2011-2012
TEACHER EDUCATION PROGRAM

TEACHER EDUCATION HANDBOOK

Nurturing and Preparing Highly Effective Teachers
Who are Competent, Caring, and Reflective

SIMPSON COLLEGE
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Welcome to the Undergraduate Teacher Education Program

Welcome to Simpson’s Teacher Education Program (TEP)! 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 advisor, the chair of the Education Department, or any other teacher preparation program faculty member.

Overview of the Teacher Education Program

At the undergraduate level, Simpson offers preparation programs for teachers at the elementary and secondary levels as well as art, music, health, and physical education. Graduate level programs are available for some programs; please refer to the Graduate Handbook for information on those offerings.

Future elementary education teachers complete a double major – Professional Studies for Elementary Education and Liberal Studies Major for Elementary Education. Students will earn at least two teaching endorsements; many earn three or even more. Simpson offers 16 elementary education endorsements (e.g. early childhood, math, reading, science, special education).

Secondary program candidates complete a major in the content area and the Secondary Education Minor. Students may choose from 23 secondary level teaching endorsements (English, history, math, science, special education, social sciences).

All endorsements are either K-8 or 5-12 with the exception of coaching which is a K-12 endorsement.
Purpose of the Teacher Education Program Handbook

This program handbook has been designed for students, faculty, advisors, parents, and area school personnel. The intent of the handbook is to provide information about the Simpson College Teacher Education Program’s philosophy, goals, programs, policies, requirements, procedures, services, resources, and faculty. Graduate students should refer to the Graduate Handbook for a comprehensive explanation of those programs (e.g. Master of Arts in Teaching, Transition to Teaching, and endorsement programs).

During the first education class (Education 114 Foundations of Education or Education 129T Orientation for Transfer and Readmitted Students), students attend an orientation to the Teacher Education Program. As part of the orientation, the chair of the Education Department will present 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 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, as well as many other informational documents, forms, and resources may be found on the Education Department’s website. There are two ways to access this site: 1) go to http://faculty.simpson.edu/jack.gittinger/www/For%20New%20Site/Main_menu.htm or 2) go to the Simpson College home page, to Academics, to Departments, to Department of Education, and then to Current Student Resources.
Simpson College Mission

Simpson College Mission

Simpson College is an independent, selective, church-related, comprehensive liberal arts college dedicated to excellence in higher education. The Simpson College community is equally committed to:

- Promoting integrative learning that enables students of all ages to develop intellectual and practical skills

- Nurturing values which foster personal worth and individuality within a creative, diverse and just community

- Graduating students who continue to grow as free, responsible and fulfilled individuals in the world of family, work, service and scholarship

- Drawing upon our relationship with the United Methodist Church and our religious traditions that guide us on issues of personal integrity, moral responsibility, social justice and global citizenship
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 ten standards and 50 criteria. 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 ten 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.

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 Gateways to Teaching and Student Assessment section of this handbook.
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.

Criteria:

1.a Creates a personal philosophy of education that connects an understanding of the historical, philosophical, and sociological foundations of education to contemporary issues of education.

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 students, English Language Learners, students with special needs, at-risk students, etc.) develop and learn and understands how this knowledge informs the teaching and learning process.

Criteria:

2.a Demonstrates knowledge of typical student development and learning related to the teaching and learning process.

2.b Demonstrates knowledge of common variations in patterns of student development and learning related to the teaching and learning process.

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.
Criteria:

3.a Demonstrates knowledge of the content area(s).

3.b Demonstrates knowledge of research-led and evidence-based, content specific pedagogy and methodology.

Standard 4: Planning

Plans varied, research-led 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.)

Criteria:

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.

4.b Describes learner characteristics that may impact the teaching and learning process.

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.

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

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

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

4.h Creates plans that are logically sequenced.

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

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.)

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.

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-led 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.).

Criteria:

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

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

5.c Shares content that is accurate, meaningful, and appropriate for the age or grade level.

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.).

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

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

5.g Models Standard English (including grammar, usage, spelling, etc.) and correct handwriting skills.

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

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

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

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

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.

Criteria:

6.a Utilizes technology as a tool for organization and information management.
6.b Utilizes technology as a tool for professional research.

6.c Utilizes technology as a tool for communication.

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.).

Criteria:

7.a Plans for a welcoming and safe physical environment that is conducive to learning.

7.b Plans for an emotionally safe environment where students experience trust and are willing to take risks.

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.

Criteria:

8.a Demonstrates knowledge and skill in the use of a variety of formative assessment strategies and tools.
8.b Demonstrates knowledge and skill in the use of a variety of summative assessments strategies and tools.

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.

Criteria:

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.

9.b Writing Type II: Exploratory (for example, literature reviews, diagnoses, annotated bibliographies, 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.

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.

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.

Criteria:

10.a Caring Dispositions: Demonstrates empathy, compassion, rapport, respect, passion, cultural competence, and humane behavior.

10.b Communication Dispositions: Demonstrates presence (keen with-it-ness), responsiveness, attentiveness, authenticity, voice, and the desire and skill to be collaborative.

10.c Creative Dispositions: Demonstrates flexibility, inventiveness, resourcefulness, and resilience.

10.d Critical Thinking Dispositions: Critically reflects, take the initiative, demonstrates open mindedness, is efficacious (confidence in ability to make a positive difference), is humble, views education as a form of service, advocates for students and education, is accurately self-aware, and acts in a purposeful manner.

10.e Professionalism and Ethics: Demonstrates professionalism, personal and professional ethics, work ethic/responsibility, scholarly ethics, confidentiality, and seeks opportunities for professional development.

All students attend an orientation to the Teacher Education Program and the ePortfolio Training session. At the meeting, students are given information about the standards and criteria as well as the requirements and procedures for meeting them. It is essential that students carefully monitor their own progress and take responsibility for meeting each standard. Students must make adequate progress toward these standards to remain in the Teacher Education Program. All standards must be met in order for the student to be recommended for teacher licensure.
Accreditation, Governance, and Staff

Accreditation

Simpson College is fully accredited by the North Central Association of Colleges and Schools, and the University Senate of the United Methodist Church. The Teacher Education Program operates under a program approved by the Iowa State Department of Education. The TEP holds membership in the American Association of Colleges for Teacher Education (AACTE), the Iowa Association of Colleges of Teacher Education (IACTE), the Association of Independent Liberal Arts for Colleges of Teacher Education (AILACTE), the Council for Exceptional Children (CIC), the International (and Iowa and Iowa Regional) Reading Association (IRA), and the National and Iowa Association for the Education of Young Children (NAEYC). Additionally, the music department is accredited by the National Association of Music, the Music Teachers National Association, and the National Association of Schools of Music.

The college holds institutional membership in the following organizations: American Assembly of Collegiate Schools of Business, the Association of Governing Boards of Universities and Colleges, the Council of Independent Colleges, the National Association of Independent Colleges and Universities, American Council on Education, the Collaboration for the Advancement of College Teaching and Learning, the Association for Continuing Higher Education, the Iowa Association for Life Long Learning, Iowa Academy of Science, Mid America College Art Association, and the Association of American Colleges and Universities.
Table 1: Organizational Structure of Simpson College
Table 2: Organizational Chart for 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. A current list of Teacher Education Committee members is available at [http://www.simpson.edu/academicdean/committees/index.html](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 students in the program of teacher education.

- Make appropriate recommendations for the licensure and endorsement of prospective teachers.

The Education Department has been considering some changes in the makeup and purpose of the TEC. Currently the college is looking at all college committees and the divisional structure. It is likely that the TEC will change within the next year or two.

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. 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.
The objectives of the committee are to:

- Review Education Department programs and policies.
- Make recommendations on proposed changes in Teacher Education Program.
- Advise faculty on the articulation of programs with the school districts.
- Offer input on the field experience program and assist with the coordination of the three levels of field experience (exploratory, advanced practica, and student teaching) in area schools.
- Offer input on curriculum, methodology, and the department’s assessment system.
- Continue the open communication system between the Education Department and educators in the field.

**Governance: Education Policy and Curriculum Committee**

All changes to teacher education majors and minors must be approved by Simpson’s Educational Policy and Curriculum Committee (EPCC). Professional cores and endorsement programs are approved by the Iowa Department of Education and/or the Board of Educational Examiners.
Simpson College Teacher Preparation Staff

Education Faculty:


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Michael Patterson, Ph. D. (1994) Associate Professor of Music; B.M., Piano Performance, Simpson College, 1975; Music Education Certification, Simpson College, 1979; M.A., Piano Performance, University of Iowa; Ph.D., Music Education, University of Oklahoma

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Timothy (Tim) McMillin, Ph.D. (2004), Simpson College, 1987; M.M., University of St. Thomas, 2004
Physical Education/Sports Science:

Nicolle (Nicci) Whalen, M.S. (2001), Assistant Professor of Sports Science/Assistant Athletic Trainer, Chair of the Department of Sports Science and Health Education, B.A., Simpson College, 1998; M.S., Iowa State University, 2000

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Robert Nutgrass, Ed. S. (1990), Professor of Physical Education; Women's Tennis Coach. B.A., Iowa Wesleyan College, 1978; M.S., Western Illinois University, 1982; EDS, Drake University, 1999.

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Kathy Witzenburg, Education and Social Sciences Administrative Assistant

Wallace 202 515-961-1616 kathy.witzenburg@simpson.edu
Journey to Teacher Licensure—Process for Becoming a Teacher

Education students are required to pass through a series of Gateways to Teaching. Specific requirements for each Gateway are included in this handbook. The following chart describes the general sequence that Teacher Education Program candidates should follow in their pursuit of a teaching license.

