

STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS

Telephonic Board Meeting
Grimes State Office Building – 400 E.14th St.
Third Floor, Conference Rm. 3SW
Des Moines, IA 50319-0147

March 11, 2015

2014-2015 BoEE Goals

Goal 1: The Board will develop rules for practitioner licensure that maintain high standards, are research based, and provide flexibility in attainment, especially in shortage areas.
Goal 2: The Board will develop a plan to require ongoing ethics training for all licensees.
Goal 3: The Board will develop a plan to align BoEE goals with the Iowa Department of Education, the Governor's office, the Legislature, and Iowa colleges of education.

AGENDA

TIMES ARE APPROXIMATE

- 4:00 p.m. Call Meeting to Order – Conference Rm. 3SW**
- Approve the Agenda** **Tab A**
- Professional Practices - Licensee Discipline – Closed Session – Board Members Only (roll call)**
- Open Session**
- a. Results of closed session announced
 - b. Reinstatement(s)
- Board Communications**
- a. Board Member Reports
 - b. Legislative Update – Phil Wise
 - c. Executive Director's Report
 - 1. Financial Update **Tab B**
 - 2. Board Retreat
 - 3. Future Board Meeting Dates **Tab C**
 - 4. Board Operating Guidelines Committee **Tab D**
- Communication from the Public**
- Rules [Iowa Administrative Code – Chapter 282 (272)]**
- a. Adopt**
 - 1. None
 - b. ARRC Review Pending**
 - 1. IAC 282 Chapter 14 – Special Education Endorsement Requirements (1884C) **Tab E**
 - 2. IAC 282 Chapter 13.17(4) – Military Exchange License (1878C) **Tab F**
 - 3. IAC 282 Chapters 22, 17 and 13 - Career and Technical changes for clarification (1917C) **Tab G**
 - 4. IAC 282 Chapter 13 - Teacher Licenses and Endorsements (1918C) **Tab H**
 - 5. IAC 282 Chapter 12 – Fees (1919C) **Tab I**

6. IAC 282 Chapter 23 - Behind-the-wheel authorization classroom instruction (1920C) **Tab J**
7. IAC 282 Chapters 13, 16, 18, 20, 22, 23, and 24 – Ethics training as a requirement for renewal **Tab K**

c. Notice

1. None

d. Items for Discussion

1. None

Waivers

1. None

Reports/Approvals

1. None

4:30 p.m.

Adjournment

Next Meeting – April 10, 2015

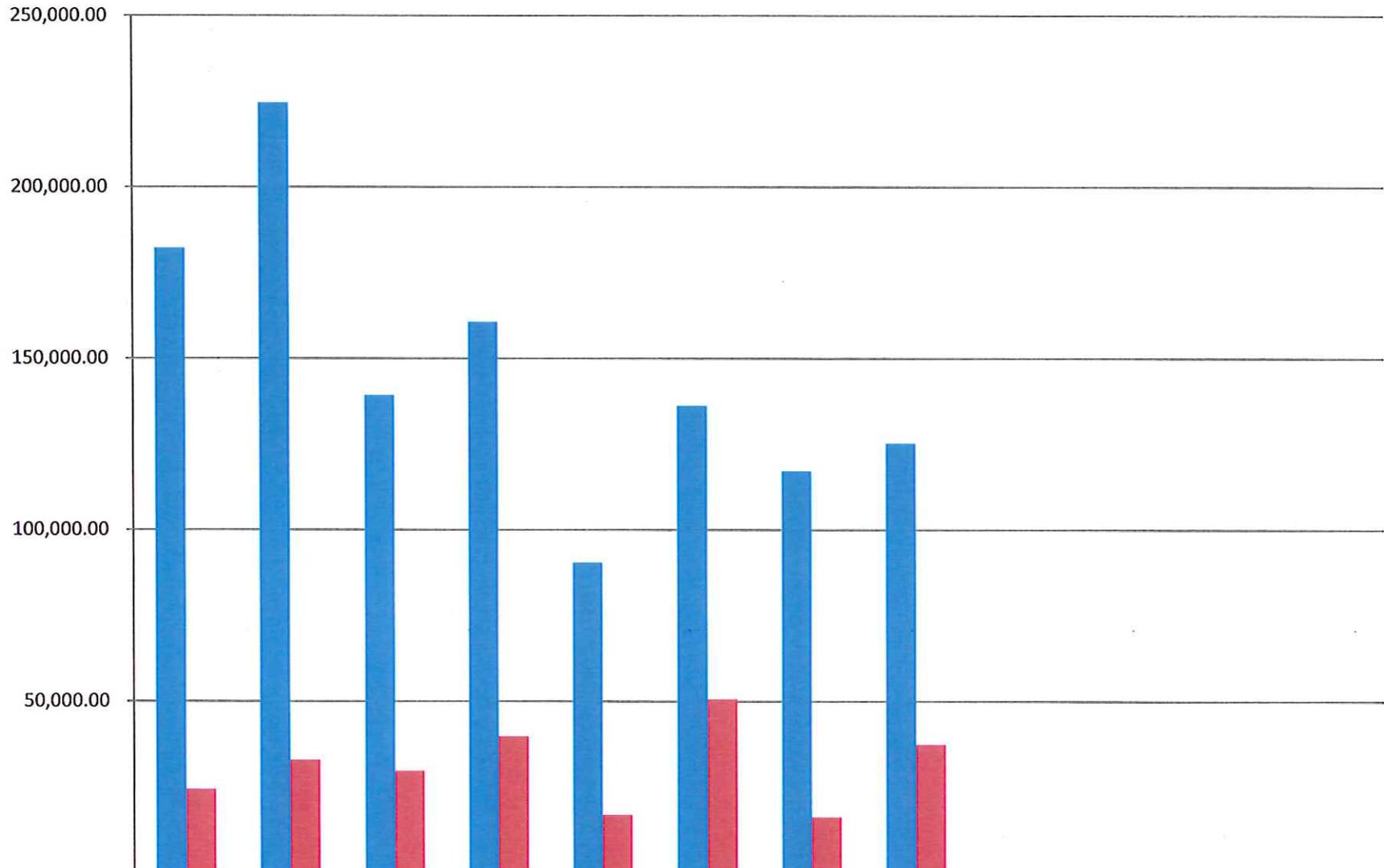
Board of Educational Examiners (BOEE)

