

## Simpson College Graduate Programs in Secondary Education

The Simpson College Education department offers two graduate programs for students pursuing secondary licensure in the areas of business, foreign language, language arts, math, natural sciences, social studies, and social sciences. These programs are referred to as the *Masters of Arts in Teaching (MAT)*, which results in both licensure and a master's degree after the student is actually teaching, and the *Transition to Teaching (TtT)* program, which results in licensure and at least thirty hours of graduate credit. Below are the requirements particular to those programs. In addition to these requirements, graduate students must complete the requirements for licensure required of all students seeking teaching licensure in Iowa. These include completion of: a) a major of at least 30 semester hours; b) at least one of Simpson's endorsement programs; c) the Graduate Education Professional Core; and d) the Liberal Arts Requirements for licensure.

### I. Requirements for entry into the program.

Prospective students must have:

- A. Earned a bachelors degree from a regionally accredited institution. Students with degrees from institutions outside the USA can check with the registrar's office to see if that institution is recognized by Simpson and, if so, they are eligible to apply. *Students may add or complete endorsements in teaching areas by taking appropriate undergraduate courses.*
- B. Earned a cumulative GPA of 2.75 with a minimum of 3.00 in the major endorsement, if pursuing the M.A.T. program. If seeking admission into the Transitions to Teaching program, earned a cumulative GPA of 2.75 with a G.P.A. of at least 2.75 in the major endorsement. An applicant with a cumulative GPA lower than those required may take coursework in endorsement areas they wish to pursue until their GPA meets one of the programs' requirements, but will not be eligible for financial aid until officially eligible for and accepted into the MAT or TtT.
- C. Earned a bachelor's degree with a minimum of a 30-semester-hour major within the past ten years. Students whose degrees are older than ten years may enter the program with the understanding that they will complete additional content courses in teaching endorsement area(s).
- D. Met with the Evenings, Weekends, and Graduate (EWG) advisor to complete an initial transcript analysis. The initial analysis may involve contact with the coordinator of the graduate secondary education programs and the content area department, or their designees. This plan of study must be approved by Education Department Chair, the Education Department, and The Teacher Education Committee. Students need to realize that their teaching endorsement(s) coursework may need to be supplemented with coursework from Simpson in order to satisfy state requirements that the students' major teaching endorsement meet the licensing recommender's (in this case, Simpson's Teacher Preparation Program) major endorsement on file with the Iowa Department of Education. Students must meet state and Simpson requirements for each subject area teaching endorsement they pursue. A college major in the subject area is not always sufficient.

- E. Been approved by the MAT and TtT Admissions Committee before enrollment in Graduate Groundings in Education (Educ 501), the first education class taken by graduate students seeking secondary education licensure.
- F. Been approved by the Education Department and the Teacher Education Committee.
- G. Passed the on-site basic Writing Skills Assessment administered through Simpson's EWG and assessed by the MAT and TtT Admissions Committee.
- H. Provided three letters of recommendation from separate sources that can speak about the candidates' potential to teach. Acceptable recommending sources are employers/supervisors and college instructors. Work colleagues, family, friends, and clergy are not appropriate sources. These letters may address knowledge and work skills in content area, suitability for the teaching profession, character assessment and should include a contact phone number and/or email address for the referral source. E-mail references are acceptable. Submit these letters to the EWG advisor/liaison.
- I. Take and pass the C-BASE basic skills test with scores of 250 or higher in each of these sections: English, math and writing. The student may begin the program on a probationary status prior to passing this test, but must pass it prior to taking any Education courses after Educ 501. We strongly recommend that the student take this test prior to actual course enrollment in the program.
- J. Take and pass an appropriate Praxis II content area/endorsement examination, e.g. biology or American government. The EWG liaison can provide the relevant "cut scores" for each content area. The student may begin the program on a probationary status prior to passing this test, but must attempt it during the Educ 501 semester if the teaching endorsement being pursued is the same as the students' undergraduate major. We strongly recommend that the student take this test prior to actual enrollment in the first course. If a student is seeking endorsements in disparate subject areas, e.g. math and chemistry, the student must pass tests in both subjects. If the student is seeking endorsements in two subject areas closely related, e.g. chemistry and general science, the student may be granted permission to pass only one test. This will be a case-by-case decision made by the chair of the education department and the coordinator of the program. For candidates who are seeking initial licensure in an area that is disparate from the area of the major, the candidate must pass the test at least six months before the student teaching semester. Students who have not passed the PRAXIS II test(s) related to the endorsement(s) they are pursuing will not be allowed to student teach.
- K. Satisfy the various levels of the program.
  - 1. Level 1—Declaration of Intention. The requirements of this level are explicated in the requirements listed above.
  - 2. Level 2—Full admission
    - a. Meet Level 1 requirements.
    - b. Apply for full admission (Level 2).
    - c. Have verified attendance at an Orientation to the Teacher Education Program.
    - d. Have verified attendance at an Orientation to the e-Portfolio.
    - e. Submitted the Preliminary FBI Background Check form.
    - f. Completed the Dispositions Self Assessment instrument and Reflections paper.