Table 3: Process for Becoming a Teacher

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<th>Description</th>
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<tr>
<td>Enroll in Educ 114 Foundations of Education and/or Educ 129T Orientation for Transfer and Readmitted Students</td>
<td>Attend Orientation to the Teacher Education Program and ePortfolio Training</td>
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<td>Earn Admission to Gateway 1 Declaration of Intention to Enroll in the Teacher Education Program</td>
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<td>Create and Add to ePortfolio, Request an Education Advisor (or Dual Education Advisor), and Pass the C-BASE</td>
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<td>Earn Admission to Gateway 2 Full Admission to the Teacher Education Program</td>
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<td>Complete Major, Education, Liberal Arts, and Endorsement Course Work; Update ePortfolio</td>
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<td>Earn Admission to Gateway 3 Post-Practicum Evaluation</td>
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<td></td>
<td>Take Major, Education, Liberal Arts, and Endorsement Courses; Update ePortfolio</td>
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<td>Attend Student Teaching Application Meeting and Apply for Gateway 4 Admission to Student Teaching</td>
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<td>Earn Admission to Gateway 4 for Student Teaching</td>
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<td>Attend Student Teaching Placement Meeting and the Student Teacher and Mentor Reception and Panel Discussion; Complete Major, Education, Liberal Arts, and Endorsement Courses</td>
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<td>Successfully Complete a Full Semester of Student Teaching (15 Weeks for Initial Licensure) and Pass the PRAXIS II (for elementary candidates only)</td>
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<td>Attend Student Teaching Seminar on Licensure, Submit a Gateway 5 Application, Officially graduate</td>
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<td>Earn Admission to Gateway 5 and Be Recommended for a Teaching License</td>
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<td>The Iowa Board of Educational Examiners Will Send You a Printed License</td>
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Gateways to Teaching for Admission to the Teacher Education Program

The journey to teaching is exciting and rewarding yet also demanding. Education Department faculty hold students 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 students as they proceed through the Teacher Education Program, the TEP has developed five *Gateways to Teaching* which are checkpoints through which students must pass in order to be recommended for a teaching license.

There are five gateways of admission to the Teacher Education Program:

- **Gateway 1:** Declaration of Intention to Enroll in the Teacher Education Program (end of the first education course)
- **Gateway 2:** Full Admission to the Teacher Education Program (semester after the first education course)
- **Gateway 3:** Post Practicum Review (following the first practicum placement)
- **Gateway 4:** Admission for Student Teaching (one year prior to student teaching)
- **Gateway 5:** Recommendation for Licensure (following student teaching and graduation)

The following document, *Gateways to Teaching*, includes detailed requirements for each gateway, timelines, corresponding ePortfolio assignments and artifacts, and the decision making process. Students should make themselves aware of the minimum requirements for each level and submit the required applications and support materials on the due dates listed. Failure to meet all of the minimum guidelines may result in late fees, a delay in program completion, probationary status, and/or dismissal from the program. Students are urged to consult education advisors and resource materials on a regular basis.
### Table 2.4: College Teacher Education Program Gateways to Teaching for Undergraduate Students

**December 2011**

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<th>Gateway</th>
<th>Application Title</th>
<th>Application Due Date</th>
<th>Person to Whom Application is Submitted</th>
<th>Type of Application</th>
<th>ePortfolio Requirements</th>
<th>Program Requirements/Application Materials</th>
</tr>
</thead>
</table>
| □ 1     | Gateway 1: Declaration of Intention to Enroll in the Teacher Education Program.  | End of Educ 114/129T semester.| Applications are submitted during the Orientation to the Teacher Education Program. | Paper Note: There are different forms for Educ 114 and 129T | □ Purchased Chalk and Wire access code.  □ Created a Chalk and Wire (C&W) ePortfolio account. NOTE: Candidates must purchase C&W prior to the ePortfolio Orientation session; candidates will not be allowed to attend the session if they have not purchased C&W.  
**The purposes of the ePortfolio are:**  
*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;*  
*Provide one of multiple formative assessment tools through which candidates may demonstrate their competence; and*  
*Provide the Teacher Education Program with data on candidates’ competence in order to inform program improvement.*  
□ Submitted a Gateway 1 Application.  □ Earned a "C-" or higher in Educ 114 or a "Pass" in 129T.  □ Attended the Teacher Education Program Orientation.  □ Submitted preliminary FBI/DCI Background Check form and paid $15 for the review.  □ "Passed" the DCI background check.  □ Completed Transfer Form if applicable.  □ Successfully completed 10 hours of field experience at the elementary level.  □ Created a Personal Vision/Philosophy of Education.  □ Completed the Dispositions Self-Assessment Survey.  
|                      |                                                      |                               |                                                          |                     |                                                                                         |                                            |

**NOTE:** Transfers students must have earned a cumulative Grade Point Average (GPA) of 2.500 or higher from their previous institution(s). If they have not earned a cumulative GPA of 2.500 or higher (from their previous institutions(s)), they may enter the Teacher Education Program on a probationary basis. They will have one semester to bring up their GPA to the required 2.500 minimum level, or they will not be allowed to take Education classes. For the purpose of the Gateway 1 Admission decision, a combination of the transferred GPA(s) and the Simpson GPA will be used to determine the qualifying GPA.
The ePortfolio is a piece of formative assessment data. Therefore, students are not required to earn a specific score on each item. In general, students are expected to earn scores of “3” or above on the ePortfolio submissions. If students 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.

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.

If you pass all of the subtests of the C-BASE test, during the Education 114/129T semester, you should upload the results as one of several required artifacts for Criterion 3.a.

Failure to submit ePortfolio artifacts at the appropriate time may result in being placed on probation within, or dismissal from, the Teacher Education Program.

- Purchased a Chalk and Wire account.
- Attended the ePortfolio Orientation.
- Created an ePortfolio and met the Gateway 1 ePortfolio requirements.
- Took the C-BASE test; candidates have one semester following admission to Gateway 1 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 for another institution will be required to earn a score of 172.
- Earned a positive recommendation from the Educ 114/129T instructor; recommendations are based on course work and the student's ethics, dispositions, and professionalism.
- Approved by the Education Department.
- Candidates who are not approved by the Education Department due to issues with dispositions, professionalism, and/or ethics will be reviewed by the Teacher Education Committee (TEC).

Candidates may be dismissed, at any point during the program, if they demonstrate serious concerns in the area(s) of knowledge, skill, dispositions, professionalism, and/or ethical behavior.

NOTE: If candidates are unsuccessful in their first two attempts at Educ 114/129T, they must apply for permission to retake Educ 114/129T a third time. Candidates must make a strong case for why they expect to be successful during a third attempt and clearly delineate what is different now than during the past two attempts. Candidates are strongly encouraged to wait at least one full year before reapplying. Only in rare cases will candidates be allowed to retake Educ 114/129T three times within a three period. Reapplication forms and letters are due at least three months before the beginning of the semester during which they wish to reenroll in Educ 114/129T. Forms and letters should be submitted to the Education Department Chair;
The final decision will be made by the Education Department and the TEC.

Students will be sent feedback on their Gateway 1 status. **Candidates must be approved for Gateway 1 before taking additional education courses except in the case of fall semester students who may not get approval/non-approval notification prior to the spring semester.**

| 2 | Gateway 2 -- Full Admission to the Teacher Education Program | End of the semester following admission to Gateway 1 | No application is required. | No application required | □ Approved for Gateway 1.  
□ Passed all 3 subtests of the C-BASE (English, Writing, and Math) with a score of 250 or higher on each subtest. Candidates must pass all C-BASE subtests within one semester after being admitted to Gateway 1 in order to continue taking Education classes.  
□ Met the Gateway 2 ePortfolio requirements.  
□ Successfully completed 10 hours of field experience at the secondary level.  
□ Approved by the Education Department.  
The TEP will send candidates information on their Gateway 2 status. **Candidates must be approved for Gateway 2 before taking any additional education courses.**

NOTE: Teacher Education Program candidates’ GPAs will be monitored at four points throughout the program (Gateways 2, 3, 4, and 5). Candidates must earn a cumulative GPA of 2.500 or higher for students entering their junior year. Students who do not have the required 2.500 or higher GPA (at the beginning of the junior year) may be placed on probation within the Teacher Education Program (TEP). Students will have one semester to bring up their GPA, or they will be dismissed from the TEP. Second semester juniors must have a 2.750 or higher GPA and for the remainder of their time in the TEP. Transfer students should refer to the statement in Gateway 1 for the process that is
Post-Practicum Course Review

Semester immediately following the first practicum course.

Practicum courses include:
- Educ 300
- Educ 303
- Educ 304
- Educ 305
- Educ 316
- Educ 341-346
- Art 360
- Art 361
- Mus 241
- SpSc 241

No application is required.

- □ Rated artifact for Criteria 2.a and 2.c
- □ Mentor’s Practicum Evaluation should have been submitted to the course instructor who electronically rated criteria 5.a – 5.l in C&W.
- □ Rated artifacts for Criterion 9.a and 9.b; must be assessed by the entire communication assessor pool. Candidates must earn a “3” or higher on 9.a and 9.b; there is no limit to the number of times that a student may resubmit the artifacts for 9.a and 9.b.

Candidates will not be allowed to student teach until they have demonstrated written communication skill competence on 9.a and 9.b.

- □ Approved for Gateways 1 and 2.
- □ Met the Gateway 3 E-Portfolio requirements.
- □ Successfully completed a Practicum and earned a “C-” or higher (or a “Pass” in some cases) in the related course.
- □ Earned grades of “C-” or higher (or “Pass” in some cases) in all education courses, endorsement courses, courses in the major, and in the state mandated liberal arts courses.
- □ Earned a cumulative GPA of 2.500 or higher for students entering their junior year. Students who do not have the required 2.500 or higher GPA (at the beginning of the junior year) may be placed on probation within the Teacher Education Program (TEP). Students will have one semester to bring up their GPA, or they will be dismissed from the TEP. Second semester juniors must have a 2.750 or higher GPA and for the remainder of their time in the TEP. Transfer students should refer to the statement in Gateway 1 for the process that is used in determining their GPA.
- □ Approved by the Education Department.

Candidates will be sent status information for Gateway 3.

Gateway 4--Admission to Student Teaching

Fall Student Teaching Applications are due November 1.
Spring Student Teaching Applications are due March 1.
Candidates must attend a Student Teaching Application

Education Department Administrative Assistant, Holly Johanson, W102A

Paper

- □ Rated artifact for Criterion 2.b.
- □ Criterion 3.a. evaluated by the academic advisor. Elementary Education candidates should submit their PRAXIS II scores (if available) as one component of the artifact. Refer to the ePortfolio requirements for a complete listing of all of the components for 3.a.

- □ Approved for Gateways 1, 2, and 3.
- □ Approved for Gateway 1, 2, 3, and 4 ePortfolio Reviews.
  Note that the Gateway 4 ePortfolio review is a holistic review that includes an analysis of the overall understanding and skill of the student as well as the academic integrity of the ePortfolio. Plagiarized items, even if they were not identified during the initial evaluation, may result in dismissal from
Keep a copy of your application; you will be able to use it when you apply for licensure!

☐ Criteria 3.b and 4.a through 4.l, submitted and evaluated by the instructor, on at least two detailed lesson/learning/unit plans with instructor rubric and rating.

☐ All Practicum Mentor Evaluations for 5.a - 5.l submitted and rated by the course instructor.

☐ 2 of 4 Standard 6 Technology artifacts.

☐ Rated artifact for Criteria 7.a and 7.b.

