

SIMPSON COLLEGE



Teacher Education Program and Advising Handbook Graduate Program

Fall 2025

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Purpose of the Graduate Teacher Education Program Handbook

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

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

Welcome to the Simpson College's Graduate Teacher Education Program

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

Simpson College Teacher Education Program offers two types of teaching licensure paths. One type, Master of Arts in Teaching or Transition to Teaching, is for initial licensure designed for those who have already completed a bachelor's degree, but who have not completed a teacher education program, and who would like to become eligible to teach in Iowa at the secondary level (grades 5-12). The second type offers currently licensed teachers the opportunity to add more endorsements to their teaching credentials.

Teacher Education Department Mission Statement

The Simpson College Teacher Education Program nurtures empowered educational leaders who think critically, reflectively, and creatively; compassionately practice inclusive, equitable, and transformative education; and are continuously engaged in professional growth in order to build a socially just and enlightened society.

Student Performance Program Standards and Criteria

The foundation of the Teacher Education Program (TEP) is the set of standards and 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.

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. Students demonstrate their competency on the criteria through several avenues including, but not limited to, a portfolio, class performance, practicum placements, and ultimately student teaching.

All students attend an orientation to the Teacher Education Program and a portfolio training session. At the orientations, 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.

Simpson College Teacher Education Program Standards

The Learner and Learning:

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents, and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.

Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement, and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of

instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession. At Simpson, our teachers must demonstrate possession of the critical dispositions necessary for the art and science of teaching. These include the caring, communicative, creative, and critical dispositions.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard #11: Professional Dispositional. The teacher consistently demonstrates the professional dispositions (i.e., caring, communicative, creative, and critical) that are characteristics of effective educators.

Personal Vision for Education

Understanding the purposes of schooling and what it means to be educated is the foundation of effective teaching. In order to make effective decisions, teachers must have a deep personal vision grounded in the history, philosophy and sociology of education. This vision serves as a guidepost for professional choices teachers make on a daily basis as well as the direction of education in their communities. As teachers progress, their vision is continually refined, which demonstrates a commitment to continual learning.

Standard #12: Personal Vision for Education. The teacher 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.

Accreditation, Governance, and Staff

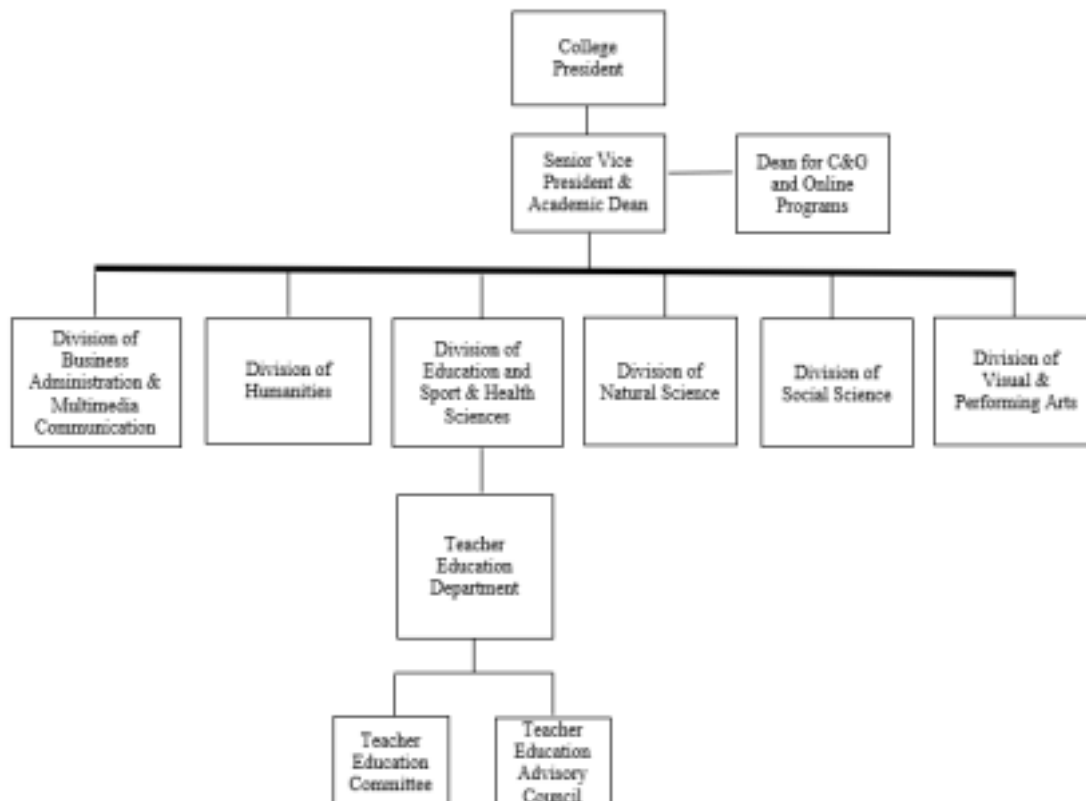
Accreditation

Simpson College is 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 memberships in the American Association of Colleges for Teacher Education, the Iowa Association of Colleges of Teacher Education, the Council for Exceptional Children, the International (and Iowa and Iowa Regional) Reading Association, and the National and Iowa Association for the Education of Young Children. Additionally, the music department is accredited by the National Association of Music.