- g. Created a Philosophical of Education artifact that is informed by the historical, philosophical and sociological foundations of education.
  - h. Passed the Level 1 e-Portfolio review which includes successful creation of the e-Portfolio and posting of at least 2 artifacts that were satisfactorily reviewed.
  - i. Earned a B- or better in all Education courses
  - j. Earned a C- or better in all Endorsement and State required Liberal Arts coursework completed since enrollment at Simpson.
3. Level 3. Pre-Methods Course Review. Must meet these requirements prior to taking Educ 516 or any of the Educ 540 series courses.
- a. Met level 1 and Level 2 requirements and received approval on Level 1 and 2 Status Reports
  - b. Submitted a Level 3 application form for approval
  - c. Passed the Written Communications Skills Assessment #2 by having the Philosophy of Education paper assessed and approved by an outside evaluator.
  - d. Earned a cumulative GPA of 3.00 or better in all courses taken at Simpson
  - e. Earned B- or better in all Education courses and C- or better in all Endorsement and State required Liberal Arts courses.
  - f. Passed the Level 3 Portfolio review—at least 6 artifacts uploaded to the e-Portfolio and receiving satisfactory ranking by an e-Portfolio reviewer.
  - g. Approval by the Education Department based on a review of the candidate's: grades; GPA, communication skills; courses completed; dispositions, ethics, and professionalism; C-BASE score; and PRAXIS II score(s).
4. Level 4—Admission to Student Teaching
- a. Met Level 1, 2, and 3 requirements and received approval on the Levels of Admission Status Reports.
  - b. Submitted a Level 4 Application form including: Graduate Application for Student Teaching; record of completion in each endorsement being pursued; multiple copies of a resume` outlining the student's statement of belief about and experiences in education.
  - c. Passed the preliminary DCI/FBI background check
  - d. Passed the Level 3 Written Communication Assessment as part of Educ 509.
  - e. Earned a cumulative GPA of 3.00 or better in all courses taken at Simpson
  - f. Earned B- or better in all Education courses and C- or better in all Endorsement and State required Liberal Arts courses.
  - g. Received a minimum of three positive recommendations from faculty—at least two from Education faculty and one from a professor of the content involved in each endorsement being pursued.
  - h. Approved by the Education Department based upon the requirements delineated in level 2, 3, and 4.
  - i. Approved by the Teacher Education Committee based upon the requirements delineated in level 2, 3, and 4; as well as the Education Department's recommendation.

5. Level 5 Recommendation for Licensure
  - a. Met all of the requirements for Levels 1, 2, 3, 4, and 5.
  - b. Submitted the Level 5 Simpson Licensure Application, a BOEE license application form, all endorsement sheets, and included a money order made out to the Iowa Board of Educational Examiners (BOEE).
  - c. Submitted the FBI background check waiver and passed the background check.
  - d. Earned the recommendations of the student teaching mentor(s) and supervisor(s).
  - e. Successfully completed the e-Portfolio and received approval from the college supervisor(s) and the Education Department Chair.
  - f. Completed all program requirements except the Master's Project.
  - g. Approved by the Student Teaching Coordinator, the Education Department Chair, the e-Portfolio/Placement Coordinator, and the Licensure Officer.

