an evaluation where the majority of the items are rated 3 or higher. A rating of 3 indicates basic competence on the item evaluated.

5. **Complete all required e-Portfolio assignments.** At this point, candidates should have collected sufficient artifacts to demonstrate competency on most Standards and Criteria. Candidates must submit these artifacts for assessment to the appropriate education faculty at least two weeks before the Level IV review due date. Portfolio requirements for admission to student teaching include:
   a. Rated artifact for Criteria 2a, 2b, 2c.
   b. Criterion 3a evaluated by the academic advisor.
   c. Criteria 3b and 4a-4l, submitted and evaluated by the instructor, on at least two detailed lesson/learning/unit plans with instructor rubric and ratings.
   d. Mentor’s Practicum Evaluation for both Educ 516 and Educ 54x courses submitted to the course instructor who electronically rate criteria 5a – 5l.
   e. Two of the four required Standard 6 Technology artifacts.
   f. Rated artifacts for Criteria 7a and 7b
   g. Rated artifacts for Criteria 9a and 9b; these must be assessed by the entire communication assessor pool. Candidates must earn a “3” or higher on 9a and 9b, there is no limit to the number of times that a candidate may resubmit the artifacts for 9a and 9b. Candidates will not be allowed to student teach until they have demonstrated written communication skill competence on 9a and 9b.
   h. One of two artifacts for Verbal Communication (9c)
   i. One of two required artifacts for Nonverbal Communication (9d)

6. **Maintained Grade Requirements.** In order to be admitted to Level IV, candidates must meet the following grade requirements:
   a. Earn a “B-” or higher in all graduate education core coursework.
b. Earn a “C-” or higher in all endorsement and state-mandated liberal arts courses.

c. Earn a cumulative GPA of 3.00 or higher in all graduate education core coursework.

d. Maintain a cumulative GPA, in all endorsement coursework, of:
   i. 2.75 or higher for TtoT candidates
   ii. 3.00 or higher for MAT candidates

7. **Take the PRAXIS II content test.** The Praxis II content tests are administered by Educational Testing Services (ETS). Praxis II content tests are used by many states as a requirement for teacher licensure. Although the state of Iowa does not require a Praxis II content test at this time, the Simpson College Graduate Education Program does. Candidates need to meet the passing cut score for each endorsement area that they are seeking at Simpson College (see Addendum X for more information).

8. **Be approved by the Education Department.** Candidates who are not recommended for Level II, due to issues with dispositions, professionalism, or ethics, are reviewed by the Teacher Education Committee.
LEVEL V– RECOMMENDATION FOR LICENSURE

When to apply: Candidates will be to apply for Iowa Licensure during the student teaching assignment semester.

How to apply: During one session of the student teaching seminar, Simpson College Teacher Education Program Licensure officer will provide instructions on applying for an Iowa teaching license. Candidates will complete forms and make payments for the FBI background check and the Iowa Teaching Licensure. The license application cannot be processed, however, until a passing grade is posted for Educ 588 Student Teaching and Educ 589 Student Teaching Seminar and all other requirements are completed. (Please see pages 35-38 for more information about teacher licensure application.)

To be admitted to Level V, candidates must meet satisfy the following requirements:

1. Successful Level I, II, III, and IV Completion. In order to be considered for Level V, candidates must be fully admitted to Levels I, II, III and IV. Any conditional requirements from Levels I, II, III, and IV admission must be satisfactorily completed.

2. Submit application paperwork for Licensure and appropriate endorsement(s). Candidates will need to carefully complete all paperwork required for Simpson College to process the license application. This paperwork includes:
   a. Simpson Licensure Application
   b. Iowa BOEE License Application Form
   c. All relevant endorsement sheets

   Candidates will need to submit a money order for the appropriate amount made out to the Iowa Board of Educational Examiners

3. Maintained Grade Requirements. In order to be admitted to Level IV, candidates must meet the following grade requirements:
   a. Earn a “B-” or higher in all graduate education core coursework.
b. Earn a “C-” or higher in all endorsement and state-mandated liberal arts courses.

c. Earn a cumulative GPA of 3.00 or higher in all graduate education core coursework.

d. Maintain a cumulative GPA, in all endorsement coursework, of:
   i. 2.75 or higher for TtoT candidates
   ii. 3.00 or higher for MAT candidates

7. **Complete the student teaching assignment(s) and the Student Teaching Seminar.** All requirements for Educ 588 Student Teaching and Educ 589 Student Teaching Seminar must be satisfactorily completed and candidates must have earned a grade of “P” (passing) for each.