The college holds institutional membership in the following organizations: American Association of Colleges for Teacher Education, the Association of Governing Boards on Universities and Colleges, the Council of Independent Colleagues, the National Association of Independent Colleges and Universities, American Council on Education, National Association of Schools of Music, and the Association of American Colleges and Universities.

Teacher Education Program Organizational Structure



Governance: Teacher Education Committee

The Teacher Education Committee (TEC) is comprised of three faculty members each from a different division, one student (appointed by the president of student government with the advice and consent of the student senate), and the Teacher Education Department Chair who serves as an ex officio member. Faculty members are elected by the Simpson faculty and serve a rotating three-year term. A committee chair is elected each year. A current list of Teacher Education Committee members is available at <https://simpson.edu/internal/faculty-resources-home/page/governance/committees-and-members>.

Responsibilities of the Teacher Education Committee include:

- Acts as a liaison between the Teacher Education Department and the greater Simpson community.
- Reviews and recommends policies concerning the Teacher Education Program and its integration into the total program of the college.
- Reviews the selection and retention of students in the Teacher Education Program.
- Hears student appeals related to the Teacher Education Program.

Governance: Teacher Education Advisory Council

Since 1988, the Teacher 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 three-year, renewable terms. The Teacher Education Department Chair serves as the chair of the council. The council usually meets twice a year. A current list of Advisory Council members is available from the Teacher Education Department.

Objectives of the committee are:

- Review programs and policies of the Teacher Education Department.
- Make recommendations on proposed changes in the 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 Teacher Education Department and the educators in the field.

Governance: Education Policy and Curriculum Committee

All changes to the 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.

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Graduate Programs for Initial Licensure in Secondary Education

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

Simpson College offers two graduate programs for students pursuing initial secondary licensure: • Transition to Teaching (TtoT) program, which results in licensure

- Master of Arts in Teaching (MAT) program, which results in both licensure and a master's degree

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

Graduate students in the Transition to Teaching (TtoT) and the MAT programs must complete the requirements for licensure, which include:

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

Students in the MAT program also complete a scholarly master's project to complete the master's degree.

Professional Core Coursework Required* for Transition to Teaching (TtoT) Program

Course Title	Credits
Educ 500 Graduate Foundations of Education	4
Educ 506 Adolescent Development and Learning	2
Educ 508 Assessment, Planning, and Teaching	2
Educ 512 Exceptional Learners	4
Educ 516 Secondary Education and Practicum	4
Educ 521 Human Relations in Teaching	4
Educ 540s Content Specific Methods and Practicum	2
Educ 588 Student Teaching	15
Educ 589 Student Teaching Seminar	1

Total Credits 38

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

Course Title	Credits
Educ 500 Graduate Foundations of Education	4
Educ 506 Adolescent Development and Learning	2
Educ 508 Assessment, Planning, and Teaching	2
Educ 512 Exceptional Learners	4
Educ 516 Secondary Education and Practicum	4
Educ 521 Human Relations in Teaching	4

Educ 540s Content Specific Methods and Practicum 2
Educ 573 Master's Project 4
Educ 588 Student Teaching 15
Educ 589 Student Teaching Seminar 1

Total Credits 42

*In addition to the professional core coursework listed above, students must meet liberal arts and endorsement requirements for licensure. These may be met as part of previous coursework or may require additional coursework to complete the program.

Endorsement Areas for Transition to Teaching and Master of Arts in Teaching Initial Licensure

Students in the MAT and TtoT programs may earn secondary teaching licensure with the endorsements listed below:

Initial Endorsements: (select at least one)

- Business-All
- English/Language Arts
- Mathematics
- Science-All
- Science-Basic
- Science-Biology
- Science-Chemistry
- Science-Physics
- Social Studies-All
- Social Sciences-American History
- Social Sciences-World History
- World Language-Spanish

Supplemental Endorsements: these endorsements may be added to an initial endorsement, but they may not be the only endorsement selected:

- Journalism
- Psychology
- Social Sciences-American Government
- Social Sciences-Economics
- Sociology
- Special Education-Strategist I
- Speech Communication/Theatre

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

Graduate students interested in obtaining secondary teacher licensure at the graduate level in the areas of Music or PE may apply for the Transitions to Teaching Program. Because Simpson

College does not offer graduate level methods courses in these areas, students will not be able to earn the Master of Arts in Teaching degree. Prospective students in these areas should be aware that many of the required methods courses are only available during the day.