## II. Endorsements

- A. Endorsements available for both MAT and TtoT candidates
  1. All Business
  2. English
  3. Journalism
  4. French
  5. German
  6. Spanish
  7. Mathematics
  8. Biology
  9. Chemistry
  10. Physics
  11. American Government (Note: this endorsement is considerably more specific than the typical political science major.)
  12. American History
  13. World History
  14. Economics
  15. Psychology (Candidates are strongly encouraged to earn an endorsement in a second area other than sociology.)
  16. Sociology (Candidates are strongly encouraged to earn an endorsement in a second area other than psychology.)
  17. Speech Communication/Theatre (Note: this endorsement is considerably broader than the typical communications major or theatre major.)
  18. General Science (Students must have completed a more specific natural science endorsement to be eligible for this endorsement.)
  19. Secondary Special Education
- B. Endorsements available to TtT candidates only
  1. Art \*

2. Music \*
3. Physical education \*

\* = These endorsements require “methods” courses that are only offered in the day time and a different practicum requirement than the other endorsements.

Most endorsements require at least 24 semester hours in that subject area, and many have even more specific requirements for that coursework. Some of the endorsement listed above in the natural and social sciences can be achieved in less than 24 hours, if the student has the equivalent of a major in a closely related field, e.g. if a student satisfies the 24-hour requirement for an endorsement in chemistry, that student can satisfy the physics endorsements with 24 hours in physics. Your advisor can answer questions about such “second field” endorsements.

### III. Coursework Required for the Graduate Programs in Secondary Education

- A. **Educ 501. Graduate Groundings in Education.** 6 hours. This course focuses on the philosophical, sociological, historical, and legal foundations of the American school system; the developmental psychology of pubescence and adolescence; and the practice of “action research” in the teaching-learning setting. Includes 10 hours of daytime classroom field experience at the elementary level.
- B. **Educ 509. The Learning Process.** 3 hours. This course focuses on cognition and motivation as they relate to formal learning. Includes 10 hours of daytime classroom field experience at the secondary level. Pre-requisite: Educ 501.
- C. **Educ 512. Education, Collaboration, and Differentiation for Students with Special Needs.** 3 hours. An introductory course for teacher education students to become acquainted with the characteristics of students who exhibit a wide range of diverse needs in the general classroom. This course will familiarize students with the psychological principles, legal bases, educational strategies, collaborative strategies, and community resources helpful in providing optimal learning experiences for-*all* students; differentiated instruction is emphasized. Prerequisites: Education 501 and 509.
- D. **Ed 516. Secondary Education and Practicum.** 3 hours. This course focuses on instructional strategies and techniques well-supported by research in the field of middle school and secondary Education. Includes 30 hours of daytime classroom field experience at the secondary level *in a Des Moines public secondary school* where the student will teach one lesson or more. Prerequisites: Educ 501 and 509.
- E. **Educ 521. Human Relations in Teaching.** 3 hours. Students will become aware of and understand the various values, life styles, history, and contributions of various identifiable subgroups in our society. They will recognize and deal with dehumanizing biases against such groups, particularly in the school setting. Prerequisites: Educ 501 and 509.
- F. **Educ 541–546. Content Specific Education Seminar and Practicum.** Each course is 2 hours. These are a series of courses aimed at strategies specifically applied to the students’ endorsement areas and taught by master teachers of those content areas. Students pursuing more than one endorsement must take the appropriate sections of Educ 541-546 required for each endorsement. Includes 30 hours of daytime classroom practicum in the school where the respective master teacher is

employed. The student will teach one lesson or more *in that classroom*.

Prerequisites: Educ 501 and 509; Educ 516 must be taken prior to or concurrent with this course.

- G. **Educ 588. Student Teaching.** 14 or more hours following a full-time teacher's contract hours). Students will student teach at least 14 weeks with a secondary or middle school teacher. Students seeking endorsements in disparate subject areas, e.g. English and Business, may be required to extend the student teaching time frame beyond 14 weeks. Prerequisites: Educ 501, 516, 512, 521, and one or more of the Educ 540 series.
  - H. **Educ 589. Student Teaching Seminar.** 1 hour. Students will meet to discuss topics of interest from their student teaching and to apply their previous instruction to the student teaching experience. Graduate students will meet additional times in addition to the undergraduate seminar sessions and participate in additional electronic forums. Prerequisites: Educ 501, 516, 512, 521, and one or more of the Educ 540 series.
  - I. **Educ 573. Masters Project.** 6 hours. Students will work with both Education faculty and faculty from their major subject areas to design and satisfactorily complete a project that weds content area scholarship with skills and understandings arising from pedagogical coursework. Students complete this course after they are licensed and teaching. Prerequisites: All courses leading to licensure. For MAT candidates only.
- \* Talk to EWG personnel or your advisor about the extra requirements for art, music, and P.E. endorsements.