8. **Receive Positive Recommendations from each student teaching mentor.** Student teaching mentors will be asked to complete evaluation forms to provide candidates with feedback on their performance. The evaluation forms are based on Simpson College Teacher Education Program Standards and use a rating scale of 1-5 on each standard evaluated. Candidates must receive positive recommendations from the mentoring teacher(s) with a ranking of 3 or higher on each item and overall average of 3.50 or higher.

9. **Pass a holistic ePortfolio review and** have it approved by the Director of the Graduate Education program and/or Licensure Officer and/or designee.

10. **Pass the FBI/DCI Background Clearance Check.** The process for submitting a FBI/DCI clearance check, including fingerprinting, will occur during the student teaching seminar.

11. **Meet Simpson College Teacher Education Program requirements.** Candidates must satisfactorily meet all requirements described in the Levels of Admission as well as any other requirement deemed necessary by Simpson College Teacher
Education Program. In addition, any regulation changes made by the Iowa Department of Education or the Iowa Board of Educational Examiners may result in additional program requirements.

12. **Recommended by the Licensure Officer** to the Iowa BOEE for licensure.
LEVEL VI: MASTER OF ARTS IN TEACHING DEGREE COMPLETION
(MAT CANDIDATES ONLY)

When to apply: Candidates will be to apply for graduation during the summer semester when they are enrolled in Educ 573 Master’s Project.

How to apply: The candidate will work with the EWG Academic Advisor to complete a graduation application.

To be admitted to Level VI, candidates must meet satisfy the following requirements:

1. **Successful Level I, II, III, IV, and V Completion.** In order to be considered for Level IV, candidates must be fully admitted to Levels I, II, III, IV and V. Any conditional requirements from Levels I, II, III, IV and V admission must be satisfactorily completed.

2. **Maintain Endorsement Area GPA of 3.00 or higher.**

3. **Complete Educ 573 Master’s Project** Educ 573 Master’s Project is a 4 credit course offered each summer. During this course, eligible candidates will have the opportunity to complete the two final requirements for the Master’s degree (Master of Arts in Teaching).
   a. Comprehensive Examination. Much of the first weeks of the course will be spent reviewing major content from coursework in the Graduate Professional Education Core. After this review, candidates will sit for a written comprehensive examination. The examination will be graded “Pass” or “Fail.”
   b. Scholarly Paper. Candidates will select a topic of interest focused on a teaching strategy or approach, review the research literature currently available for the topic, synthesize the literature review, and propose a theoretical application to 5-12 education. The paper is graded “Pass” or “Fail”.

APPENDIX C
c. If candidates do not successfully complete both of the requirements, they may register for Educ 574 Master’s Project Continuation. For the first fall semester after Educ 573, candidates may register for Educ 574 without charge. If candidates need additional semesters to complete all requirements, they will continue to register for Educ 574 and pay the equivalent of one credit of graduate tuition each semester. Candidates must finish Educ 573 within three years of the student teaching semester.

4. **Complete Master’s Graduation Application.** The candidate will work with the EWG Academic Advisor to complete a graduation application. The application will be reviewed by the Director of Graduate Education Programs. After this review, the application will be submitted to the Registrar’s Office. The Registrar’s office will evaluate the application for Master’s graduation and confer the degree if all requirements are successfully completed.
APPENDIX D – C-BASE INFORMATION

The College Basic Academic Subjects Examination (C-BASE) is a test of general education knowledge that was developed by the Assessment Resource Center at the University of Missouri-Columbia. In order to gain full admission into the Simpson College Teacher Education Program, candidates must reach a passing score of 250 on each of three subtests Mathematics, English, and Writing.

The C-BASE is offered at the Hawley Center on the Simpson College Indianola Campus. The test is scheduled six different times per academic year on four different Saturday mornings and two different Sunday afternoons. Please check with the Hawley Center for specific dates for the current academic year.

The complete test battery includes a 40-minute writing exercise and a multiple-choice component divided into two subjects, English and mathematics. Each subject area of C-BASE takes approximately 45 minutes to complete. If you are taking the writing assignment, a short break will be given before the multiple-choice section.