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

Eligibility Requirements

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

- A bachelor's degree from a regionally accredited institution with a major of at least 30 credit hours, or the equivalent. If the degree is from an institution outside of the United States, it must meet accreditation standard in line with the Iowa Board of Educational Examiners requirements. Applicants whose coursework is older than ten years will need to complete content coursework in their endorsement area.
- For all applicants: A cumulative grade point average of 2.75 or higher on a 4.0 scale. This GPA will be calculated using all the coursework an applicant has completed at one or more institutions. Applicants whose cumulative GPA is below 2.75 will need to raise it to 2.75 before being admitted to the Graduate Teacher Education Program. Applicants may take additional coursework to raise their GPA, however, they will not be able to do so as a matriculated student.
- For all applicants in the Transition to Teaching program: a GPA of 2.75 or higher is required in all the coursework completed related to the applicant's primary endorsement. All courses from the department(s) included in the endorsement will be evaluated when calculating the endorsement GPA. This may include courses beyond or in addition to Simpson's requirements for the endorsement.
 - For applicants in the MAT program: a GPA of 3.0 or higher is required in all the coursework completed related to the applicant's primary endorsement. All courses from the department(s) included in the endorsement will be evaluated when calculating the endorsement GPA. This may include courses beyond or in addition to Simpson's requirements for the endorsement.
- The majority of content required for the initial content endorsement successfully completed. Each applicant will meet with the Division of Continuing and Graduate Program Director and Academic Advisor to analyze how the coursework completed meets the requirements for the endorsement. A college major in the subject area is not always sufficient. The applicant's major teaching endorsement must meet Simpson's requirements for that endorsement. It is expected that applicants have at least 75% of their required coursework completed for the endorsement. Applicants who have more than 25% of their required coursework left to complete will be evaluated on a case-by-case basis.
- Contact information for three educational or professional recommendations.

Applying for the Transition to Teaching and the Master of Arts in Teaching Programs The following outlines the steps to take when applying to the Transition to Teaching or Master of Arts in Teaching programs:

- Request an information packet from the Division of Continuing and Graduate Programs. You will be provided with the forms you need to apply as well as additional information about the programs.
- Complete the Application for Graduate Study form. On this application form, please indicate which content endorsements you will be seeking. Submit the application to the Division of Continuing and Graduate Program office by July 1st. Although the application deadline is July 1st, applications submitted after this date will be considered if openings still exist for the next cohort.
- Request that official transcripts be sent to the Division of Continuing and Graduate Program office at Simpson College. You will need transcripts from all colleges and universities you have attended.
- Arrange an interview with the Graduate Education Program Director and Academic Advisor. This meeting will give prospective students an opportunity to discuss their academic goals. Applicants will spend time with the advisor reviewing the graduate education core coursework as well as the area of endorsements sought by the prospective student.
- Provide contact information for three educational or professional recommendations that can speak to your academic ability and suitability for the teaching profession. Acceptable individuals are employers or supervisors, professional colleagues, and college instructors. Family and friends are not appropriate sources.
- It is possible that you will be asked to provide additional information during the application process, at the discretion of the Graduate Education Admissions Committee.

Coursework Timeline

The following schedule outlines the program in the shortest amount of time, taking courses in the evening schedule. This assumes the speediest timeframe and does not address any additional coursework that may be required for licensure requirements or endorsements. Students may modify the timing of the professional core courses in some instances and will be able to coordinate their own schedule with the Division of Continuing and Graduate Program Academic Advisor. During selected semesters, some of the courses are offered during the traditional day schedule as well. Students have as long as five years to complete the program from start to finish.

YEAR 1		Level
Fall Semester	Educ 500: Graduate Foundations of Education—4 credits* Educ 506: Adolescent Development and Learning—2 credits	Level I
Spring Semester	Educ 508: Assessment, Planning, and Teaching—2 credits*	Level II
Summer Semester	Educ 512: Exceptional Learners—4 credits	Level III

YEAR 2		Level
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Fall Semester	Educ 540s: Content Specific Strategies and Practicum—2 credits** Educ 521: Human Relations in Teaching—4 credits	Level IV
Spring Semester	Educ 588: Student Teaching—15 credits*** Educ 589: Student Teaching Seminar—1 credit	Level V
Summer Semester	Educ 573: Master's Project—4 credits—MAT students only	Level VI

After Year 2	
	Educ 574: Master's Project Continuation (if necessary)—0 credits

*10 hours of field experience required

**30 hours of field experience required

***Full-time in schools

Process for Becoming a Teacher

Teacher Education Program students are required to pass through a series of Levels of Admission in the Graduate Teacher Education Program. The following describes the general sequence that students follow in their pursuit of a teaching license and for some, a master's degree.