#### IV. Other Program Requirements and Policies

- A. MAT and TtT candidates must receive a B- or higher in each education course to remain eligible for the licensure programs.
- B. Students must complete one or more of Simpson's endorsement programs.
- C. Students must satisfy Iowa Board of Education (BOEE) Liberal Arts requirements to include: at least one semester of English Composition, a Math course or competency (equivalent of math 105 at Simpson or the Simpson Math Proficiency Examination, a natural science course, and at least four courses in the areas of English (excluding basic composition), history, philosophy, political science, and religion.
- D. All of the Graduate Education Professional Core courses (grades of B- or higher), the endorsement courses (grades of C- or higher), and the Liberal Arts Requirements for Education (grades of "C-" or higher) must be satisfactorily completed prior to student teaching. This coursework includes courses taken at prior institutions as well as Simpson College.
- E. Students cannot expect to enroll in and complete more than one of the Educ 541–546 content-specific methods courses in one semester. These courses are typically offered once a year in the fall semester.
- F. All candidates must receive a minimum score of 250 in each of *the three areas* of the C-Base examination (Writing, English, and Math). This examination needs to be taken early in the program—prior to or during Educ 501. Candidates must pass the C-BASE test prior to taking any education classes beyond Educ 501.

- G. Students must earn a minimum of a 3.00 cumulative grade point average while at Simpson. This applies to the graduate education core, endorsement coursework, and the State Liberal Arts for Education coursework. This coursework includes “endorsement” courses taken at prior institutions as well as Simpson College.
- H. Candidates must receive earn a grade of “B-“or higher in each Education course n order to continue in the graduate teacher education program.
- I. All student teaching and practica placements will be within a thirty five-mile radius of Simpson’s Indianola campus. Simpson College’s Education Department will arrange these placements. Student teaching in most districts where one has a child/guardian attending or student teaching in a building where one has been employed is not allowed. Students should *not* contact schools or teachers about possible placements. All communication must be between Simpson College and the school district.
- J. All students must purchase, develop and maintain an electronic portfolio containing a set of artifacts indicating that they are competent in a variety of areas essential to successful teaching. All students must submit that portfolio periodically.
- K. Students must attend a pre-student Teaching Application one year before student teaching. Applications are due January 17 or September 11.
- L. If a student allows more than two years to lapse in pursuing graduate coursework, the student must apply for re-admittance to the MAT or TtT
- M. In the case of M.A.T. candidates, the Master’s Project must be completed and approved within ten years after student teaching for a student to complete the MAT.
- N. Issues of tuition, school loans, and so on, are beyond the purview of this document. Students should contact EWG advisor/liaison and/or the Financial Aid Office for information on these and similar topics.

Note: Advisors, instructors, and/or the Placement Coordinator will submit a Concern for Student’s Progress (CSP) form if students do not meet the requirements or if there are issues that may negatively affect the candidate’s progress in the program.

## V. A Timeline for Completing the Transition to Teaching and the MAT Programs’ Coursework

Note: This assumes the speediest time frame and does not address coursework that may be needed in the students’ endorsements. Note also the section on “Levels of Admissions.”

- 
- Spring I. Complete Educ 501 (10-hours daytime field experience).
- Summer Session 1. Complete Educ 509 (10-hours daytime field experience).
- Summer Session 2. Complete Educ 521.
- Summer Session 3. Complete Educ 512.
- Fall. Complete Educ 516 and one of the Educ 540 series courses (Apply to student teach by Sept. 11.)

Spring 2

1. Complete Student Teaching (at least 14 weeks, full-time).

2. Complete Student Teaching Seminar, including the graduate component (most Tuesdays two hours).
- Fall 2 and spring 3. Teach. Preliminary work on Masters Project (MAT only)
- Fall 3. Finalize plans for Masters Project (Educ 573; MAT only).
- Fall 3 and Spring 4. Complete and defend Masters Project (MAT only).
- \*Reminder, the student does not have to start the master's project this early.