☐ 1 of 2 Artifacts for Verbal Communication (9.c).

☐ 1 of 2 Artifacts for Nonverbal Communication (9.d).

Candidates who have earned primarily “1s” and “2s” will not be approved for Gateway 4 - Admission to Student Teaching.

☐ Submitted Gateway 4 Application including all endorsement program sheets.

☐ Submitted multiple copies of resume (3 copies for every placement).

☐ Earned grades of "C-" or higher in all education courses, endorsement courses, courses in the major, and in the state mandated liberal arts core courses.

☐ Earned a cumulative GPA of 2.750 or higher.

☐ Earned satisfactory Faculty Evaluations (minimum of 3 evaluations—1 from the advisor, one from each endorsement area, and one from a full-time Education Department faculty member).

Candidates are expected to earn ratings of “3” or higher on each item assessed (content, pedagogy, communication skills, dispositions/ethics/professionalism, and potential for success. Candidates who earn one or more “1s” or “2s” may be required to: a) complete additional course work, b) complete additional practicum, c) sign a student teaching contract, and/or d) be placed on probation within the Teacher Education Program.

☐ Earned satisfactory Practicum Evaluations ("3.0" rating or higher on the majority of the items). Candidates who earn one or more “1s” or “2s” may be required to: a) complete additional course work, b) complete an additional practicum, c) sign a student teaching contract, and/or d) be placed on probation within the Teacher Education Program.

☐ Passed the Education Department meeting.
Screening.

- Took the PRAXIS II test (for Elementary candidates only) before the student teaching semester but not necessarily before applying for student teaching. A score of 151 or higher is required for tests 0011/5011 and a score of 142 or higher is required for the 0014/5014 test. Students may take either test; only one test is required.

- Approved by the Education Department. Candidates who are not approved by the Education Department will be reviewed by the TEC.

Students must be approved for Gateway 4 before a student teaching placement will be made. Students will be notified of their Gateway 4 status.

Students must pay close attention to the dates for the required student teaching application meeting and deadlines. For fall student teaching, application meetings are conducted during the first week in October. For spring student teaching, application meetings are conducted in the first week of February.

A late fee of $100 will be assessed for students who apply up to two weeks after the deadline; students who apply more than two weeks through four weeks after the deadline will be assessed a late fee of $175. Candidates who apply more than four weeks (30 calendar days) after the deadline will be assessed a fee of $300. In the event of a late application, the department cannot guarantee that a placement will be possible. Late fees may be waived in the event of an incapacitating illness (supported by a doctor’s statement) or other life altering event (with adequate documentation).

Candidates may not student teach in their hometown district or district of employment or where their children or other close relatives attend/work. Placements are restricted to an area within 35 miles of the Indianola College
campus. In some cases, where significant opportunities for student teaching in a diverse setting are available, candidates may be allowed to student teach outside the 35 mile radius; special permission is required for such placements.

Out-of-the area placements are usually made in large urban settings, Indian reservations, or international sites. Students seeking out-of-area placements must meet with the Placement Coordinator, Linda Jermeland, at least 18 months prior to the student teaching placement. Out-of-area placements are not guaranteed. There is an additional charge for out-of-area student teaching that ranges from $250–1,000 depending on the placement. Room and board costs may be different than the on-campus rates.

All candidates must complete a minimum of a full semester (minimum of 14 weeks; longer placements are made for students completing two or more placements) of full-time student teaching (regular teacher contract hours). Candidates who are absent for more than two days will be required to make up one full week of student teaching. Candidates who miss more than ten days will be required to drop student teaching and may reapply at a later date. Candidates follow the school district calendar (not Simpson’s) during the student teaching semester.

If a candidate requests that a placement be cancelled within three weeks of the beginning of the placement, the candidate will be charged an additional fee; any subsequent cancellations will result in higher fees.

For more information about student teaching, you may refer to the Education Department’s website or the Program Handbook or the Student Teaching Handbook.

There is a $205 fee for the student teaching semester; this is charged at the same time the tuition for that semester is charged. This fee
| 5 | Gateway 5—Licensure Application | Applications are submitted at least one month before graduation or one month prior to the end of the student teaching experience (which ever comes last).

NOTE: You are STRONGLY encouraged to apply for some form of Iowa licensure even if you never plan to teach or you plan to teach out-of-state. If you do not apply for a license and you decide to return to teaching at some point in the future, you may be required to take additional courses and/or meet new program requirements. | Education Department Administrative Assistant, Holly Johanson, W102A, 515-961-1324. | Paper □ Submit your complete e-Portfolio to your (college) student teaching supervisor. Discuss and reflect on your work during a meeting with your supervisor; mentors may wish to attend as well. This is a holistic review of your portfolio as described in Gateway 4.

Candidates may choose to create a “Best Works/Show Case” ePortfolio for job searches and interviews (especially for out-of-state jobs).

□ Approved for Gateways 1, 2, 3, and 4.
□ Approved for Gateway 1, 2, 3, 4, and 5 ePortfolio Reviews.
Note that the Gateway 5 ePortfolio review is a holistic review that includes an analysis of the overall understanding and skill of the student as well as the academic integrity of the work included in the ePortfolio. For a description of the “holistic review,” refer to Gateway 4.

□ Submitted a BOEE license application.
□ Submitted Simpson’s Gateway 5 Application including all endorsement sheets.
□ Submitted money order, cashier’s check, or regular bank check, made out to the BOEE for $150.
□ Passed the FBI/DCI Background Check.
□ Earned grades of “C-“ or higher in all education courses, endorsement courses, courses in the major, and in the state mandated liberal arts core courses.
□ Earned a cumulative GPA of 2.750 or higher.
□ Earned a “P” in each student teaching placement.
□ Earned a “P” in student teaching seminar
□ Earned satisfactory ratings (3.0 or higher) on at least 95% (47 or 49) of the items on of the final Student Teaching Evaluation(s).
□ Completed a variety of diverse field placements (e.g. low income, relatively high ELL, rural, urban, etc.).
□ Passed the PRAXIS II test (for elementary candidates only). A score of 151 or higher is required for tests 0011/5011 and a score of 142 or higher is required for the 0014/5014 test. Students may take either test; only one test is required.
□ Recommended by the student teaching
mentor and supervisor, the Student Teaching Coordinator, the Placement Coordinator, and the Education Department Chair.

□ Completed all college and Teacher Education Program requirements.

□ Officially graduated from Simpson (for all initial license applicants).

NOTE: License applications cannot be processed until the registrar's office officially posts a transcript with the awarded BA degree (for initial license applicants). It may take up to two months (once the application is complete) for your license to be processed by Simpson. Once Simpson submits the license recommendation, the BOEE will post the license within one week and a paper copy of the license should be sent within two weeks.

NOTE: Candidates may check the BOEE website (www.BOEE.gov) to determine if their license has been processed or they may contact Holly Johanson (515-961-1324, holly.johanson@simpson.edu) or Dr. Jackie Crawford (jackie.crawford@simpson.edu). Do not call the BOEE. Also, please check your e-mail (including your Simpson account) on a regular basis in case we have some follow-up questions.

Please note that the Education Department cannot make a recommendation until all application and student teaching materials have been submitted.

Appealing a Decision: Candidates may appeal any decision. Please see the Simpson College Teacher Education Program Handbook or the Education Department Chair, Dr. Jackie Crawford, for specific information on the process.

STATE MANDATE LIBERAL ARTS REQUIREMENTS:

Elementary Students:
All requirements are met by virtue of completing the Professional Studies Major for Elementary Education and the Liberal Studies Major for Elementary Education.

**Secondary Content Students:**
- English Composition (Eng 102, 106, 108, or 204)
- One Science Course (any science course may be used; a lab is encouraged by not required)
- Math Proficiency: Math 105 or higher level course, Math 105 or higher level CLEP exam, or the math proficiency exam available through Hawley Learning Center
- Humanities and Social Sciences (History, English, Psychology, Sociology, Political Science, Religion, Philosophy, Economics):
  - Minimum of *five* courses in at least *four different* departments. Educ 118 Student Development and Learning counts as one social science course. NOTE: As the college curriculum changes over the next few years, the Education Department might make adjustments to this requirement. Please be sure to stay in touch with your education advisor.

**Art, Music, PE and/or Health:**
- English Composition (Eng 102, 106, 108, or 204)
- One Science Course (any science course may be used; a lab is encouraged by not required)
- Math Proficiency: Math 105 or higher level course, Math 105 or higher level CLEP exam, or the math proficiency exam available through Hawley Learning Center
- Humanities and Social Sciences (History, English, Psychology, Sociology, Political Science, Religion, Philosophy, Economics):
  - Minimum of *three* courses taken from *three different* departments. Educ 118 Student Development and Learning counts as one social science course.

**APPELLING A DECISION**
Candidates may appeal any decision in the Teacher Education Program. Please refer to the “Resolving Student Issues Including an Appeals Process” in the Teacher Education Handbook, on the Education Department’s Webpage, and/or meet with your advisor or the Education Department Chair. Appeals may be made at any time.
Majors, Minors, Professional Core and Endorsement Courses

Simpson College offers teacher licensure programs in the following areas: elementary classroom, secondary classroom, elementary and/or secondary art, elementary and/or secondary music, elementary and/or secondary physical education, elementary and secondary health. The coaching endorsement may be added at the K-12th grade level.