Level I—Intent to Enroll in the Teacher Education Program (prior to enrolling in the first course in the program)

***Satisfy all eligibility requirements, including:**

- a bachelor's degree from a regionally accredited institution with a major of at least 30 credit hours, or the equivalent
- a cumulative GPA of 2.75 with an endorsement GPA of 2.75 for the TtoT program and a 3.0 for the MAT program
- identification of their initial endorsement and are expected to have at least 75% of their required coursework completed for the endorsement
- three references

*Have an approved plan for program completion

*Have been approved by the Graduate Education Admissions Committee

Level II—Full Admission

- Complete Educ 500 with a B- or higher in the course

- Attend Teacher Education and Portfolium orientations
 - Pass a nationwide background check
 - Create a Personal Vision for Education
 - Complete a minimum of 10 hours of field experience at the elementary level •
- Create a portfolio and submit required artifacts for assessment
- Demonstrate essential and professional skills and dispositions. Students who do not demonstrate these essential skills may be placed on probation or dismissed from the Teacher Education Program.

*Earn a positive recommendation from the Educ 500 instructor

*Be approved by the Teacher Education Department and the Teacher Education Committee

Level III—Application for Student Teaching

- Complete all portfolio requirements for Level III screening
- Complete a minimum of 10 hours of field experience at the secondary level •

Earn a cumulative GPA of 3.0 or higher

- Be approved by the Teacher Education Department

Level IV—Admission to Student Teaching

- Complete a minimum of 60 hours of advanced practicum field experience •

Earn positive evaluations from the practicum mentors

- Earn positive evaluations from at least three faculty members and the C&G Director •

Complete all required portfolio submissions

- Earn a B- or higher and a maintain a cumulative GPA of 3.0 or higher in all Graduate Education core coursework

- Earn a C- or higher in all endorsement and state mandated liberal arts courses • Maintain a cumulative GPA of 2.75 or higher for TtoT or a cumulative GPA of 3.0 or higher for MAT in all endorsement courses

- Be approved by the Teacher Education Department and the Teacher Education Committee

A student may request to reapply to student teach one time. The request should include a letter detailing the reasons that the first application did not result in satisfactory completion of student teaching. The request will be reviewed by the Teacher Education Department, and a recommendation will be made to the Teacher Education Committee (TEC). TEC will vote on the request. If the request is approved, the student must meet all requirements for student teaching, including 15 continuous weeks. The student will meet with the chair of the Teacher Education Department, the licensure official, the coordinator for student teaching, and the placement coordinator to make arrangements to meet all requirements. The student must then complete a new application, including all paperwork and recommendations. As with other late applications, the department cannot guarantee a placement for the requested semester.

Level V—Recommendation for Teacher Licensure

- Submit completed BOEE and Simpson license application and endorsement forms
- Pass all student teaching placements
- Pass student teaching seminar

- Earn rankings of mostly 3s or above on student teacher mentor evaluation • Earn a B- or higher and maintain a cumulative GPA of 3.0 or higher in all Graduate Education core coursework
- Earn a C- or higher in all endorsement and state mandated liberal arts courses • Maintain a cumulative GPA of 2.75 or higher for TtoT or a cumulative GPA of 3.0 or higher for MAT in all endorsement courses
- Pass the holistic portfolio review
- Complete mandatory reporter and blood borne pathogens training
- Complete a wide variety of field experiences
- Meet all Simpson College Teacher Education Program requirements

Level VI—Master of Arts in Teaching Degree Completion

- Successfully complete Educ 573 Master's Project
- Complete Graduation Application with the Graduate Education Program Academic Advisor by the Registrar's office for Conferring of Degree

Background Check Policy

Students who are pursuing an initial teaching license are required to complete a background check prior to admission to the program. These reports are reviewed by the Simpson Teacher Education Department Chair and the licensing official.

When reviewing background check concerns, the parameters used by the Iowa Board of Educational Examiners, Chapter 25, will be considered. These rules are enforced when an applicant has been convicted, had pled guilty to, or has been found guilty of these serious offenses, regardless of whether the judgment of conviction or sentence was deferred. Under these regulations, some convictions for certain serious offenses within the past ten years will disqualify an applicant from receiving a teaching license. The specific offenses that shall result in disqualification include forcible felonies such as child endangerment, assault, and sexual abuse. The complete listing of disqualifying offenses can be found in the Board of Educational Examiners rules at 282 Iowa Administrative Code section 25.3(1)(b).

Other criminal convictions or founded cases of child abuse may also result in disqualification, depending on the particular facts and circumstances of the case. The Iowa Board of Educational Examiners will consider:

1. The nature and seriousness of the crime or founded abuse in relation to the position sought.
2. The time elapsed since the crime or founded abuse was committed.
3. The degree of rehabilitation which has taken place since the crime or founded abuse was committed.
4. The likelihood that the person will commit the same crime or abuse.
5. The number of criminal convictions or founded abuses committed.
6. Such additional factors as may, in a particular case, demonstrate mitigating circumstances or heightened risk to public safety.