Calculators are not provided, but you may use your own hand-held, non-printing, four or six function calculator during the examination. Allowable calculators may include a limited memory function which will store one to three numbers after it is turned off. Any student who wishes to use a calculator should bring one, but students not using calculators will not be disadvantaged. Students are not allowed to share calculators or use any other material not provided with the exam.

During the multiple-choice sections, you may answer questions in any order you choose, and you may return to any section in the multiple-choice part of the exam during the testing period. However, try to proceed methodically so you decrease the possibility of recording an answer in the wrong place in the answer booklet.

C-BASE does not penalize you for guessing. Every correct answer counts toward your scores, so you should try to answer every question. An informed guess is better than no answer. In each case, read the question and all of the options carefully before selecting your response, but try not to spend too much time on any one question. During the test, the examiner will periodically post the time remaining.
To register for the exam, you may stop by the Hawley Center located on the 3rd floor of Dunn Library or by downloading and mailing the registration form to Todd Little, director of the Hawley Academic Resource Center.

**Fees** (effective August 1, 2011)

- $40.00 for non-Simpson students and students taking the exam for the first time
- $20.00 for Simpson College students re-taking all three sections
- $15.00 for Simpson College students re-taking the English and writing sections only
- $10.00 for Simpson College students re-taking the Math section only

You should arrive at the test site 20-30 minutes prior to the testing time. Late arrivals will not be admitted. At the test site, the proctor asks all students to sign in and to present a current picture identification for verification. Food and beverages are not allowed during the administration of the test.

**Location of Testing:** Jordan Lecture Hall, Carver Science Building

**Saturday Times:**

9:00-9:30 a.m. Check-in
9:30 a.m. Testing begins (late arrivals will not be admitted)
9:45 a.m. Writing exercise
10:30 a.m. break
10:40 a.m. English and Math subject exams
12:15 p.m. Testing ends

On Sunday afternoons, the check-in process will begin at 1:00 p.m. Testing should be concluded by 4:30 p.m.

More information about the C-BASE, including administration dates and registration forms may be found at: [http://www.simpson.edu/hawley/tests/cbase.html](http://www.simpson.edu/hawley/tests/cbase.html)
APPENDIX E - PRAXIS II INFORMATION

PRAXIS II tests are published and administered by the Educational Testing Services. These assessments measure knowledge of specific subjects that 5–12 educators will teach. In many states (but NOT in Iowa), individuals entering the teaching profession take the Praxis II tests as part of the teacher licensing and certification process required. Some professional associations and organizations require Praxis II tests as a criterion for professional licensing decisions.

The Simpson College Teacher Education Program requires that all graduate candidates meet the passing score on a PRAXIS II test to demonstrate content knowledge in their teaching endorsement(s). Graduate candidates for licensure in the Transition to Teaching or the Master of Arts in Teaching program must pass the relevant PRAXIS II Content test(s) before being allowed to student teach.

If a candidate is seeking endorsements from Simpson in disparate subject areas, e.g. math and chemistry, the student must pass tests in both subjects. If the candidate is seeking endorsements in two subject areas closely related, e.g. chemistry and general science, the candidate may be granted permission to pass only one test. This will be a case-by-case decision made by the Director of Graduate Education. It is strongly recommended that candidates take the Praxis II content test before or during the first semester of the program. Candidates who have not passed the PRAXIS II test(s) related to the endorsement(s) they are pursuing will not be allowed to student teach.

For more information about the PRAXIS II exams, go to www.ets.org/praxis. There is a lot of helpful information to guide you in registering for the appropriate PRAXIS II exam. Check the web carefully. There may be different fees and locations for different tests. Most tests will cost round $125. Not all tests are offered at every site on every testing date.

BE SURE TO REQUEST THAT THE SCORE REPORT IS SENT TO SIMPSON COLLEGE (not to the State of Iowa). The reporting code for Simpson College is RA6530.