Elementary Education Program

Students may earn a license to teach in the elementary classroom (K-6th grade). Elementary licensure requires a double major in:

- Professional Studies in Elementary Education
- Liberal Studies Major for Elementary Education

The Professional Studies in Elementary Education requires:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 114</td>
<td>Foundations of Education (CE)</td>
<td>4</td>
</tr>
<tr>
<td>Educ 118</td>
<td>Student Development and Learning</td>
<td>4</td>
</tr>
<tr>
<td>Educ 222</td>
<td>Assessment, Planning, and Teaching</td>
<td>2</td>
</tr>
<tr>
<td>Educ 237</td>
<td>Children’s Literature</td>
<td>2</td>
</tr>
<tr>
<td>Educ 300</td>
<td>Reading and Language Arts Education and Practicum (WC)</td>
<td>4</td>
</tr>
<tr>
<td>Educ 305</td>
<td>Social Studies Education</td>
<td>2</td>
</tr>
<tr>
<td>Educ 326</td>
<td>Elementary Advanced Practicum I</td>
<td>1</td>
</tr>
<tr>
<td>Educ 312</td>
<td>Exceptional Learners</td>
<td>4</td>
</tr>
<tr>
<td>Educ 321</td>
<td>Human Relations in Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Educ 303</td>
<td>Science and Health Education</td>
<td>2</td>
</tr>
<tr>
<td>Educ 304</td>
<td>Math Education</td>
<td>2</td>
</tr>
<tr>
<td>Educ 329</td>
<td>Elementary Advanced Practicum II</td>
<td>2</td>
</tr>
</tbody>
</table>

The Liberal Studies Major for Elementary Education requires:

**Communication and Literacy (6-8 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 108</td>
<td>Linguistics and Writing</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>(Eng 102, 106, or 204 may be substituted)</td>
<td></td>
</tr>
<tr>
<td>Comm 102</td>
<td>Public Speaking in Society</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Mathematics (6-8 credits at the level of Math 116 or higher)--suggested courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 116 Foundations of Arithmetic for Elementary Teachers</td>
<td>3-4</td>
</tr>
<tr>
<td>Math 117 Foundations of Geometry for Elementary Teachers</td>
<td>3-4</td>
</tr>
</tbody>
</table>
Sciences (Life, Physical, Earth/Space)

Candidates must complete course work that covers all three components; note that NaSc 190 meets both the physical and earth/space science requirements (6-12 credits)

**Life Sciences—suggested courses:**
- Biol 104 Human Biology
- Biol 145 Introduction to Plant Biology 3-4

**Physical Sciences—suggested courses:**
- NaSc 190 Physical Sciences for Elementary Teachers
- Bio 103 Environmental Issues
- Chem 150 Chemistry and Society
- Chem 155 Environmental Chemistry 0-3

**Earth/Space Sciences—suggested courses:**
- NaSc 102 Introduction to Meteorology
- NaSc 190 Physical Sciences for Elementary Teachers 0-3

Social Sciences/Humanities (3-4 credits in US History and 3-4 credits in American Government (6-8 credits)—suggested courses:
- PoSc 101 American Government 3-4

**3-4 credits in US History—suggested courses:**
- Hist 201 US History to 1877 3-4
- Hist 202 US History since 1877

**Ethics Course (3-4 credits)—suggested courses:**
- Phil 105 Introductions to Ethics
- Phil 211 Feminist Ethics
- Phil 235 Health Care Ethics 3-4

**The Arts (3-4 credits)**
- Educ 238 The Arts and Physical Wellbeing 3-4

**OR Elementary Methods Courses in all of the following:**
Performance Arts and Visual Arts and Physical Education and Health and Wellness

**Concentration in a Discipline (minimum of 24 credits in one discipline with at least 16 credits at the 300 level)**

**TOTAL** 63 – 64
Elementary Education Endorsement Programs

An “endorsement” identifies a specific area(s) where a teacher is fully licensed to teach such as reading or special education. Elementary Education candidates must complete at least one of the endorsements listed below (all are K-8th grade endorsements with the exception of the Early Childhood Pk-3rd grade endorsement) in addition to the Endorsement 102 Elementary Classroom Teacher. In addition to the programs listed below, candidates may also earn a K-12 coaching endorsement. Candidates may earn additional endorsements but this could extend the time to licensure.

Information on the courses required for each endorsement appear on the Education Department’s website. There are two ways to access the website: 1) go to http://faculty.simpson.edu/jack.gittering/www/For%20New%20Site/Advisement_forms_F08.html, or

2) access Simpson’s home page (www.Simpson.edu) then “academics” followed by “departments” and “Department of Education” then “Current Student Resources” and then “Advisement and Endorsements.”

Elementary Endorsements (all are K-8th grade with the exception of early childhood)

- Art
- Early Childhood (PK-3)
- English/Language Arts
- French
- German
- Health
- Instructional Strategist I (Special Education)
- Mathematics
- Music
- Physical Education
- Reading
- Science
- Social Studies
- Social Studies (History)
- Spanish
- Speech Communication/Theater
- Coaching is a K-12 endorsement
The following charts present possible course scheduling options for elementary education students; many scheduling options are available.

### Simpson College Teacher Education Program

#### Four Year Plan for Elementary Education Students

*Students are strongly encouraged to take the courses listed in Italics during the semester noted below. Other courses may be taken during any semester that they are offered.*

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
<th>MAY TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST YEAR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educ 114</td>
<td><strong>Foundations of Education (CE)</strong></td>
<td>4 cr</td>
</tr>
<tr>
<td>Educ 118</td>
<td><strong>Student Develop &amp; Learning</strong></td>
<td>4 cr</td>
</tr>
<tr>
<td>Math 116</td>
<td><strong>Foundations of Arithmetic for Elementary Teachers (WR)</strong></td>
<td>4 cr</td>
</tr>
<tr>
<td></td>
<td><strong>Simpson Colloquium</strong></td>
<td>4 cr</td>
</tr>
<tr>
<td></td>
<td><strong>16 cr</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SECOND YEAR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educ 237</td>
<td><strong>Children’s Literature</strong></td>
<td>2 cr</td>
</tr>
<tr>
<td>Biol</td>
<td><strong>Biology course (SR)</strong></td>
<td>4 cr</td>
</tr>
<tr>
<td>Hist 201</td>
<td><strong>US History (for HP) OR Hist 202</strong></td>
<td>4 cr</td>
</tr>
<tr>
<td>Elective/Endorsement</td>
<td><strong>Elective or endorsement course</strong></td>
<td>4 cr</td>
</tr>
<tr>
<td></td>
<td><strong>14 cr</strong></td>
<td></td>
</tr>
<tr>
<td><strong>THIRD YEAR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educ 300</td>
<td><strong>Reading/Language Arts Education and Practicum (WC)</strong></td>
<td>4 cr</td>
</tr>
<tr>
<td>Educ 305</td>
<td><strong>Social Studies Education</strong></td>
<td>2</td>
</tr>
<tr>
<td>Educ 326</td>
<td><strong>Advanced Practicum I</strong></td>
<td>1 cr</td>
</tr>
<tr>
<td>Elective</td>
<td><strong>Elective or endorsement courses</strong></td>
<td>6-8 cr</td>
</tr>
<tr>
<td></td>
<td><strong>13-15 cr</strong></td>
<td></td>
</tr>
<tr>
<td><strong>FOURTH YEAR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educ 312</td>
<td><strong>Exceptional Learners (fall or spring)</strong></td>
<td>4 cr</td>
</tr>
<tr>
<td>Educ 321</td>
<td><strong>Human Relations in Teaching (fall or spring) (DP)</strong></td>
<td>4 cr</td>
</tr>
<tr>
<td>Elective</td>
<td><strong>Elective or endorsement course</strong></td>
<td>4 cr</td>
</tr>
<tr>
<td>Elective</td>
<td><strong>Elective or endorsement course</strong></td>
<td>4 cr</td>
</tr>
<tr>
<td></td>
<td><strong>16 cr</strong></td>
<td></td>
</tr>
</tbody>
</table>
# Simpson College Teacher Education Program

**Four Year Plan for Elementary Education Students Seeking the Early Childhood Endorsement**

*Students are strongly encouraged to take the courses listed in Italics during the semester noted below. Other courses may be taken during any semester that they are offered.*

<table>
<thead>
<tr>
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<th>SPRING SEMESTER</th>
<th>MAY TERM</th>
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<tbody>
<tr>
<td><strong>FIRST YEAR</strong></td>
<td></td>
<td></td>
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<td>Educ 114</td>
<td>Educ 222</td>
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<td>4 cr</td>
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<td>Eng 108</td>
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<td>Student Develop &amp; Learning</td>
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<td>4 cr</td>
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<td>Math 116</td>
<td>Math 117</td>
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<tr>
<td>Foundations of Arithmetic for Elementary Teachers (WR)</td>
<td>Foundations of Geometry for Elementary Teachers (QR)</td>
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<tr>
<td>SC</td>
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<td><strong>SECOND YEAR</strong></td>
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<td>Comm 102</td>
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<td>Children's Literature</td>
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<td>4 cr</td>
<td>NaSc 190 Physical Sciences for Elementary Teachers (SR)</td>
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<td>Biol</td>
<td>Hist 202</td>
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<tr>
<td>Life science course (SR)</td>
<td>US History (for IL) OR Hist 201 or elective</td>
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<tr>
<td>4 cr</td>
<td>4 cr</td>
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<tr>
<td>Hist 201</td>
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<td>US History (for HP) OR Hist 202</td>
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<td>Educ 234</td>
<td>Educ 323/323P</td>
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<tr>
<td>Foundations of Early Childhood</td>
<td>Early Childhood Curricula and Methodology And Practicum</td>
<td>4 cr</td>
</tr>
<tr>
<td>4 cr</td>
<td>4 cr</td>
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</tr>
<tr>
<td>Educ 236</td>
<td>Elective</td>
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</tr>
<tr>
<td>Language and Communication</td>
<td>6-12</td>
<td></td>
</tr>
<tr>
<td>4 cr</td>
<td>6-12</td>
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<td><strong>THIRD YEAR</strong></td>
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<tr>
<td>Educ 300</td>
<td>Educ 303</td>
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<tr>
<td>Reading/Language Arts Education and Practicum (WC)</td>
<td>Science and Health Education</td>
<td>2 cr</td>
</tr>
<tr>
<td>4 cr</td>
<td>2 cr</td>
<td>Educ 325 Early Childhood Advanced Practicum</td>
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<td>Educ 305</td>
<td>Educ 304</td>
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<td>Social Studies Education</td>
<td>Math Education</td>
<td>2 cr</td>
</tr>
<tr>
<td>2 cr</td>
<td>2 cr</td>
<td></td>
</tr>
<tr>
<td>Educ 326</td>
<td>Educ 329</td>
<td></td>
</tr>
<tr>
<td>Advanced Practicum I</td>
<td>Advanced Practicum II</td>
<td>2 cr</td>
</tr>
<tr>
<td>1 cr</td>
<td>2 cr</td>
<td></td>
</tr>
<tr>
<td>Educ 315</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Assessment and Diagnosis for Early Childhood and Reading</td>
<td>6-12</td>
<td></td>
</tr>
<tr>
<td>4 cr</td>
<td>6-12</td>
<td></td>
</tr>
<tr>
<td><strong>FOURTH YEAR</strong></td>
<td></td>
<td>12-18</td>
</tr>
<tr>
<td>Educ 312</td>
<td>Educ 388</td>
<td></td>
</tr>
<tr>
<td>Exceptional Learners (fall or spring)</td>
<td>Student Teaching (fall or spring)</td>
<td>15 cr</td>
</tr>
<tr>
<td>4 cr</td>
<td>15 cr</td>
<td>Global Perspective/Intercultural Communication (GP/IP)</td>
</tr>
<tr>
<td>Educ 321</td>
<td>Educ 389</td>
<td></td>
</tr>
<tr>
<td>Human Relations in Teaching (fall or spring) (DP)</td>
<td>Student Teaching Seminar (fall or spring)</td>
<td>1 cr</td>
</tr>
<tr>
<td>4 cr</td>
<td>1 cr</td>
<td></td>
</tr>
<tr>
<td>Educ 334</td>
<td>Educ 334</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Classroom Environment, Relationships, and Management</td>
<td>4 cr</td>
<td></td>
</tr>
<tr>
<td>Educ 238</td>
<td>Educ 338</td>
<td></td>
</tr>
<tr>
<td>The Arts and Physical Wellbeing</td>
<td>4 cr</td>
<td></td>
</tr>
<tr>
<td>4 cr</td>
<td>4 cr</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td>16 cr</td>
<td>17 cr</td>
<td>12-18</td>
</tr>
</tbody>
</table>
Secondary Education Program