Cash Balance

11-Year History

| | <u>2015</u> | <u>2014</u> | <u>2013</u> | <u>2012</u> | <u>2011</u> | <u>2010</u> | <u>2009</u> | <u>2008</u> | <u>2007</u> | <u>2006</u> | <u>2005</u> | <u>2004</u> |
|-----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| BOEE Beginning Cash Balance | 1,176,209 | 1,156,232 | 1,047,214 | 923,038 | 695,115 | 465,146 | 999,099 | 751,217 | 186,971 | 5,130 | - | 34,116 |
| State Appropriation | | | | | | | | | | | | 40,974 |
| Total Revenues | 1,422,322 | 2,151,248 | 2,165,193 | 2,102,941 | 2,072,492 | 2,026,630 | 2,066,128 | 1,919,330 | 1,882,229 | 1,672,430 | 860,357 | 846,559 |
| Total Expenditures | 1,418,058 | 2,131,271 | 2,056,175 | 1,978,765 | 1,844,569 | 1,796,661 | 2,600,081 | 1,671,448 | 1,317,983 | 1,418,113 | 855,227 | 880,675 |
| Surplus (Shortage) | 4,263 | 19,977 | 109,018 | 124,176 | 227,923 | 229,969 | (533,953) | 247,882 | 564,246 | 254,317 | 5,130 | 40,974 |
| BOEE Ending Cash Balance | 1,180,472 | 1,176,209 | 1,156,232 | 1,047,214 | 923,038 | 695,115 | 465,146 | 999,099 | 751,217 | 186,971 | 5,130 | - |
| Percentage Change | 0% | 2% | 10% | 13% | 33% | 49% | -53% | 33% | 302% | 3545% | | |