You may register for a test on-line or by phone: 1-800-853-6773
This number can also be used to speak to an ETS representative about any specific questions you may have.
PRAXIS II Tests and Passing Scores

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>PRAXIS II Test Number</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>#0133</td>
<td>158</td>
</tr>
<tr>
<td>Biology</td>
<td>#0235</td>
<td>150</td>
</tr>
<tr>
<td>Business</td>
<td>#0100</td>
<td>550</td>
</tr>
<tr>
<td>Chemistry</td>
<td>#0445</td>
<td>150</td>
</tr>
<tr>
<td>Economics</td>
<td>#0910</td>
<td>510</td>
</tr>
<tr>
<td>English</td>
<td>#0041</td>
<td>160</td>
</tr>
<tr>
<td>French</td>
<td>#5174</td>
<td>151</td>
</tr>
<tr>
<td>German</td>
<td>#5183</td>
<td>155</td>
</tr>
<tr>
<td>Government/Political Science</td>
<td>#0930</td>
<td>630</td>
</tr>
<tr>
<td>Math</td>
<td>#0061</td>
<td>135</td>
</tr>
<tr>
<td>Physics</td>
<td>#0261</td>
<td>141</td>
</tr>
<tr>
<td>Psychology</td>
<td>#0390</td>
<td>590</td>
</tr>
<tr>
<td>Social Studies Content</td>
<td>#0081</td>
<td>150</td>
</tr>
<tr>
<td>Sociology</td>
<td>#0950</td>
<td>590</td>
</tr>
<tr>
<td>Spanish</td>
<td>#5195</td>
<td>153</td>
</tr>
<tr>
<td>Speech/Theatre</td>
<td>#0220</td>
<td>520</td>
</tr>
<tr>
<td>World and American History</td>
<td>#0940</td>
<td>550</td>
</tr>
</tbody>
</table>

Note: Candidates are not required to take a PRAXIS II test for the Instructional Strategist I endorsement.
APPENDIX F - EPORTFOLIO INFORMATION

All Simpson College Teacher Education candidates are required to compile and maintain a portfolio that provides tangible evidence of your teaching ability and professional performance.

The purposes of the ePortfolio are:

- **a)** Create an awareness of professional standards (e.g. Simpson, INTASC, Iowa Teaching Standards, national organizations, etc.) and how they relate to the teaching and learning process;
- **b)** Provide one of multiple formative assessment tools through which candidates may demonstrate their competence; and
- **c)** Provide the Teacher Education Program with data on candidates’ competence in order to inform program improvement.

Simpson’s ePortfolio service is provided by *Chalk and Wire*. More information about *Chalk and Wire* is available at: http://www.chalkandwire.com. Candidates attend an orientation to Chalk and Wire during *Educ 500 Graduate Foundations of Education*. Prior to this orientation, candidates must purchase a Chalk and Wire Access code from the Teacher Education Department Administrative Assistant (Holly Johansen).

Your *Chalk and Wire* Artifact Library is an excellent location for backing-up all of your important professional files. Get in the habit of regularly uploading any and all files that might prove useful as artifacts for your standards portfolio. Throughout your program, your ePortfolio will be reviewed for progress of competency in the Simpson College Teacher Education Standards. In many education courses, you’ll be given assignments that may serve as artifacts for your portfolio. After you have completed the assignment and have received a grade from your instructor, upload the assignment with the scoring rubric or grading rubric into your Artifact Library.

To add to your portfolio, you link an artifact from your Artifact Library to a standard page in your ePortfolio. In addition to uploading and adding the artifact to your ePortfolio, also upload and add any scoring guide or rubric associated with the artifact.
Whenever you link any artifact to a standard page in your ePortfolio, you must include a rationale with that artifact (a) introducing the nature and history of the artifact to the reviewer, and (b) explaining why you felt this artifact is relevant to the standard. If this information is not included, is not clear, or does not provide a reasonable rationale for including the artifact with this standard, you will be asked to correct the problem and resubmit the standard for evaluation.

When it’s time to submit an artifact or an entire ePortfolio to be evaluated, simply click on the Submit Assessment link at the bottom of every ePortfolio page. Choose the faculty member to whom the portfolio should be sent. In most cases, this will be the instructor of the course in which you created the assignment. An email will be sent to the assessor(s) you chose, informing them that there is new work to evaluate. You can check the results later on the My Results page.

The ePortfolio is a piece of formative assessment data. Therefore, candidates are not required to earn a specific score on each item. In general, candidates are expected to earn scores of “3” or above on the ePortfolio submissions. If candidates earn a high percentage (more than 40% of “1s” and “2s” throughout the ePortfolio, they may be required to complete additional assignments, complete and submit additional artifacts, and/or placed on probation within the TEP and/or dismissed from the TEP. Failure to submit ePortfolio artifacts at the appropriate time may also result in being placed on probation within, or dismissal from, the Teacher Education Program.