Students may earn a license to teach in the secondary (middle, junior, and high school) classroom at Simpson College. Students complete program requirements in:

- Content Area Major (minimum of 30 hours)
- Secondary Education Minor
- Secondary endorsement(s)
- State mandated liberal arts courses (English composition, Math, Social Sciences, and Natural Sciences)
- Additional licensure requirements (e.g. Gateways to Teaching, ePortfolio, graduation requirements)

The requirements for the Secondary Education Minor are:

- Educ 114 Foundations of Education (includes field experience) (4 cr) Fall and Spring
- Educ 118 Student Learning and Development (4 cr) Fall and Spring
- Educ 222 Assessment, Planning, and Teaching (includes field experience) (2 cr) Fall and Spring
- Educ 312 Exceptional Learners (4 cr) Fall, Spring, and Summer
- Educ 316 Secondary Education and Practicum (4 cr) Fall (days) and Spring (evenings in West Des Moines)
- Educ 321 Human Relations in Teaching (4 cr) Fall, Spring, and Summer

At least one of the following content specific methods courses:
- Educ 341 English/Language Arts Education and Practicum (2 cr) Fall Only
- Educ 342 World Language Education and Practicum (2 cr) Fall Only
- Educ 343 Social Studies Education and Practicum (2 cr) Fall Only
- Educ 344 Science Education and Practicum (2 cr) Fall Only
- Educ 345 Math Education and Practicum (2 cr) Fall Only
- Educ 346 Business Education and Practicum (2 cr) Fall Only

TOTAL: 24

Secondary students complete a full semester (15 weeks) of student teaching, full-time.

- Educ 388 Student Teaching at the Secondary Level (15-25 cr) Fall, Spring, May
- Educ 389 Student Teaching Seminar (1 cr)
Secondary Endorsements (all are 5-12\textsuperscript{th} grades)

- American Government
- Art
- Biology
- Business (All)
- Chemistry
- Economics
- English/Language Arts
- French
- General Science
- German
- Health
- Instructional Strategist I (Special Education)
- Journalism
- Mathematics
- Music
- Physical Education
- Physics
- Psychology
- Social Studies (American History)
- Social Studies (Sociology)
- Social Studies (World History)
- Spanish
- Speech and Theater

For specific course requirements for all secondary endorsement programs, refer to the Simpson College Education Department website:

http://faculty.simpson.edu/jack.gittinger/www/For\%20New\%20Site/Advisement_forms_F08.html. You may also access the endorsement requirements by going to Simpson’s home page then “academics” followed by “departments” and “Department of Education” and finally “Current Student Resources.” On the “Current Student Resources” page, look for “Advisement and Endorsements” or click here.

The chart on the following pages provides a possible Four Year Plan for Secondary Students. Candidates do have options for which semester they want to take a given course; this is merely a starting point document.
### Simpson college Teacher Education Program

#### Four Year Plan for Secondary Education Students

June 2011

Students may complete courses during different semesters and even years than what is listed below. This plan merely provides an overview of how a student might complete the program.

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
<th>MAY TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST YEAR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simpson Colloquium</td>
<td>4 cr</td>
<td>Edu 114 Foundations of Education (CE) (fall or spring)</td>
</tr>
<tr>
<td>Elective/Course for Major/Endorsement</td>
<td>4 cr</td>
<td>Elective/Course for Major/Endorsement</td>
</tr>
<tr>
<td>Elective/Course for Major/Endorsement</td>
<td>4 cr</td>
<td>Elective/Course for Major/Endorsement</td>
</tr>
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<td>0-4 cr</td>
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<td><strong>SECOND YEAR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educ 118 Student Development and Learning (fall or spring)</td>
<td>4 cr</td>
<td>Elective/Course for Major/Endorsement</td>
</tr>
<tr>
<td>Elective/Course for Major/Endorsement</td>
<td>4 cr</td>
<td>Elective/Course for Major/Endorsement</td>
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<tr>
<td>Elective/Course for Major/Endorsement</td>
<td>4 cr</td>
<td>Elective/Course for Major/Endorsement</td>
</tr>
<tr>
<td>Elective/Course for Major/Endorsement</td>
<td>4 cr</td>
<td>Educ 222 Assessment, Teaching, and Learning (fall or spring)</td>
</tr>
<tr>
<td>Elective/Course for Major/Endorsement</td>
<td>16 cr</td>
<td></td>
</tr>
<tr>
<td><strong>THIRD YEAR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educ 316 Secondary Education and Practicum (WC)</td>
<td>4 cr</td>
<td>Edu 312 Exceptional Learners</td>
</tr>
<tr>
<td>Elective/Course for Major/Endorsement</td>
<td>4 cr</td>
<td>Elective/Course for Major/Endorsement</td>
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<tr>
<td>Elective/Course for Major/Endorsement</td>
<td>4 cr</td>
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<tr>
<td>Elective/Course for Major/Endorsement</td>
<td>4 cr</td>
<td>Elective/Course for Major/Endorsement</td>
</tr>
<tr>
<td><strong>FOURTH YEAR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educ 321 Human Relations in Teaching (fall or spring) (DP)</td>
<td>4 cr</td>
<td>Edu 388 Student Teaching (fall or spring)</td>
</tr>
<tr>
<td>Educ 341-346 Secondary Content Specific Methods Course (fall or spring; must be taken after or concurrent with Educ 316)</td>
<td>2 cr</td>
<td>Edu 389 Student Teaching Seminar (fall or spring)</td>
</tr>
<tr>
<td>Elective/Course for Major/Endorsement</td>
<td>4 cr</td>
<td></td>
</tr>
<tr>
<td>Elective/Course for Major/Endorsement</td>
<td>4 cr</td>
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</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>12-16 cr</strong></td>
<td><strong>16 cr</strong></td>
</tr>
</tbody>
</table>
**Specialty (Art, Health, Music, Sports Science/Physical Education, and Coaching)**

**Education Program**

Students may earn a license to teach in one of the specialty areas listed above. In most cases, the programs are completed at both the elementary (K-8) and secondary (5-12) levels. Students complete program requirements in:

- A major in the content area (minimum of 30 hours)
- Elementary (K-8) endorsement
- Secondary (5-12) endorsement
- And/or K-12 coaching endorsement
- Education professional core

The requirements of the Professional Core for Art, Music, Physical Education, and Health include:

**Professional Core for Art, Music, Health, and Physical Education**

- Educ 114  Foundations of Education (includes field experience) (4 cr)  
  *Fall and Spring*
- Educ 118  Student Learning and Development (4 cr)  *Fall and Spring*
- Educ 222  Assessment, Planning, and Teaching (includes field experience) (2 cr)  
  *Fall and Spring*
- Educ 312  Exceptional Learners (4 cr)  *Fall, Spring, and Summer*
- Educ 321  Human Relations in Teaching (4 cr)  *Fall, Spring, and Summer*

- Content Area Methods and Practicum Courses:
  - **Art:** Art 360  (*Fall*); includes a practicum  
    Art 361  (*Spring*); includes a practicum

  - **Music:** Mus 322  (*Fall*)  
    Mus 323  (*Spring*)  
    Mus 241  (*May Term*)

- **Physical Education and/or Health**
  - SPSC 208
  - SPSC 321
  - SPSC 308
  - SPSC 241  (*May Term*)
Art, music, health, and physical education students complete a full semester (15 weeks) of full-time student teaching. Candidates must be in the schools (at a minimum) for regular teacher contract hours. Student teachers are strongly encouraged to eliminate or greatly reduce all jobs, course work, or extra curricular activities.

- Educ 388  
  Student Teaching at the Secondary Level  
  (15-25 cr)  
  *Fall, Spring, May*

- Educ 389  
  Student Teaching Seminar  
  (1 cr)  
  *Fall and Spring*

Art, music, physical education, and health students are required to meet several state mandated liberal arts courses. Those courses include:

- **English Composition**  
  (Eng 108 is recommended; Eng 106 or 204 are options)

- **One Science Course**  
  (any science is acceptable; a lab is not required)

- **Math Proficiency**  
  Math 105 or higher level course, Math 105 or higher CLEP exam, or the Math Proficiency Exam available through Hawley Academic Resource Center (ask for the exam to be placed on your transcript)

- **Humanities and Social Science**  
  (three courses from three different departments)  
  History, English, Psychology, Sociology, Political Science, Sociology, Political Science, Religion, Philosophy, Economics

The specific requirements for each endorsement may be found on the Simpson College Education Department website

http://faculty.simpson.edu/jack.gittinger/www/For%20New%20Site/Advisement_forms.htm or meet with your advisor.