Receipts July 2014-June 2015



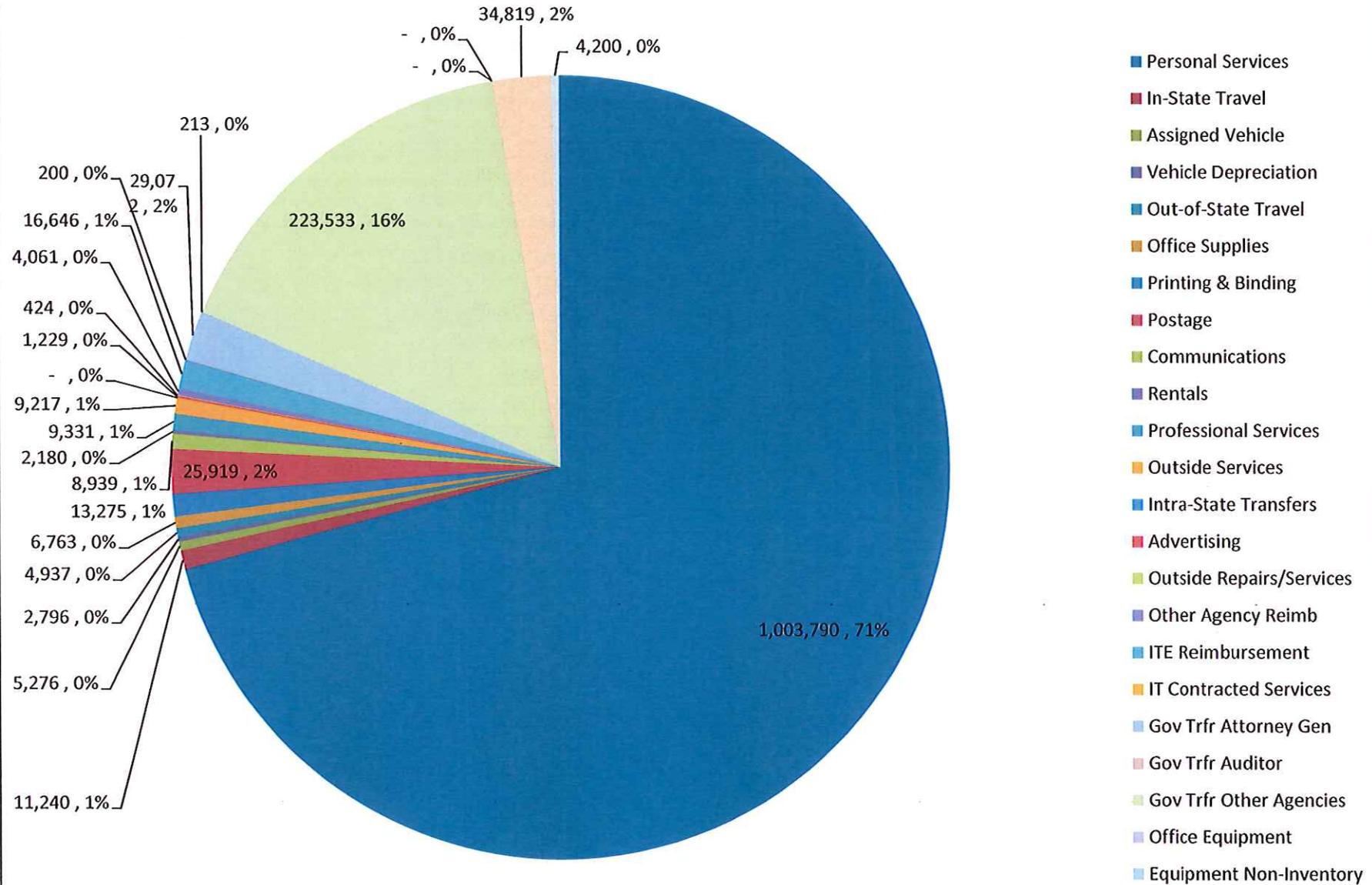
| | July 14 | Aug 14 | Sept 14 | Oct 14 | Nov 14 | Dec 14 | Jan 15 | Feb 15 | Mar 15 | Apr 15 | May 15 | Jun 15 |
|----------------|----------|----------|----------|----------|----------|----------|----------|----------|--------|--------|--------|--------|
| Licensure Fees | 182,151. | 224,507. | 139,162. | 160,516. | 90,340.5 | 136,049. | 117,003. | 125,124. | | | | - |
| DCI Check Fee | 24,258.0 | 32,798.0 | 29,666.0 | 39,728.0 | 16,796.0 | 50,608.0 | 16,250.0 | 37,362.0 | | | | - |