## VI. College, Faculty, Administration, and Staff Responsibilities

- A. All *substantive* policies associated with the graduate programs in secondary education must be approved by the Simpson College Teacher Education Committee upon recommendation from the Simpson College Education Department.
- B. Significant changes in courses and program requirements must be approved by the above parties, as well as the Simpson College Educational Policy and Curriculum Committee and general faculty.
- C. The coordinator of the graduate program will:
  1. Coordinate communication about the program so that administration, staff, and faculty have a contact person to receive their input and to explicate the program.
  2. Work with other entities in terms of the testing components of the program, e.g. the PRAXIS II examination.
  3. Assist EWG in communicating with prospective students.
  4. Work with EWG in soliciting feedback about the program from other stakeholders, e.g. students, academic content faculty, educators in the field, and so on.
  5. Work with the EWG advisor to make up the admissions committee.
  6. Assure the quality of the graduate component of cross-listed courses.
  7. Team teach with the master teachers and provide them with a general course design and objectives
  8. Assess the performance of Master Teachers in the 540 sequence and seek administrative assistance if the coordinator determines a serious concern in a Master teacher's performance.
  9. Work with the students to complete the Level A Admission Application.
  10. Advise students in the completion of their licensure and endorsement coursework.
  11. Advise students, at least initially, on the Masters Project component.
  12. Serve on and coordinate the various Masters Project committees, as well as soliciting other faculty to serve on these committees.
- D. The EWG liaison will:
  1. Advise prospective students about the programs' requirements, structure, and so on.
  2. Help students understand and complete the specific course requirements of the various endorsements.
  3. Communicate with prospective students.
  4. Assist students with the paperwork needed to apply to the programs.
  5. Serve on the admissions committee

6. Provide the admissions committee with the appropriate documentation, e.g. transcripts, letters of reference, etc.
  7. Coordinate the transcript analysis process.
  8. Within the first 2 months of Educ 501, the EWG advisor sends the following to the Education Dept Administrative Assistant:
    - a. Endorsement Advising Sheets
    - b. Copy of transcripts
    - c. Simpson's Course Analysis Transcript
    - d. Letters of Recommendation
    - e. Writing Sample
    - f. EWG & MAT Admissions Checklist
  9. Coordinate the administrative components of the MAT e.g. billing, financial aid, transcripts, graduation procedures, Masters Project publication.
- E. The Education Department chairperson will:
1. Recruit, with the assistance of the coordinator, appropriately qualified "Master Teachers" to assist with the ed. 540 series courses.
  2. Direct the Education department field experience coordinator to arrange appropriate field experiences and practica.
  3. Assign qualified Education Department faculty and adjuncts to teach in the graduate program.
  4. Assign faculty credit, with the advice of the coordinator, regarding faculty service on Masters Project committees. Convey this information to EWG for financial compensation.
  5. Communicate the licensure program components to the students.
- F. The Director of EWG will:
1. Determines if prospective students qualify for part-time student status.
  2. Provide administrative oversight along with the Education Department Chair of the evening-only components of the program.
  3. Determine and communicate salary and benefits to "Master Teachers" and other adjuncts serving the program.
  4. Provide appropriate staff and resources to facilitate the program.
- G. The Dean of Academic Affairs will:
1. Provide administrative oversight of the program overall.
  2. Communicate with appropriate college officers and trustees regarding the program.
- H. Other education department faculty will:
1. Teach cross-listed graduate/undergraduate courses in their area of expertise.
  2. Serve on occasional Masters Project Committees when their expertise is needed.
  3. Provide oversight and support to any instructor teaching cross-listed courses who has not yet received a doctorate.
- I. Faculty in the academic content areas will:
1. Review transcripts as needed to determine the fit of transfer coursework with the Simpson College academics endorsements.

2. Serve on Master's Project committees where their expertise is helpful or necessary.

J. Teacher Education Committee

1. Approves students for various levels.
2. Approve substantive changes to the program and recommends such changes to the large faculty.

K. A Masters Project Committee will consist of:

1. The coordinator of the program.
2. A faculty member with expertise in the area the candidate is teaching and/or researching.
3. One administrator of the college, e.g. Education Department chair, Academic Dean, or Director of EWG
4. A member of the education department faculty in the event that this person has pedagogical or other expertise needed by the committee and not readily supplied by the coordinator.