An application for license may be denied if it contains any false representation or omission of material fact, or if false records are submitted in support of the application. See 282 Iowa Administrative Code, section 253(3) relating to Standard III "misrepresentation, falsification of information".

Depending on the situation, a student may be allowed to participate in field experiences, advanced practica, or student teaching; may be required to delay any of these experiences; or may be dismissed from the Teacher Education Program.

Requirements by Placement Site

In some cases, the student's placement site may require a copy of the completed background check or may require the student to complete additional background checks and/or fingerprinting.

Self-Reporting of Subsequent Charges

Any criminal misconduct charge a student receives after the background check is completed must be reported. Failure to do so may result in dismissal from the program.

When a student is enrolled in any experience in the field, or will begin within 30 days, or has submitted an application for licensure, any criminal misconduct charge a student receives after the background check is completed, must be reported immediately to the Teacher Education Department Chair.

When the student is not enrolled in any experience in the field, or has submitted an application for licensure, the charge must be reported as soon as possible, but no later than five working days after the incident.

The student must report the charges, in writing, to the Teacher Education Department Chair. The department chair and licensing official will apply the above referenced criteria and will make a decision on the student's standing in the department. The self-reporting letter must be a typed, professional letter that includes the exact charge, the severity of the charge, (i.e., misdemeanor, felony with degree), date of occurrence, and the situation that led to the charge. If known, the letter should include any court orders, judgment, disposition, and timeline of restitution pertaining to the case. If unknown at the time of report, the student must notify the department chair immediately when known. The letter should include the student's college and permanent address, and a daytime phone number. If the charges are serious, the student may be immediately removed from the field and dismissed from the program. Serious charges include, but are not limited to, abuse of a student or child, use or selling of controlled substances to students or minors, inappropriate relationships with a student or minor (in person or on social media), and being in possession or under the influence of drugs on school grounds.

Appeal

If the student wishes to appeal the decision, the appeal procedures in the Teacher Education Program Handbook must be followed.

Licensure

During student teaching seminar, students will submit a background check and fingerprints to the Board of Educational Examiners. This is required for initial licensure in the State of Iowa.

Release of Information

Simpson College may provide school districts with information obtained in background checks and any other information in the possession of Simpson College relevant to students' placement in school districts.

Simpson College and school districts may access and share any and all information relating to students in the possession of either party. Students agree to cooperate fully in any investigation of alleged misconduct by either Simpson College or the school districts.

Use of Electronic Communications and Social Media

During orientation to the Teacher Education Program, students are given the "Use of Electronic Communications and Social Media" document ([link to document](#)). Inappropriate use of electronic communications and social media may result in suspension or dismissal from the Simpson Teacher Education Program and/or Simpson College.

Field Experience Program

An integral part of the Teacher 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 courses. The Simpson College Teacher Education Program includes a graduated sequence of field-based placements.

Exploratory field experiences begin with the first education course, Educ 500 Graduate Foundations of Education. During this course, 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 508 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.

Graduate students experience practica during their general and content specific methods courses, Educ 516 and the 540's course for their content area. For each course, students spend a minimum of 30 hours in a secondary level classroom. During advanced practica, students graduate to an expanded experience that provides opportunities for assisting and teaching.

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

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 Teacher Education Department placement coordinator works with area educators to coordinate placements that offer students a variety of quality experiences at several grade levels. Students do not make their own placements. Some field experiences are completed in local schools while others are set in areas of cultural and ethnic diversity or with unique education programs.

As mandated by the Iowa Department of Education, student teaching is a full-time experience. All students complete a minimum of one full semester (15 consecutive weeks) 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. Students seeking highly divergent content area endorsements, for example, math and a world language, may complete two or three student teaching placements. Student teaching assignments are made within a 35-mile radius of Indianola and in a district other than the student's hometown, district of employment, or school of attendance for their own children. Refer to the department's Student Teaching Handbook which can be found on the Teacher Education Department's website.

Resolving Problems

Retention and Probation Status in the Teacher Education Program

Each semester the Teacher Education Department faculty and the Teacher Education Committee meet to discuss the progress of students in the Teacher Education 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 concerns about a student's performance or dispositions may be severe enough to warrant a special conference with the Director of Graduate Programs in Education, the Teacher Education Department Chair, and possibly other faculty members. 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 Teacher Education Program with no corrective action taken.