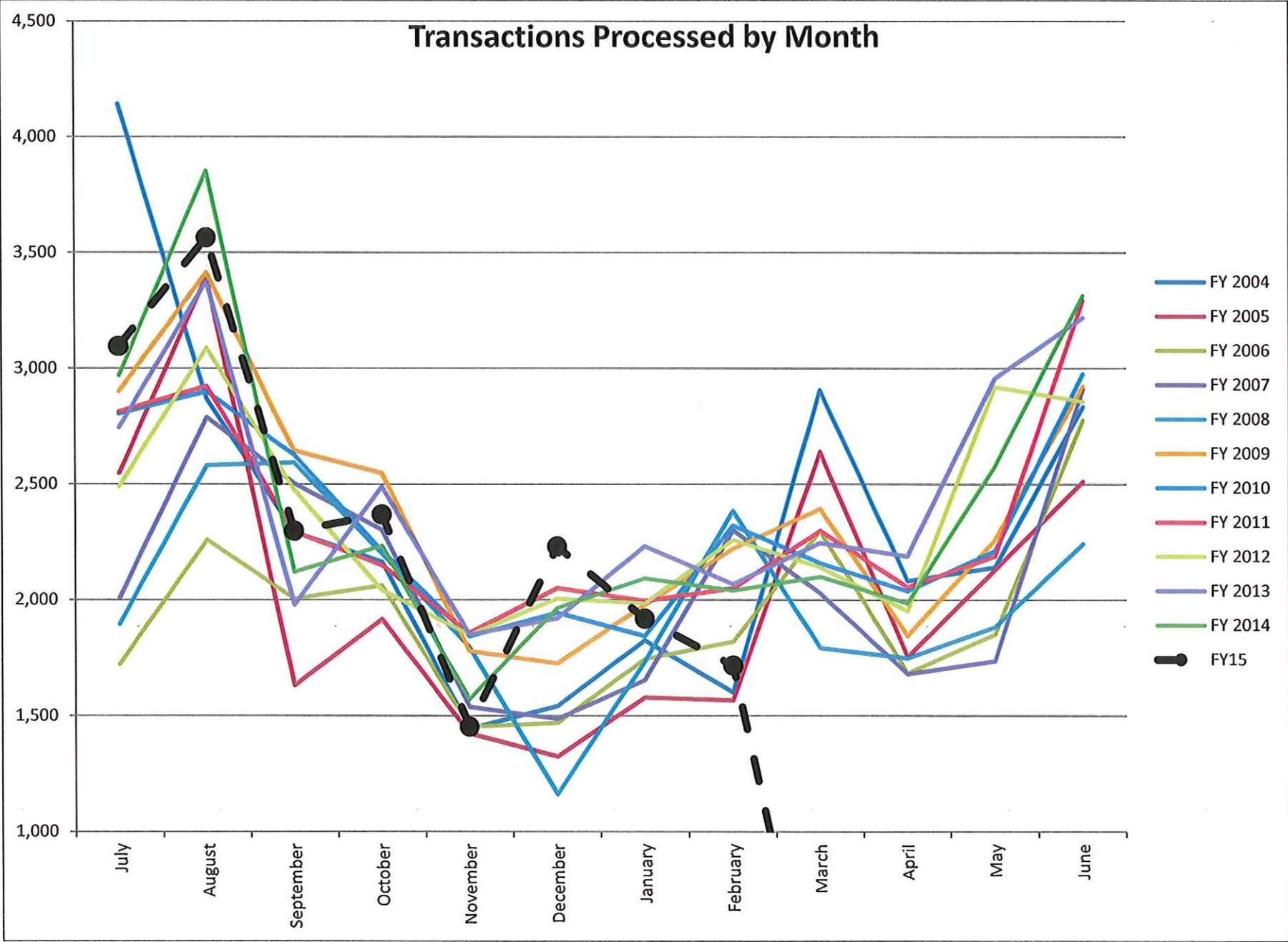
Total # of Transactions FY15



| | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
|-------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-----|-----|-----|------|
| Total # Licenses Issued | 3,095 | 3,564 | 2,297 | 2,368 | 1,452 | 2,230 | 1,918 | 1,717 | - | - | - | - |