The chart on the following page illustrates a typical sequence for art, music, physical education, and health students. This sequence represents a typical path for a student who begins in the Teacher Education Program in his/her first year at Simpson. There are a variety of scheduling options available to students. Meet with your dual education advisor, early in your program, to create a plan which outlines a likely schedule for your courses.
<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
<th>MAY TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simpson Colloquium</td>
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<td>Educ 114</td>
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<tr>
<td>Elective/Course for Major/Endorsement</td>
<td>4 cr</td>
<td>Elective/Course for Major/Endorsement</td>
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<td>Elective/Course for Major/Endorsement</td>
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<tr>
<td><strong>FIRST YEAR</strong></td>
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</tr>
<tr>
<td><strong>SECOND YEAR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educ 118</td>
<td>Student Development and Learning (fall or spring)</td>
<td>4 cr</td>
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<tr>
<td>Elective/Course for Major/Endorsement</td>
<td>4 cr</td>
<td>Elective/Course for Major/Endorsement</td>
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<tr>
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<tr>
<td><strong>THIRD YEAR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art/Music/SpSc</td>
<td>Elementary Methods Course (Art 360, Music 322, OR SpSc 208)</td>
<td>4 cr</td>
</tr>
<tr>
<td>Elective/Course for Major/Endorsement</td>
<td>4 cr</td>
<td>Educ 312</td>
</tr>
<tr>
<td>Elective/Course for Major/Endorsement</td>
<td>4 cr</td>
<td>Elective/Course for Major/Endorsement</td>
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<tr>
<td><strong>FOURTH YEAR</strong></td>
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</tr>
<tr>
<td>Educ 321</td>
<td>Human Relations in Teaching (DP)</td>
<td>4 cr</td>
</tr>
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<td>Educ 389</td>
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</tbody>
</table>

Students may take courses during semesters or years other than those listed below. This plan is simply offered as one way a student might complete the program.
Clinical Field Experience Program

An integral part of the Education Department's philosophy is the belief that students must have multiple opportunities to observe and practice teaching in a variety of settings. The field experience program allows students to observe a variety of teaching and learning styles and approaches, and it offers an opportunity for students 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--Foundations of Education (Education 114) or Orientation to the Teacher Education Program (Education 129T). During this class, students 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 222 Assessment, Planning, and Teaching. These field experiences allow all students to experience teaching and learning at a variety of levels and in a variety of subjects as they explore becoming a professional educator.

**Elementary:** Advanced practica experiences vary depending of the endorsements that a student is seeking. Elementary education students participate, at a minimum, in two exploratory field experiences plus two advanced practica placements during each of the methods classes (Education 326 and 329 taken concurrently with 300, 303, 304, and 305). Most endorsement programs require additional clinical experience.

**Secondary and Specialty Areas:** Secondary students experience practica during their general and content specific methods courses (Education 316 and the course from the Education 340’s for their content area). Specialty (art, music, and P.E.) education students complete field experiences during their methods courses and/or during an advanced practicum during May term. During advanced practica, students graduate to an expanded experience that provides opportunities for assisting and teaching.

The culminating field experience occurs during a full semester of student teaching when students assume full-time teaching responsibilities. Students 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, mentor, and supervisor.

The Education Department Placement Coordinator works with area educators to coordinate placements that offer students 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 staff is aware of the anxiety that may come with each expansion of involvement in real classrooms with real students and real teachers. Therefore, we work very hard to ensure that each student is adequately prepared both academically and emotionally. Our graduates consistently report that the field experiences are a highlight of their preparation program. Many area educators host our students, and we are greatly appreciative of their expertise and assistance.

Field Experience Components of the Teacher Education Program Minimal Requirements

The requirements for elementary field experience and practicum appear below.

<table>
<thead>
<tr>
<th>Hrs Required</th>
<th>Type of Field Experience</th>
<th>Course</th>
</tr>
</thead>
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<tr>
<td>10</td>
<td>Exploratory</td>
<td>Educ 114: Foundations of Education</td>
</tr>
<tr>
<td>10</td>
<td>Exploratory</td>
<td>Educ 222: Assessment, Planning, and Teaching</td>
</tr>
<tr>
<td>30</td>
<td>Advanced Practicum</td>
<td>Educ 300: Reading/Language Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educ 305: Social Studies, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educ 326: Advanced Practicum I</td>
</tr>
<tr>
<td>30</td>
<td>Advanced Practicum</td>
<td>Educ 303: Science and Health,</td>
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<tr>
<td></td>
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<td>Educ 304: Math, and</td>
</tr>
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<td></td>
<td></td>
<td>Educ 329: Advanced Practicum II</td>
</tr>
<tr>
<td>600</td>
<td>Student Teaching</td>
<td>Educ 388: Student Teaching</td>
</tr>
</tbody>
</table>

*Education students complete at least one endorsement program. Most elementary endorsement programs require additional field experience and advanced practicum hours.
Field experience and practicum requirements for secondary, art, music, health, and physical education candidates appear below.

### Secondary Education

<table>
<thead>
<tr>
<th>Hrs Required</th>
<th>Type of Field Experience</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Exploratory</td>
<td>Educ 114: Foundations of Education</td>
</tr>
<tr>
<td>10</td>
<td>Exploratory</td>
<td>Educ 222: Assessment, Planning, and Teaching</td>
</tr>
<tr>
<td>30</td>
<td>Advanced Practicum</td>
<td>Educ 316: Secondary Education</td>
</tr>
<tr>
<td>30</td>
<td>Advanced Practicum</td>
<td>Educ 341 – 346: Content Specific Methods Courses</td>
</tr>
<tr>
<td>600</td>
<td>Student Teaching</td>
<td>Educ 388: Student Teaching</td>
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</table>

### Art Education

<table>
<thead>
<tr>
<th>Hrs Required</th>
<th>Type of Field Experience</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Exploratory</td>
<td>Educ 114: Foundations of Education</td>
</tr>
<tr>
<td>10</td>
<td>Exploratory</td>
<td>Educ 222: Assessment, Planning, and Teaching</td>
</tr>
<tr>
<td>30</td>
<td>Advanced Practicum</td>
<td>Art 360: Elementary School Art</td>
</tr>
<tr>
<td>30</td>
<td>Advanced Practicum</td>
<td>Art 361: Secondary School Art</td>
</tr>
<tr>
<td>600</td>
<td>Student Teaching</td>
<td>Educ 388: Student Teaching</td>
</tr>
</tbody>
</table>

### Music Education

<table>
<thead>
<tr>
<th>Hrs Required</th>
<th>Type of Field Experience</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Exploratory</td>
<td>Educ 114: Foundations of Education</td>
</tr>
<tr>
<td>10</td>
<td>Exploratory</td>
<td>Educ 222: Assessment, Planning, and Teaching</td>
</tr>
<tr>
<td>75</td>
<td>Advanced Practicum</td>
<td>Mus 241: Music Practicum</td>
</tr>
<tr>
<td>600</td>
<td>Student Teaching</td>
<td>Educ 388: Student Teaching</td>
</tr>
<tr>
<td>Hrs Required</td>
<td>Type of Field Experience</td>
<td>Course</td>
</tr>
<tr>
<td>--------------</td>
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<td>---------------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>Exploratory</td>
<td>Educ 114: Foundations of Education</td>
</tr>
<tr>
<td>10</td>
<td>Exploratory</td>
<td>Educ 222: Assessment, Planning, and Teaching</td>
</tr>
<tr>
<td>75</td>
<td>Advanced Practicum</td>
<td>SpSc 241: Physical Education Practicum</td>
</tr>
<tr>
<td>600</td>
<td>Student Teaching</td>
<td>Educ 388: Student Teaching</td>
</tr>
</tbody>
</table>

**Student Teaching**

As mandated by the Iowa Department of Education, all students complete a minimum of one full semester (15 weeks; 600 clock hours) of student teaching. Many students complete two or more placements at different levels or in different content areas. When students complete more than one placement, the minimum number of weeks is 15. When students seek highly divergent content area endorsements (e.g. math and physical education), they complete three full student teaching placements. Student teaching assignments are made within a 35 mile radius of Indianola and in a district other than the student’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.
Education Advising

Education program requirements are complex and change fairly frequently as the department continually seeks to improve and meet new and/or changing requirements set forth by the Iowa Department of Education and/or the Board of Educational Examiners. In some cases, these changes may not be reflected in the college catalog. For these reasons, it is essential that all licensure candidates establish a relationship with an education advisor. All teacher preparation students (including secondary, art, music, and physical education) should meet with their education advisor regularly. Students should follow the general advising procedures listed in this section. Advising information is provided for:

- Elementary Education Students
- Secondary Education Students
- Art, Music, Physical Education, Health, and Coaching Students
- Transfer and Readmitted Students
- Evening, Weekend, and Graduate Students
- Licensure Only Candidates
- Course Work Only Candidates

Each education faculty member specializes in advising students who are seeking particular endorsements.

Early Childhood                      Dr. Jackie Crawford, Ms. Jane Moeller & Ms. Linda Jermeland
Elementary Science, Math, and Early Childhood  Dr. Patti Woodward-Young
Elementary Math, Social Studies, and Reading    Dr. Jack Gittinger
Elementary Reading and Language Arts         Ms. Kate Lerseth
Transfer Students & Reading and Language Arts  Dr. Sharon Jensen
Special Education                       Dr. Carole Richardson
Secondary Education (co-advisor)           Dr. Steve Rose
Art, Music, Physical Education (co-advisor)  Dr. Barb Ramos

Elementary Education Licensure Candidates: Suggested Sequence for Advising and Meeting Gateways to Teaching Requirements (effective fall 2011)

The following chart presents a suggested sequence for Elementary Education students who entered Simpson during the fall of 2011 or thereafter. Students who entered the program before the fall of 2011 should use materials shared previously.