If the initial problems are significant, or if the concerns resurface during a subsequent semester, a recommendation may be made 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 placed on probation. If adequate progress is not made, the student will not be allowed to continue in the Teacher Education Program. In some extreme cases, students will be terminated from the Teacher Education Program immediately by the Director of Graduate Programs in Education. Extreme cases include, but are not limited to, abuse of a student or child, use or selling of controlled substances to students or minors, inappropriate relationships with a student or minor (in person or on social media), and being in possession or under the influence of drugs on school grounds. The Teacher Education Committee makes decisions about retention, probation, and dismissal from the program.

Appealing a Decision of the Director of Graduate Programs in Teacher Education, Department Chair, Teacher Education Department, or TEC

Policy Statement

A student who believes that a decision of the Director of Graduate Programs in Teacher Education, the Teacher Education Department Chair, Teacher Education Department, or the Teacher Education Committee, in a matter related to the college's teacher education program, should be revised or reversed for good cause has the option of requesting reconsideration and/or appealing the decision. If a request for reconsideration and/or appeal is accepted, the matter will be considered based on the existing record unless good cause is shown for consideration of additional information because new and material information is now available that was not available to be presented to at the time the decision under consideration was made. In addition to submitted written grounds for reconsideration and/or appeal, at each step, an in-person hearing with the appropriate hearing body may be requested in writing and granted at the discretion of the hearing body.

Procedures

1. Request for Reconsideration of a decision originating with the Teacher Education Department or Teacher Education Committee
 - a. Department/Committee reconsideration is an informal process whereby the student asks the Teacher Education Department or Teacher Education Committee to look again at a decision originating with that body related to the college's teacher education program.
 - b. In order to have the matter reconsidered, the student must request reconsideration in writing within two weeks of receiving the decision from the Teacher Education Department or Teacher Education Committee. The request should be sent to the Teacher Education Department or Teacher Education Department Chair, as applicable, and explain why the student believes there is good cause for the Department or Committee to revise or reverse its initial decision. The following are the only grounds that might establish good cause:
 - (1) New and material information is now available that was not available to be presented to the department/committee at the time the decision was made.
 - (2) The department/committee overlooked some material information in reaching its initial decision.
 - (3) There are consequences of the decision that were not considered by the department/committee and that if considered would justify a reversal or revision of

- the originating decision. Mere disagreement with the department's original decision does not constitute good cause for reversal or revision on reconsideration.
- c. If the department/committee agrees to reconsider the matter, it will do so on the evidence presented prior to the originating decision unless good cause is shown for consideration of additional information. Should the student request it, the department/committee may, in its discretion, agree to an in-person meeting with the student. Alternatively, the department/committee may invite the student to participate in a meeting.
 - d. The Teacher Education Department or Teacher Education Committee, as applicable, will send the student a written decision within one week of concluding its deliberations and reaching its decision on reconsideration.
 - e. A student may request reconsideration of a decision one time only.
 - f. Under the following limited circumstances, a reconsideration decision of the Teacher Education Department may be appealed to the Teacher Education Committee and a decision of the Teacher Education Committee may be appealed to the academic dean.
2. Request for an Appeal of a Decision of the Teacher Education Department
- a. An appeal is a formal request for review of a decision of the Teacher Education Department based on good cause. The appeal of a decision of the Teacher Education Department is heard by the Teacher Education Committee.
 - b. Within two weeks of receiving a decision of the Teacher Education Department, a student wishing to appeal will send a written appeal request (and any request for a hearing) to the Teacher Education Committee chair and the Teacher Education Department Chair.
 - c. The written appeal request should describe why the student believes there is good cause for the decision of the department to be revised or reversed and provide evidence to support their claim. The following are the only grounds that might establish good cause:
 - (1) New material information is now available that was not available to be presented to the department at the time the decision was made.
 - (2) The department overlooked some material information in reaching its initial decision.
 - (3) There are consequences of the decision that were not considered by the department and that if considered would justify a reversal of the department's decision.
 - (4) There was a material procedural error below that justifies reversal of the department's decision. Mere disagreement with the department's decision does not constitute good cause for reversal or revision of the decision on appeal.
 - d. The chair of the Teacher Education Committee will provide the Teacher Education Department Chair written notice of the appeal within three business days of receipt of the appeal and advise the Teacher Education Department it may submit a written response to the appeal within five business days thereafter.
 - e. The Teacher Education Committee may decide not to hear the appeal if it determines no ground constituting good cause has been stated in the request. In this case, the Teacher Education Committee will issue its decision not to hear the appeal. If the Teacher Education Committee agrees to hear the appeal; it will do so on the record before the Teacher Education Department unless good cause is shown for