Expenditures July 2014-June 2015





Board of Education Examiners SFY 15 Financial Reporting by Orgn/Month

FY 15 Balance Sheet / Cash Flow Chart

| Licensure Fees (orgn 9397) | July 14 | Aug 14 | Sept 14 | Oct 14 | Nov 14 | Dec 14 | Jan 15 | Feb 15 | Mar 15 | Apr 15 | May 15 | Jun 15 | Jun+30 | Jun+60 | Total |
|--------------------------------|------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------|-----------|
| Receipts | | | | | | | | | | | | | | | |
| Brought Fwd from 14 | 100,000.00 | 1,076,209.26 | - | - | - | - | - | - | - | - | - | - | - | - | 1,176,209 |
| Carry Fwd to 16 | | | | | | | | | | | | | | | - |
| 234 Gov Transfer in Other Agcy | | | 63.75 | | 63.75 | | | | | | | | | | 128 |
| 401 Licensure Fees | 182,151.25 | 224,507.25 | 139,162.50 | 160,516.50 | 90,340.50 | 136,049.25 | 117,003.75 | 125,124.50 | | | | | | | 1,174,856 |
| 704 DCI Check Fee | 24,258.00 | 32,798.00 | 29,666.00 | 39,728.00 | 16,796.00 | 50,608.00 | 16,250.00 | 37,362.00 | | | | | | | 247,466 |
| BoEE Total Receipts | 206,409.25 | 257,305.25 | 168,892.25 | 200,244.50 | 107,200.25 | 186,657.25 | 133,253.75 | 162,486.50 | | | | | | | 1,422,449 |
| | | 257,305.25 | | | | | | | | | | | | | |
| 401 Licensure Fees (GenFund) | 60,179.75 | 74,254.75 | 46,053.75 | 53,140.50 | 29,842.75 | 45,028.75 | 38,561.25 | 41,419.50 | | | | | | | 388,481 |
| Expenditures | | | | | | | | | | | | | | | |
| 101 Personal Services | 68,313.68 | 117,136.94 | 192,754.77 | 101,882.80 | 116,397.55 | 116,332.53 | 120,501.39 | 120,470.60 | | | | 50,000.00 | 50,000.00 | | 1,003,790 |
| 202 In-State Travel | 134.25 | 134.35 | 1,821.45 | 2,103.43 | 1,688.24 | 303.91 | 2,437.95 | 2,616.40 | | | | | | | 11,240 |
| 203 Assigned Vehicle | 20.01 | 302.51 | 243.48 | 482.12 | 707.19 | 175.91 | 245.73 | 99.44 | | | | 3,000.00 | 3,000.00 | | 5,276 |
| 204 Vehicle Depreciation | - | 360.00 | 360.00 | 360.00 | 360.00 | 360.00 | 360.00 | 360.00 | | | | 276.00 | 276.00 | | 2,796 |
| 205 Out-of-State Travel | - | - | - | 2,930.10 | 1,391.16 | 258.09 | - | - | | | | 360.00 | 360.00 | | 4,937 |
| 301 Office Supplies | 5,000.00 | 157.81 | 397.40 | 477.58 | 72.71 | 167.12 | 11.11 | 328.80 | | | | 150.00 | 150.00 | | 6,763 |
| 309 Printing & Binding | - | 1,332.00 | 2,524.04 | 5,186.18 | 1,304.00 | 58.00 | 331.40 | 2,541.10 | | | | | | | 13,275 |
| 313 Postage | - | 3,732.21 | 4,255.43 | 3,540.45 | 3,421.81 | 2,137.51 | 2,617.70 | 2,863.61 | | | | 3,350.00 | 3,350.00 | | 25,919 |
| 401 Communications | 471.39 | 1,161.41 | 1,194.74 | 941.61 | 1,089.35 | 1,124.65 | 1,108.97 | 1,124.82 | | | | 722.00 | 722.00 | | 8,939 |
| 402 Rentals | 1,410.00 | 309.78 | 75.00 | - | 328.37 | 56.41 | - | - | | | | | | | 2,180 |
| 405 Professional Services | - | 100.00 | 120.00 | 652.70 | 6,182.08 | 176.29 | 648.66 | 671.28 | | | | 780.00 | 780.00 | | 9,331 |
| 406 Outside Services | - | 380.76 | 1,914.92 | 2,297.70 | 2,249.78 | 451.00 | 1,787.94 | 25.00 | | | | 110.00 | 110.00 | | 9,217 |
| 407 Intra-State Transfers | - | - | - | - | - | - | - | - | | | | | | | - |
| 408 Advertising | 1,229.02 | - | - | - | - | - | - | - | | | | | | | 1,229 |
| 409 Outside Repairs/Services | 192.98 | - | - | 137.14 | - | - | 93.61 | - | | | | | | | 424 |
| 414 Other Agency Reimb | - | 348.26 | 1,013.26 | 346.26 | 346.26 | 1,013.26 | 346.26 | 343.26 | | | | 306.00 | 306.00 | | 4,061 |
| 416 ITE Reimbursement | - | 2,186.32 | 3,477.26 | 6,052.48 | (4,296.13) | 2,430.58 | 2,212.96 | 1,882.52 | | | | 2,700.00 | 2,700.00 | | 16,646 |
| 418 IT Contracted Services | - | - | - | - | - | - | 200.00 | - | | | | | | | 200 |
| 432 Gov Trfr Attorney Gen | - | 3,333.33 | 3,334.36 | 3,333.33 | 3,333.33 | 4,917.78 | 3,333.33 | 3,538.41 | | | | 3,950.00 | 3,950.00 | | 29,072 |
| 433 Gov Trfr Auditor | - | - | - | - | - | 96.14 | - | 116.49 | | | | | | | 213 |
| 434 Gov Trfr Other Agencies | - | - | 48,581.00 | 27,020.74 | 6,019.19 | 42,998.00 | 48,149.00 | 20,765.49 | | | | 30,000.00 | 30,000.00 | | 223,533 |
| 502 Office Equipment | - | - | - | - | - | - | - | - | | | | | | | - |
| 503 Equipment Non-Inventory | - | - | - | - | - | - | - | - | | | | | | | - |
| 510 IT Equipment & Software | 17,821.00 | 10,208.00 | 181.00 | - | - | 840.00 | 2,532.76 | 3,235.87 | | | | | | | 34,819 |
| 602 SWICAP/Other Expense | - | - | 701.88 | 714.38 | 440.91 | 863.44 | - | 989.22 | | | | 490.00 | 490.00 | | 4,200 |
| Total Expenditures | 94,592.33 | 141,181.68 | 282,949.99 | 158,459.00 | 141,035.80 | 174,756.62 | 188,918.77 | 161,970.29 | | | | 96,194.00 | 96,194.00 | | 1,418,058 |
| Excess (Deficiency) of | | | | | | | | | | | | | | | |
| Revenue over Expenditures | 111,816.92 | 116,123.57 | (94,121.49) | 41,785.50 | (33,899.30) | 11,900.63 | (63,665.02) | 516.21 | | | | (96,194.00) | (96,194.00) | | 4,263 |
| Beginning Cash Balance | 100,000.00 | 211,816.92 | 1,404,149.75 | 1,310,092.01 | 1,351,877.51 | 1,318,041.96 | 1,329,942.59 | 1,276,277.57 | 1,276,793.78 | 1,276,793.78 | 1,276,793.78 | 1,276,793.78 | 1,180,599.78 | | |
| Ending Cash Balance | 211,816.92 | 1,404,149.75 | 1,310,092.01 | 1,351,877.51 | 1,318,041.96 | 1,329,942.59 | 1,276,277.57 | 1,276,793.78 | 1,276,793.78 | 1,276,793.78 | 1,276,793.78 | 1,180,599.78 | | | 4,391 |