With careful planning and regular progress, most students complete their major(s) and at least one endorsement within four years. Transfer students as well as students who are seeking multiple endorsements, or those who do not make adequate progress each year, may have to take summer classes and/or complete an additional semester or two. Students are strongly urged to work closely with an education advisor in order to make satisfactory progress through the program.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Spring</th>
<th>May/Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Successfully complete, Educ 114 Foundations of Education (grade of C- or higher) or Educ 129T Orientation for Transfer and Readmitted Students (with a grade of “Pass”).</td>
<td>Meet with Advisor(s)</td>
<td>Optional Course; at least two May Terms are required for graduation</td>
</tr>
<tr>
<td></td>
<td>Register for, and take, the C-BASE test</td>
<td>Successfully complete Educ 118 Student Development and Learning (grade of C- or higher)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purchase Chalk and Wire, attend the ePortfolio Orientation, and create an ePortfolio</td>
<td>Receive Status Report on Admission to Gateway 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attend the Orientation to the Teacher Education Program and Apply for Gateway 1 Admission</td>
<td>Seek an advisor who teaches in the elementary education program.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit waiver and check for the Iowa DCI Background Check; receive satisfactory results</td>
<td>Declare your Major(s) and Minor(s) and Endorsement(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit the Preliminary FBI Background Check</td>
<td>Pass the C-BASE basic skills test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Take the C-BASE basic skills test</td>
<td>Meet all requirements for Gateway 2 (including ePortfolio requirements)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enroll in Cornerstone/major/endorsements courses</td>
<td>Meet with Simpson Colloquium advisor to plan</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>Meet with your education advisors</td>
<td>Meet with your education advisor</td>
<td>Optional Education Course; Candidates must complete at least two May Term courses</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Enroll in courses for the both of the majors required for elementary education and the chosen endorsement(s)</td>
<td>Enroll in courses for the two majors and endorsements</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Your GPA should be at least 2.50</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successfully complete Educ 222 Assessment, Planning, and Teaching</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Meet with advisor</th>
<th>Meet with advisor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Earn a minimum, cumulative GPA of 2.500</td>
<td>Earn a minimum, cumulative GPA of 2.750</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete courses in the majors and endorsement(s)</td>
<td>Complete courses in the majors and endorsement(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Successfully complete the methods courses and practicum placements</td>
<td>Successfully complete the methods courses and practicum placements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Watch for announcements, e-mails, and signs regarding the Student Teaching Application Meetings; these are required sessions. Applications are due one year before the student teaching semester. There is a fee for late applications.</td>
<td>Watch for announcements, e-mails, and signs regarding the Student Teaching Application Meetings; these are required sessions. Applications are due one year before the student teaching semester. There is a fee for late applications.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meet all requirements for Admission to Gateway 3: Post Practicum Course Review</td>
<td>Meet all requirements for Admission to Gateway 3: Post Practicum Course Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit your Graduation application to the Registrar’s office.</td>
<td>Submit your Graduation application to the Registrar’s office.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Meet with education advisor</th>
<th>Submit BOEE and Simpson Gateway 5 licensure application materials (including all endorsement sheets)</th>
<th>Candidates must complete at least two May Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Complete majors and endorsement courses</td>
<td>Successfully complete student teaching and seminar</td>
<td>Receive Teaching License after official graduation!</td>
</tr>
<tr>
<td></td>
<td>Watch for announcements, e-mail messages, signs, etc. about the Student Teacher Placement Meeting; this meeting is required for all student teachers</td>
<td>Submit your Simpson and Teacher Education Program evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Take the PRAXIS II Exam (need to earn at least 151 for test 0011/5011 or 142 for the test 0014/5014)</td>
<td>Pass the PRAXIS II exam (score of 151 for test 0011/5011 and score of 142 for test 00145014)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Education Department chair will review your final ePortfolio.</td>
<td></td>
</tr>
</tbody>
</table>
Secondary Education Licensure Candidates: Suggested Sequence for Advising and Meeting Gateways to Teaching Requirements (effective fall 2011).

The chart on the following pages includes a suggested sequence for students who are seeking the Secondary Education Minor. With careful planning and adequate progress, most students will be able to complete their major, the Secondary Education Minor, and at least one endorsement within four years. Transfer students or those who are seeking multiple endorsements, or those who do not make adequate progress each year, may need to take summer classes and/or complete an additional semester or two. Secondary students will be advised by a faculty member in the student’s major and co-advised by Steve Rose (education faculty member).

<table>
<thead>
<tr>
<th>Secondary Education Candidates – Advising and Gateways to Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td>Meet with your Simpson Colloquium advisor. You may visit with Steve Rose for advice on taking education courses.</td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>
| Year 2 | Ask an advisor in your major to serve as your primary advisor and add Steve Rose as your education dual-advisor | Meet with major advisor and Dr. Steve Rose as your dual-advisor
Successfully complete Educ 222 Assessment, Planning, and Teaching
Enroll in ECC, Major, and endorsement courses. Your GPA should be at least 2.50. | Candidates must take at least two May Term courses |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enroll in ECC, major, and endorsement courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Receive Status Report on Admission to Gateway 1</td>
<td>Enroll in ECC, Major, and endorsement courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Successfully complete Educ 118 Assessment, Planning, and Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pass the C-BASE Basic Skills test</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meet all requirements for Gateway 2 (including ePortfolio requirements)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Declare your Majors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meet with major advisor and Dr. Steve Rose as your dual-advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enroll in ECC, Major, and endorsement courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Year 3 | Meet with Advisor | Meet with Advisor
Earned a minimum, cumulative GPA of 2.750
Successfully complete, Educ 316 Secondary Education
Enroll in ECC, major, and endorsement courses. | Candidates must take at least two May Term courses |
<p>| | Earn a minimum, cumulative GPA of 2.50 | | |
| | Enroll in cornerstone, major, and endorsement courses | | |
| | Watch for announcements, e-mails, and signs regarding the Student Teaching Application Meetings; these are required sessions. Fall student teaching applications are due November 1; applications for spring student teaching are due March 1. | Watch for announcements, e-mails, and signs regarding the Student Teaching Application Meetings; these are required sessions. Fall student teaching applications are due November 1; applications for spring student teaching are due March 1. | |
| | Apply for Admission to Gateway 4 for Student Teaching NOTE: Late fees range from $100-300; do not be late! | Apply for Admission to Gateway 4 for Student Teaching NOTE: Late fees range from $100-300; do not be late! | |
| | | Meet all requirements for Admission to Gateway 3: Post Practicum Course Review | |
| | | Submit your Graduation application to the Registrar’s office; the application requires signatures from your advisor and the Education Department Chair | |</p>
<table>
<thead>
<tr>
<th>Year 4</th>
<th>Meet with Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Take Educ 341-346, Content Specific Methods course and practicum for your major and endorsement(s)</td>
</tr>
<tr>
<td></td>
<td>Watch for announcements, e-mail messages, signs, etc. about the Student Teacher Placement Meeting; this meeting is required for all spring student teachers.</td>
</tr>
<tr>
<td></td>
<td>Earn admission to Gateway 3 Post Practicum Course Review (if not received earlier) and Gateway 4 Admission to Student Teaching; the Education Department will register you for student teaching</td>
</tr>
</tbody>
</table>

| Submit BOEE and Simpson Gateway 5 licensure application materials |
| Successfully complete student teaching |
| Submit completed ePortfolio to your college supervisor; the final ePortfolio will be reviewed by the Education Department Chair as well but you do not need to submit to them. |
| Submit your Simpson and Teacher Education Program evaluation |

Possible Student Teaching. Receive Teaching License after May Term and official graduation!

### Art, Music, Physical Education, Health, and Coaching Licensure Candidates: Gateways to Teaching

#### First Year Students:

- First year students are assigned to an advisor as part of the Liberal Arts Seminar or Simpson Colloquium course. If your LAS/SC advisor is not in your content area or education, feel free to meet informally with faculty in those departments two to three weeks prior to registration.

- Register for, take and pass the C-BASE.

- Complete Education 114 Foundations of Education or Educ 129T Orientation for Transfer and Readmitted Students and apply for Gateway 1 Approval to Take Additional Education Classes.

#### End of First Year or Beginning of Second Year:

- Request an advisor in your content area and add Barb Ramos as your education dual-advisor. You will need to submit the appropriate form to the registrar.

#### First, Second, or Third Year (as early as possible):

- Declare your major (your content area) and minor(s); Secondary Education is a minor. Submit the form to the registrar.
Every Semester:

Schedule an appointment and meet with your content area and dual-education advisor. Apply for each gateway in the Teacher Education Program at the appropriate time.

One Year Prior to Student Teaching:

- Satisfactorily complete the advanced practicum course(s) (Art 360 and 361 OR Mus 241 OR SPSC 241).

- Attend a student teaching application meeting.

- Submit a Gateway 4 Admission for Student Teaching application packet. Carefully complete all information as directed in the application meeting and submit the packet prior to the deadline. Fall student teaching applications are due November 1 of the previous year; spring student teaching applications are due March 1. Late applicants will be charged a late fee of $100 to $300 (depending on how late the application was turned in) and run the risk of not being approved or placed.

- Upon confirmation of admission to Gateway 4, the Education Department will register you for student teaching and student teaching seminar. Do not contact any school district or district personnel until you have been advised to do so by the Education Department Placement Coordinator, Linda Jermeland.

One Year Prior to Graduation:

- Submit your graduation application to the registrar's office one year prior to graduation. Print your degree audit and fill in what term and year you will take the courses you need. Have your advisor and department chair sign this form. Take the completed form to the registrar’s office.

During Student Teaching:

- During student teaching, submit your Gateway 5 application packet, including the BOEE licensure form with payment in the form of a money order or cashier’s check, to the Education Department administrative assistant, Holly Johanson (W102A). Applications should be submitted about two months before completion of all licensure requirements. Directions for completing the application process will be presented during student teaching seminar.
Transfer Student Advising

Upon Admission to Simpson College:

- Transfer students will be advised by Dr. Sharon Jensen. Enroll in Education 114 Foundations of Education and Education 129T Orientation to the Teacher Education Program for Transfer and Readmitted Students, and submit a Gateway 1: Approval to Take Additional Education Classes application as part of that class.

-OR-

- If you transfer Education 114 from another college or university, enroll in Educ129T. Dr. Jensen will advise you. As part of Educ129T, students will attend orientations to the Teacher Education Program and the ePortfolio as well as gain assistance in completing assignments and artifacts.

- During either Educ 114 or 129T, candidates apply for Gateway 1 admission. Candidates must be admitted to Gateway 1 prior to enrolling in any other education classes.

- Register for, take the C-BASE test (during the first semester) and pass all three subtests by the end of the second semester.

- Complete other requirements related to the department standards and field experiences.

-ALSO-

- Follow the steps listed in this program and advising handbook in the elementary or secondary, art, music, physical education, health, and coaching section.

- Transfer students should refer to the transfer policies outlined in the Simpson College Catalog and the section of this document on Policies for Transfer Students. Some students may be required to retake courses in order to meet the transfer policies. TEP candidates must earn a minimum, cumulative GPA of 2.500 by the beginning of their junior year, and a 2.75 by the second semester of the junior year.
Evening, Weekend, and Graduate (EWG) Advising

- The Evening, Weekend and Graduate Program advisor will be your initial advisor. Students will then add a second, dual Education Department faculty advisor. If EWG students move to full-time status, an Education faculty member will serve as the advisor.

- Part-time students enrolled through EWG will follow the same advising sequence as other students.

NOTE: EWG students must complete the field experience components of the following courses, during daytime hours, that are prearranged by the Education Department: Education 114, 222, 234, 300, 303, 304, 305, 316, 317P, 323, 326, 324, 327, 329, 341, 342, 343, 344, 345, 346, 388, and 389. Student Teaching (Education 388) is a full-time, full-day, full-semester experience (minimum of 15 weeks) arranged by the Simpson Placement Coordinator; placements are made within a 35 mile radius of Indianola. EWG students must be able to adjust their schedules in order to fulfill the daytime requirements. In order to ensure a consistently high quality education experience for all of our students and to produce the best teachers possible, we cannot make exceptions regarding the daytime requirements.