- consideration of additional information. Should the student or the Teacher Education Department request it, the Teacher Education Committee may, within its discretion, schedule a hearing which will include both the student and a representative of the Teacher Education Department. Each party may orally explain their positions on the appeal as presented in their respective written statements. No new grounds will be considered at the hearing.
- f. The Teacher Education Committee will develop the format (including time, date, place, and procedures) for any appeal hearing and send to all parties within three business days of the appeal hearing.
 - g. The student may invite one advisor or other support person to the appeal hearing. The advisor or support person will not speak to the Teacher Education Committee.
 - h. The Teacher Education Committee may seek information from other knowledgeable parties before making its decision.
 - i. The Teacher Education Committee will send the student a written decision within one week of concluding its deliberations on the appeal. A copy of the decision will be sent at the same time to the Teacher Education Department Chair.
 - j. Under limited circumstances, a decision of the Teacher Education Committee may be appealed to the academic dean.
3. Request for an appeal of a Decision of the Teacher Education Committee to the Academic Dean
- a. An appeal to the academic dean is a formal request for further review of a decision of the Teacher Education Committee.
 - b. Within two weeks of receiving a decision of the Teacher Education Committee, a student wishing to appeal that decision will send a written appeal request (and any request for a hearing) to the academic dean.
 - c. The written appeal request should describe why the student believes there is good cause for the decision of the committee to be revised or reversed and provide evidence to support their claim. The following are the only grounds that might establish good cause:
 - (1) New material information is now available that was not available to be presented to the committee at the time the decision was made.
 - (2) The committee overlooked some material information in reaching its initial decision.
 - (3) There are consequences of the decision that were not considered by the committee and that if considered would justify a reversal of the committee's decision.
 - (4) There was a material procedural error below that justifies reversal of the committee's decision. Mere disagreement with the committee's decision does not constitute good cause for reversal or revision of the decision on appeal.
 - d. The academic dean will provide the Teacher Education Committee Chair written notice of the appeal within three business days of receipt thereof and indicate they may submit a written response to the appeal within three business days thereafter.
 - e. The academic dean may decide not to hear the appeal if they determine no grounds constituting good cause has been stated in the request. In this case, the academic dean will issue their decision not to hear the appeal. If the academic dean agrees to hear the appeal, they will do so on the existing record unless good cause is shown for

- consideration of additional information. Should the student or the Teacher Education Committee Chair request it, the academic dean may, within their discretion, schedule a hearing which will include both the student and a representative of the Teacher Education Committee. At the hearing, each party may orally explain their positions on the appeal as presented in their respective written statements. No new grounds will be considered at the hearing.
- f. The academic dean will develop the format (including time, date, place, and procedures) for any appeal hearing and send to all parties within three business days of the appeal hearing.
 - g. The student may invite one advisor or other support person to the appeal hearing. The advisor or support person will not speak to the academic dean.
 - h. The academic dean may seek information from other knowledgeable parties before making their decision.
 - i. The academic dean will send the student a written decision within one week of concluding their deliberations on the appeal. A copy of the decision will be sent at the same time to the Teacher Education Committee Chair.
 - j. The decision of the academic dean is final.

Assessment

Student Assessment

Student 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 students are evaluated in the following ways:

- Graduate Levels of Admission to the Teacher Education Program are reviewed by the Teacher Education Department and the Teacher Education Committee.
- Grade Point Averages (GPAs) are monitored each semester. Graduate students must maintain a minimum of a 3.0 cumulative GPA in all professional core coursework taken at Simpson, with no grade lower than a B-. TtoT students must maintain a 2.75 GPA in all endorsement coursework with no grade lower than a C-. MAT students must maintain a 3.0 GPA in all endorsement coursework with no grade below a C-. All courses required for licensure must be completed with no course grade below a C-.
- Students demonstrate competency on each department standard through their Portfolium artifacts. Portfolium is reviewed at each Level of Admission.
- Screening meetings are conducted each semester by the Director of Graduate Programs in Teacher Education and the Teacher Education Department faculty for the purpose of assessing the progress of each licensure candidate. Concern for Student reports are sent to students and their advisors regarding concerns and/or requesting a conference with the Director of Graduate Programs in Education. 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. Unsatisfactory practica evaluations may result in probation or termination 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 placement, the college supervisor and the mentoring teacher in the school will indicate whether the student teacher is qualified to proceed toward licensure.
- Level V recommendation for teacher licensure is reviewed and approved by the Director of Graduate Programs in Teacher Education and the licensing official.

Teacher Education Program Assessment

In order to ensure that the Simpson College Teacher Education Program is of the highest caliber possible, the Teacher 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 HLC
- Approval of the department's assessment program by HLC and reviewed and approved by the Simpson SLIC and the Iowa Department of Education.
- Regular reviews by APIC
- Program accreditation process by the Iowa Department of Education
- Review of candidate portfolios
- 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 (one and three-year graduates)
- Any substantive changes in the Teacher Education Program must be approved by EPCC, the Teacher Education Committee, and the Iowa Department of Education

Iowa Teaching Licenses and Endorsements

Obtaining a Teaching License

In order to teach in the State of Iowa, students must complete an Iowa State Department of Education approved education program at an accredited college or university. The Simpson College Teacher Education Program is fully approved by the Iowa Department of Education.