June +30
expenses
are
anticipated
expenses

Licensure Fee Receipts by Accounting Source and Month SFY 15

| Acct | Class | Description | July 14 | Aug 14 | Sept 14 | Oct 14 | Nov 14 | Dec 14 | Jan 15 | Feb 15 | Mar 15 | Apr 15 | May 15 | Jun 15 | Jun+30 | Jun+60 | Total |
|----------|-------|-------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|--------|--------|--------|--------|--------|--------|--------------|
| | | Brought Fwd not included | | | | | | | | | | | | | | | |
| 153 | 234 | Licensure Fees % - Other Agcy | - | - | 63.75 | - | 63.75 | - | - | - | - | - | - | - | - | - | 127.50 |
| 154 | 401 | Licensure Fees % | 182,151.25 | 224,507.25 | 139,162.50 | 160,516.50 | 90,340.50 | 136,049.25 | 117,003.75 | 125,124.50 | - | - | - | - | - | - | 1,174,855.50 |
| 154 | 704 | DCI Check Fee | 24,258.00 | 32,798.00 | 29,666.00 | 39,728.00 | 16,796.00 | 50,608.00 | 16,250.00 | 37,362.00 | - | - | - | - | - | - | 247,466.00 |
| Gen Fund | 401 | Licensure Fees | 60,179.75 | 74,254.75 | 46,053.75 | 53,140.50 | 29,842.75 | 45,028.75 | 38,561.25 | 41,419.50 | - | - | - | - | - | - | 388,481.00 |
| | | Net Receipts | 266,589.00 | 331,560.00 | 214,946.00 | 253,385.00 | 137,043.00 | 231,686.00 | 171,815.00 | 203,906.00 | - | - | - | - | - | - | 1,810,930.00 |
| 0914 | 401 | Refunds | 50.00 | - | 465.00 | 380.00 | 1,700.00 | 1,120.00 | 895.00 | 847.00 | | | | | | | 5,457.00 |

Obligations vs. Budget Report
Budget Fiscal Year: 2015

| | Total Obligations FY-To-Date | SY 15 Spending Plan | Budget Balance | Percent of Budget Received /Spent |
|----------------------------------|------------------------------------|------------------------|---------------------|--|
| Resources: | | | | |
| Balance Forward | \$ 1,176,209 | \$ 1,176,209 | | |
| Receipts | | | | |
| Salary adj | | | | |
| 401 Fees, Lic. & Permits | \$ 1,174,856 | \$ 1,735,513 | | |
| 704 Other | \$ 247,466 | \$ 360,000 | | |
| Total Resources: | \$ 2,598,531 | \$ 3,271,722 | \$ 1,849,401 | 43% |
| <i>(Total Revenue)</i> | <u><u>\$ 1,422,322</u></u> | | | |
| Expenditures: | | | | |
| 101 Personal Services | \$ 1,003,790 | \$ 1,533,123 | \$ 529,333 | 65% |
| 202 In-State Travel | \$ 11,240 | \$ 25,000 | \$ 13,760 | 45% |
| 203 Assigned Vehicle | \$ 5,276 | \$ 5,000 | \$ (276) | 106% |
| 204 Vehicle Depreciation | \$ 2,796 | \$ 4,000 | \$ 1,204 | 70% |
| 205 Out-of-State Travel | \$ 4,937 | \$ 20,000 | \$ 15,063 | 25% |
| 301 Office supplies | \$ 6,763 | \$ 12,000 | \$ 5,237 | 56% |
| 309 Printing & Binding | \$ 13,275 | \$ 15,000 | \$ 1,725 | 88% |
| 313 Postage | \$ 25,919 | \$ 38,000 | \$ 12,081 | 68% |
| 401 ICN/Communications | \$ 8,939 | \$ 15,000 | \$ 6,061 | 60% |
| 402 Rentals | \$ 2,180 | \$ 3,500 | \$ 1,320 | 62% |
| 405 Professional Services | \$ 9,331 | \$ 26,000 | \$ 16,669 | 36% |
| 406 Outside Services | \$ 9,217 | \$ 5,000 | \$ (4,217) | 184% |
| 407 Trans to Other agency | \$ - | \$ - | \$ - | #DIV/0! |
| 408 Advertising | \$ 1,229 | \$ 3,000 | \$ 1,771 | 41% |
| 409 Outside Repairs/Ser | \$ 424 | \$ 4,000 | \$ 3,576 | 11% |
| 414 Other Agency Reimb | \$ 4,061 | \$ 12,000 | \$ 7,939 | 34% |
| 416 ITD Reimbursement | \$ 16,646 | \$ 22,000 | \$ 5,354 | 76% |
| 418 IT Contracted services | \$ 200 | \$ 100,000 | \$ 99,800 | 0% |
| 432 Gov Transfer AG | \$ 29,072 | \$ 41,000 | \$ 11,928 | 71% |
| 433 Gov Transfer Auditor | \$ 213 | \$ 8,000 | \$ 7,787 | 3% |
| 434 Gov Trans Other Agency | \$ 223,533 | \$ 360,000 | \$ 136,467 | 62% |
| 502 Equipment Inventory | \$ - | \$ 3,100 | \$ 3,100 | 0% |
| 503 Equipment Non-Inven | \$ - | \$ 19,000 | \$ 19,000 | 0% |
| 510 IT Equipment | \$ 34,819 | \$ 60,000 | \$ 25,181 | 58% |
| 602 SWICAP | \$ 4,200 | \$ 20,000 | \$ 15,800 | 21% |
| 705 Refunds | \$ 5,457 | \$ 8,000 | \$ 2,543 | 68% |
| Carryover | | \$ - | | |
| Expenditure Subtotal | \$ 1,423,515 | \$ 2,361,723 | \$ 938,208 | 60% |
| <i>Revenue Less Expenditures</i> | <u><u>\$ (1,194)</u></u> | | | |