Candidates may choose to create a “Best Works/Show Case” ePortfolio for job searches and interviews (especially for out-of-state jobs). All materials uploaded and stored on Chalk and Wire can be easily organized into any sort of professional portfolio presentation(s) that you might wish to create and share. For example, as you near graduation, you could reorganize your Chalk and Wire artifacts into an ePortfolio suitable for job searches and then email the URL for that ePortfolio to school districts. Remember, when you no longer need Chalk and Wire, you can very easily “bundle” up all your artifact files and portfolios and burn them to a CD.

Much more information about the ePortfolio, including requirements, procedures, and tutorials can be found on the Simpson College Teacher Education website page for
ePortfolios:
http://faculty.simpson.edu/jack.gittinger/www/For%20New%20Site/Portfolio_new.htm

On the following page, a recording keeping sheet is provided for candidates to use to track their progress in their ePortfolio. See also the “Levels of Admission” in Appendix B for ePortfolio requirements for each review point.
### Simpson College Teacher Education Program
### Candidate’s Self-Tracking Record of e-Portfolio Components

<table>
<thead>
<tr>
<th>Standard</th>
<th>Criterion</th>
<th>Artifact Required</th>
<th># of Artifacts Required</th>
<th>Date Sent to Instructor</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.a</td>
<td>Personal Philosophy/Vision of Education Paper</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.b</td>
<td>Student Choice Suggestion: Mentor’s Evaluation of Advanced Practicum or Student Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.a</td>
<td>Student Observation Paper for Graduate Students</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.b</td>
<td>Student Choice Suggestion: Differentiated Lesson Plan from Educ 512</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.c</td>
<td>Student Choice Suggestion: Human Relations Integration Paper (Educ 520)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.a</td>
<td>Unit Plan with Content Analysis (1 artifact) AND Analysis of Related Course Work (1 artifact) AND Advanced Practicum Feedback from Mentor (1 artifact)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.b</td>
<td>Student Choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.a (a-l)</td>
<td>Unit/Learning Plan (from a methods course with practicum)</td>
<td>Minimum of 2 Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.b (a-l)</td>
<td>Unit/Learning Plan (from a methods course with practicum)</td>
<td>Minimum of 2 Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5.a (a-l)</td>
<td>Mentor’s Feedback on the Advanced Practicum Educ 516</td>
<td>Minimum of 1 Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.b (a-l)</td>
<td>Mentor’s Feedback on the Advanced Practicum Educ 54x</td>
<td>Minimum of 1 Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6.a</td>
<td>Student Choice</td>
<td>4 Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.b</td>
<td>Student Choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.c</td>
<td>Student Choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.d</td>
<td>Student Choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7.a</td>
<td>Student Choice</td>
<td>3 Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.b</td>
<td>Student Choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.c</td>
<td>Student Choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8.a</td>
<td>Student Choice</td>
<td>3 Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.b</td>
<td>Student Choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.c</td>
<td>Student Choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>9.a</td>
<td>Personal Philosophy/Vision of Education Paper (Educ 500)</td>
<td>6 Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9.b</td>
<td>Additional Scholarly Paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9.c</td>
<td>Student Choice 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9.d</td>
<td>Student Choice 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10.a</td>
<td>Mentor’s Evaluation of Advanced Practicum or Mentor’s Evaluation of Student Teaching</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10.b</td>
<td>Mentor’s Evaluation of Advanced Practicum or Mentor’s Evaluation of Student Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10.c</td>
<td>Mentor’s Evaluation of Advanced Practicum or Mentor’s Evaluation of Student Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10.d</td>
<td>Mentor’s Evaluation of Advanced Practicum or Mentor’s Evaluation of Student Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10.e</td>
<td>Mentor’s Evaluation of Advanced Practicum or Mentor’s Evaluation of Student Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total # of Artifacts Approved:** _____/29  **Date Complete:** __________

Students are strongly encouraged to upload a copy of the Dispositions Self-Assessment Survey into the ePortfolio Library. The Dispositions Self-Assessment will be used for an assignment during the student teaching semester.

When you pass all of the subtests of the C-BASE test and the PRAXIS II Exam, you should upload the results as a portion of several required artifacts for Criterion 3.a.