Simpson College graduates must complete a full initial teaching license 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. If you have any questions about what constitutes an initial teaching license or an additional endorsement program, please contact the Simpson College licensing official or any member of the Teacher Education faculty.

Students will be assigned a "folder number" by the BOEE. This folder number will be used by the state to identify you and confirm the 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 application. The Simpson College licensing 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 supervisors and mentoring teachers. If all requirements are met, the licensing official will recommend to the BOEE that a teaching license be granted. The licensing official completes a holistic review of the student and makes the recommendation. The review continues until the time of recommendation and final submission to the BOEE. Completion of the full education program, including student teaching, does not guarantee that you will be recommended for licensure. 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 Linda Jermeland, Licensure Liaison. Please do NOT contact the BOEE as they will refer you back to Simpson.

Types of 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 Teacher 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.

Graduates from Iowa Institutions:

- Baccalaureate degree from a regionally accredited institution.
- Completion of a state approved teacher preparation program in Iowa, including the required assessments.
- Recommendation for licensure from the designated recommending official where the program was completed.

Graduates from Non-Iowa Institutions:

- Baccalaureate degree from a regionally accredited institution.

- Completion of a state approved teacher preparation program, including the coursework requirements for a content area teaching endorsement, coursework in pedagogy, and a student teaching (or internship) placement.
- Recommendation for licensure from the designated recommending official where the program was completed.
- Valid or expired license from another state.

Completion of the Required Iowa Assessments:

The assessments are not required if the applicant completed their teacher preparation program prior to January 1, 2013, or if the applicant has three years or more teaching experience on a valid license in another state. Assessment requirements can be found on the Department of Education Practitioner Preparation and the Teacher Education page.

Initial License:

The initial license is granted to new graduates and those from out of state with less than three years of experience. It is valid for two years and may be renewed twice. There is not coursework required to renew the initial license other than the mandatory reporter training for child and dependent adult abuse. The second (and final) renewal of an initial license also requires proof on contracted employment that will lead to the standard license.

Standard License:

The standard license is valid for five years. To convert from the initial to the standard license, applicants will need to teach for two years on a valid license within their endorsement area(s) in an accredited Iowa public school, or for three years in any combination of public, private, or out of state accredited schools (or Head Start). Iowa public school teachers will participate in the mentoring and induction program and meet the Iowa teaching standards. Renewal: The standard license renewal requires six renewal credits and the mandatory reporter training for child and dependent adult abuse.

Substitute License:

The substitute license is valid for five years. Applicants who are eligible for, or have ever held, one of the teaching licenses listed above are also eligible for a substitute license. This license is maintained separately from teaching licenses. Renewal: The substitute license renewal requires one renewal credit OR 30 days of substitute teaching during the term of the license and the mandatory reporter training for child and dependent adult abuse.

Coaching Authorization:

The coaching authorization is valid for five years. Applicants need to be at least 18 years old and complete the coaching authorization requirements. Non-teachers or teachers may apply for the coaching authorization. Teachers may instead pursue the coaching endorsement. More information about the coaching authorization and renewal requirements can be found at www.coaching.iowa.gov

Substitute Authorization:

A substitute authorization allows individuals to substitute teach PK-12. Check this link for information and directions on how to apply:

[Substitute Authorization](#)

It is helpful if you download the 'Instruction Sheet' they provide.

If you are completing a teacher preparation program, they will also accept a letter from the Simpson Teacher Education Program

verifying you have met the substitute authorization course requirements. This letter should be uploaded

in place of the substitute authorization course. Contact Linda Jermeland if you need this letter or for any questions you may have regarding the process.

Coursework Only:

Policies for students outside of Simpson's Teacher Education Program taking education courses for completing endorsement programs:

1. Any individual who wishes to take coursework at Simpson for the purpose of fulfilling the requirements for an additional teaching endorsement needs to contact the Continuing and Graduate Education program director. The licensure official will work with the program director to analyze transcripts to plan a tentative course of study for fulfilling endorsement requirements.
2. If any individual who is not a currently admitted student in our TEP wishes to take any education course that includes field experience or practicum, the following steps need to be taken before being allowed to enroll in the course:
 - Individuals must have completed all required prerequisite courses.
 - All individuals must complete the same background check that our students do in Educ 114/129T/500.
 - The individual must provide a letter of recommendation from someone who can attest to the individual's suitability for participation in a field experience/practicum.
 - The individual must schedule an individual appointment with the Graduate Teacher Education Program Director. At this appointment, the expectations for field experience or practicum will be specifically outlined. The individual must sign an agreement indicating that they understand the expectations and requirements of the field experience or practicum.
3. If Simpson is to be the recommending official for additional endorsements (for currently licensed teachers):
 - The teacher must matriculate at Simpson.
 - The teacher must complete at least half of the coursework at Simpson.