(off from Finance report by \$8,000+ due to inclusion of refunds)

FY 2015 Actual Revenue for each License Issued

Number of Transactions Processed by Month

Record Year in Green

| | July | August | September | October | November | December | January | February | March | April | May | June | Total number of Licenses Issued |
|-----------------------------|-------|--------|-----------|---------|----------|----------|---------|----------|--------|--------|--------|--------|---------------------------------|
| FY 2015 Actual | 3,095 | 3,564 | 2,297 | 2,368 | 1,452 | 2,230 | 1,918 | 1,717 | 0 | 0 | 0 | 0 | 18,641 |
| Running Total | 3,095 | 6,659 | 8,956 | 11,324 | 12,776 | 15,006 | 16,924 | 18,641 | 18,641 | 18,641 | 18,641 | 18,641 | |
| FY 2014 Actual | 2,968 | 3,852 | 2,120 | 2,232 | 1,571 | 1,964 | 2,092 | 2,040 | 2,099 | 1,984 | 2,576 | 3,314 | 28,812 |
| Running Total | 2,968 | 6,820 | 8,940 | 11,172 | 12,743 | 14,707 | 16,799 | 18,839 | 20,938 | 22,922 | 25,498 | 28,812 | |
| FY 2013 Actual | 2,744 | 3,375 | 1,978 | 2,488 | 1,849 | 1,920 | 2,231 | 2,068 | 2,246 | 2,188 | 2,956 | 3,219 | 29,262 |
| Running Total | 2,744 | 6,119 | 8,097 | 10,585 | 12,434 | 14,354 | 16,585 | 18,653 | 20,899 | 23,087 | 26,043 | 29,262 | |
| FY 2012 Actual | 2,490 | 3,087 | 2,475 | 2,041 | 1,849 | 2,005 | 1,985 | 2,259 | 2,141 | 1,951 | 2,920 | 2,857 | 28,060 |
| Running Total | 2,490 | 5,577 | 8,052 | 10,093 | 11,942 | 13,947 | 15,932 | 18,191 | 20,332 | 22,283 | 25,203 | 28,060 | |
| FY 2011 Actual | 2,812 | 2,923 | 2,294 | 2,149 | 1,857 | 2,051 | 1,996 | 2,050 | 2,299 | 2,055 | 2,189 | 3,293 | 27,968 |
| Running Total | 2,812 | 5,735 | 8,029 | 10,178 | 12,035 | 14,086 | 16,082 | 18,132 | 20,431 | 22,486 | 24,675 | 27,968 | |
| FY 2010 Actual | 2,804 | 2,899 | 2,626 | 2,210 | 1,842 | 1,944 | 1,843 | 2,321 | 2,158 | 2,037 | 2,211 | 2,976 | 27,871 |
| Running Total | 2,804 | 5,703 | 8,329 | 10,539 | 12,381 | 14,325 | 16,168 | 18,489 | 20,647 | 22,684 | 24,895 | 27,871 | |
| FY 2009 Actual | 2,902 | 3,413 | 2,644 | 2,547 | 1,779 | 1,726 | 1,979 | 2,221 | 2,393 | 1,844 | 2,259 | 2,923 | 28,630 |
| Running Total | 2,902 | 6,315 | 8,959 | 11,506 | 13,285 | 15,011 | 16,990 | 19,211 | 21,604 | 23,448 | 25,707 | 28,630 | |
| FY 2008 Actual | 1,895 | 2,580 | 2,592 | 2,199 | 1,795 | 1,161 | 1,733 | 2,384 | 1,792 | 1,748 | 1,883 | 2,242 | 27,344 |
| Running Total | 1,895 | 4,475 | 7,067 | 9,266 | 11,061 | 12,222 | 13,955 | 16,339 | 18,131 | 19,879 | 21,762 | 24,004 | |
| FY 2007 Actual | 2,008 | 2,788 | 2,503 | 2,302 | 1,538 | 1,486 | 1,654 | 2,300 | 2,028 | 1,680 | 1,736 | 2,910 | 26,747 |
| Running Total | 2,008 | 4,796 | 7,299 | 9,601 | 11,139 | 12,625 | 14,279 | 16,579 | 18,607 | 20,287 | 22,023 | 24,933 | |
| FY 2006 Actual | 1,722 | 2,259 | 2,005 | 2,062 | 1,452 | 1,469 | 1,744 | 1,820 | 2,299 | 1,683 | 1,851 | 2,776 | 23,142 |
| Running Total | 1,722 | 3,981 | 5,986 | 8,048 | 9,500 | 10,969 | 12,713 | 14,533 | 16,832 | 18,515 | 20,366 | 23,142 | |
| FY 2005 Actual | 2,547 | 3,394 | 1,631 | 1,916 | 1,423 | 1,324 | 1,579 | 1,567 | 2,640 | 1,753 | 2,130 | 2,511 | 24,415 |
| Running Total | 2,547 | 5,941 | 7,572 | 9,488 | 10,911 | 12,235 | 13,814 | 15,381 | 18,021 | 19,774 | 21,904 | 24,415 | |
| FY 2004 Actual | 4,142 | 2,867 | 2,293 | 2,164 | 1,443 | 1,541 | 1,825 | 1,600 | 2,906 | 2,082 | 2,141 | 2,834 | 27,838 |
| Running Total | 4,142 | 7,009 | 9,302 | 11,466 | 12,909 | 14,450 | 16,275 | 17,875 | 20,781 | 22,863 | 25,004 | 27,838 | |
| Proj FY15 for Budget | 2,489 | 3,057 | 2,287 | 2,215 | 1,696 | 1,705 | 1,884 | 2,103 | 2,210 | 1,892 | 2,271 | 2,902 | 27,281 |
| Running Total | 2,489 | 5,546 | 7,833 | 10,048 | 11,743 | 13,448 | 15,332 | 17,435 | 19,644 | 21,537 | 23,808 | 26,710 | |