**Licensure Only Candidates**

Part-time students who have previously graduated from an accredited college or university and earned at least a Bachelor of Arts degree or who have already earned a teaching license and who wish to add an endorsement should meet with the EWG advisor (Liz Glodek). These courses may be taken at the graduate level in some cases. Post-baccalaureate students are not required to meet either Simpson’s general education curriculum program or the Education Department’s Competency ePortfolio requirements.
**Course Work Only Candidates**

The Teacher Education Program allows students to take up to two education courses without being formally admitted to the program or meeting all of the licensure requirements. Students must submit and get approval of an Application to Take Education Courses without Full Admission to the program. If at some point students decide to pursue licensure and enroll in the program, they may be required to retake classes and/or make-up prerequisites for program admission; students will not be allowed to enroll in additional classes until all of the prerequisites have been met and the candidate has received permission from the Education Department.
Obtaining a Teaching License

In order to teach in the state of Iowa, students 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, students 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.

Requirements for Licenses and Instructions for Completing Application

Initial

Valid for 2 years

Renewable under prescribed conditions

1. Baccalaureate degree from a regionally accredited institution.
2. Completion of an approved Teacher Education Program.
3. Completion of an approved human relations component.
4. Completion of requirements for a teaching endorsement.
5. Meets the recency requirement listed under the Class A License.

Standard

Valid for 5 years

Renewable under prescribed conditions

1. Completion of requirements 1-4 for the Initial license.
2. Evidence of two years successful teaching experience based on local evaluation process.
3. Meets the recency requirement listed under the Class A License.

Additional Information

Verify 2 years of teaching experience.

Master Educator

Valid for 5 years

Renewable under prescribed conditions

1. Hold or be eligible for a Standard license.
2. Five years of teaching experience.
3. Master's degree in a teaching endorsement area.
4. Meets the recency requirement listed under the Class A License.

Additional Information
Verify 5 years of teaching experience.
Send master's degree transcript.

Class A License
Valid for 1 year
Not renewable

Issued under the following conditions
1. 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.
2. Has not completed an approved human relations component.
3. Recency -- meets requirements for a valid license but has less than 160 days of teaching during last 5-year period.
4. Degree not granted until next regular commencement.

Substitute
Valid for 5 years
Renewable under prescribed conditions
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.

Additional Information
Send copy of out-of-state license.
Send copy of out-of-state transcripts.

Exchange
Valid for 2 years
Not renewable
1. Baccalaureate degree from a regionally accredited institution.
2. Completion of a state approved Teacher Education Program.
3. Hold a valid teaching license in the state in which the Teacher Education Program was
completed.
4. No disciplinary action pending.
5. Has not completed all Iowa requirements for a teaching endorsement.

Additional Information
Must meet any and all licensure deficiencies during the two year period of the license.

Transfer Student Policies

After the Simpson College registrar conducts an initial analysis to determine which Simpson requirements have been met, the Education Department chair, in conjunction with recommendations from the transfer advisor (Dr. Jensen), may make further decisions regarding the transferability of course work required for teacher licensure.

Incoming transfer students with junior level status must hold a minimum, cumulative GPA of 2.500 or higher from their previous institution(s). If students are close to the required GPA, they may be admitted, on a probationary status, for one semester. At the conclusion of that semester, a new GPA will be calculated based on the Simpson GPA combined with the GPA of the transfer institution(s). Students must earn a 2.750 GPA (just Simpson) by the beginning of the second semester of the junior year and at the point that they apply for Gateway 4: Admission to Student Teaching.

If transfer students have not already taken Foundations of Education (Education 114), then they will follow the same procedures as other students for being admitted to Gateway 1 of the Teacher Education Program. If transfer students have already taken Foundations of Education, they must enroll in Educ 129T which is designed to assist transfer students in transitioning into the Simpson College Teacher Education Program. During Educ129T, students apply for Gateway 1: Approval to Take Additional Education Classes. Transfer students must be admitted to Gateway 1 prior to enrolling in any education classes beyond their first semester.

Elementary Transfer Students

Listed below are specific requirements for transfer students in each of our education programs.
Elementary education students must take the following courses through Simpson College:

- Two of the following:
  - Education 300 Reading/Language Arts Education and Practicum*
  - Education 303 Science Education and Practicum
  - Education 304 Math Education and Practicum
  - Education 305 Social Studies Education and Practicum
- One of the following:
  - Education 326 Advanced Practicum I (taken concurrently with 300/305)
  - Education 329 Advanced Practicum II (taken concurrently with 303/304)
- Education 388 Student Teaching
- Education 389 Student Teaching Seminar

**Note:** Students who do not take Education 222 (Assessment, Planning, and Teaching) and all of the "methods" classes (300, 303, 304, and 305) at Simpson may be required to complete additional field hours.

**Secondary Education Transfer Students**

Secondary education licensure candidates must take the following classes through Simpson:

- Education 316 Secondary Education and Practicum
- All content specific methods courses must be taken at Simpson including:
  - Education 341 Secondary Language Arts and Practicum
  - Education 342 PK-Secondary Foreign Language and Practicum
Education 343   Secondary Social Studies and Practicum
Education 344   Secondary Science and Practicum
Education 345   Secondary Math and Practicum
Education 346   Secondary Business Education and Practicum

• Education 388   Student Teaching
• Education 389   Student Teaching Seminar

For students enrolled in one of the specialty endorsement programs, the following courses must be taken through Simpson College:

**Art**

- One art methods course—Art 360 or 361
- At least three art classes required for the endorsement program
- Student teaching
- Student teaching seminar

**Music**

- One music methods courses—Mus 322 or 323 and Mus 241
- At least three music classes required for the music endorsement program
- Student teaching
- Student teaching seminar

**Sports Science/Physical Education and/or Health**

- One physical education methods courses—SPSC 208 or 321 and SPSC 241
- At least three physical education classes required for the physical education endorsement program
- Student teaching
- Student teaching seminar
Early Childhood

- The early childhood methods course – Educ 323 and 323P
- The Early Childhood Advanced Practicum II – Educ 325
- At least two of the following: Educ 300, 303, 304, 305
- Educ 388 Student Teaching
- Educ 389 Student Teaching Seminar

Reading

- Educ 317 Corrective and Remedial Reading
- Educ 317L Corrective and Remedial Reading Tutoring Lab
- At least two of the following: Educ 300, 303, 304, 305
- Educ 388 Student Teaching
- Educ 389 Student Teaching Seminar

Special Education (Instructional Strategies I -- Elementary)

- Educ 317L Corrective and Remedial Reading Tutoring Lab
- Educ 324 Elementary Special Education Methods and Practicum
- Educ 324P Elementary Special Education Practicum
- At least two of the following: Educ 300, 303, 304, 305
- Educ 388 Student Teaching
- Educ 389 Student Teaching Seminar

Special Education (Instructional Strategies I -- Secondary)

- Educ 327 Secondary Special Education Methods and Practicum
- Educ 327P Secondary Special Education Practicum
- Educ 316 Secondary Education and Practicum
- Educ 388 Student Teaching
- Educ 389 Student Teaching Seminar
Returning Students

Policy for students who have not graduated from an accredited college or university

Students who left Simpson or another institution of higher education prior to graduation must follow the same procedures and fulfill the same requirements as other Simpson students. Students who did not have a grade point average of 2.50 or higher (first semester juniors) or 2.75 or higher (second semester juniors) and who have been out of school for at least one academic year, may re-apply for Gateway 1 after completing twelve hours of Simpson course work, with a grade point average of 2.60 or higher, and meeting all of the other Gateway 1 requirements. Students must still meet the requirement of earning grades of “C-” or higher in all courses for their major(s). Students may not take any education courses higher than Education 118 (Student Development and Learning) until they have been admitted to Gateway 1.

Students who completed all course requirements prior to leaving Simpson but who did not student teach will have to submit their transcript for analysis of current licensure requirements. In some cases, students may be required to complete additional course work or practica placements prior to student teaching. Once all course work has been completed, students may apply for Gateway 4, admission for student teaching. In order to be admitted to Gateway 4 for student teaching, students must meet all requirements (see the Gateways of Admission to the Teacher Education Program section of this document). Specific requirements will be determined on a case by case basis.

Students Who have already Earned a BA or BS Degree

Students who graduated from Simpson College or another accredited institution of higher learning but did not complete all of the courses required for a teaching license (e.g. student teaching), will have to submit their transcript for analysis of current licensure requirements. Upon completion of all Simpson required course work in the area of the major endorsement program(s) and teacher education course work, students may apply for Gateway 4 Admission for Student Teaching (see the Gateways of Admission to the Teacher Education Program section of this document).
Students, who are unable to earn the minimum of three positive faculty recommendations, will have to take additional course work in the required areas in an effort to earn the faculty recommendations.

**Policy on Course by Arrangement in Education**

On rare occasions, students experience course scheduling difficulties that make it difficult to fit in all of their required courses. Therefore students may request that they be allowed to complete a course on an individually arranged basis. A student must complete a formal petition and seek approval from the academic advisor, department chair, division chair, and the associate academic dean. The student completes the regular course requirements under the direction of the sponsoring professor.

A student may complete a maximum of two courses by arrangement for education or endorsement courses required for licensure. Only in very rare circumstances will a student be allowed to complete a methods courses on an arranged basis. The methods courses include components such as cooperative learning tasks and micro-teaching that must be completed within a group setting. Course by arrangement forms are available from the registrar’s office website.

**When Issues Arise**

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

Occasionally there are concerns about a student’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 student and a remedial plan may be developed. If the problems are resolved, the student 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 student on probation. Probationary status means that the student will have one additional semester to make the specified changes. In most cases, the student 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 student will be dismissed from the Teacher Education Program. In some extreme cases, students 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 student 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 student 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 student 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 (for Students)

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 student should meet with the Education Department Chair to discuss the decision and make a request for reconsideration.

b) If a student 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 student 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 student, 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 student 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. In the appeal, students 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. Students may ask to meet with the TEC, or the TEC may invite students to the meeting; students may invite their advocates or other support people to accompany them to the meeting.

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

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

If a student 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. Students should send a copy to the Education Department Chair; the Education Chair will share the appeal information with 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 student, 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

Student assessment

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

- Gateways to Teaching admissions 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 four points throughout the program (Gateways 2, 3, 4, and 5). A 2.500 GPA is required at the beginning of the junior, and a 2.750 GPA is required thereafter. A minimum of a 2.750 cumulative grade point average is required for application to Gateway 4 for student teaching.
- Students 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 Gateways 1 through 5. Gateway 4 and 5 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 students 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. Students 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 student. In the event that a student 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 monitored by college supervisors and collaboratively assessed by mentor teachers in the schools. In addition to regular classroom observations, a mid-assignment and a final-assignment evaluation are completed for each student teaching assignment. Students 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.
- Gateway 5 recommendation for teacher licensure is reviewed and approved by the Education Department chair 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.