FY 2015 Actual Number of Transactions Processed per Month

| | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | Total Issued |
|--------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------|----------|----------|----------|---------------|
| Duplicate Lic - Online | 32 | 41 | 20 | 20 | 16 | 9 | 32 | 12 | | | | | 182 |
| Late Fees - online | 23 | 21 | 8 | 5 | 3 | 7 | 8 | 7 | | | | | 82 |
| Master Ed - Online | 127 | 139 | 95 | 83 | 78 | 77 | 105 | 72 | | | | | 776 |
| Prof Adm - Online | 19 | 10 | 15 | 14 | 10 | 19 | 19 | 6 | | | | | 112 |
| Prof Service License | 5 | 8 | 5 | 2 | 3 | 8 | 7 | 6 | | | | | 44 |
| Standard Lic - Online | 270 | 252 | 154 | 147 | 154 | 154 | 210 | 154 | | | | | 1,495 |
| Background | 259 | 382 | 374 | 533 | 214 | 712 | 171 | 589 | | | | | 3,234 |
| Background in Office | 113 | 127 | 90 | 51 | 41 | 58 | 66 | 0 | | | | | 546 |
| Initial Teacher lic | 192 | 254 | 287 | 422 | 103 | 633 | 174 | 429 | | | | | 2,494 |
| Extended initial | 16 | 31 | 20 | 34 | 21 | 36 | 41 | 45 | | | | | 244 |
| Standard License | 259 | 419 | 217 | 171 | 133 | 145 | 138 | 158 | | | | | 1,640 |
| Master Ed | 180 | 195 | 190 | 140 | 96 | 161 | 164 | 152 | | | | | 1,278 |
| Professional Adm | 125 | 75 | 79 | 73 | 54 | 58 | 75 | 61 | | | | | 600 |
| Coach Authorization | 315 | 501 | 267 | 316 | 225 | 198 | 225 | 269 | | | | | 2,316 |
| Substitute License | 123 | 207 | 151 | 147 | 93 | 80 | 119 | 106 | | | | | 1,026 |
| Substitute Auth | 57 | 107 | 114 | 82 | 67 | 63 | 80 | 79 | | | | | 649 |
| Endorsement | 204 | 288 | 108 | 116 | 54 | 121 | 132 | 134 | | | | | 1,157 |
| Duplicate Lic | 31 | 29 | 14 | 18 | 5 | 11 | 15 | 11 | | | | | 134 |
| Tx Evaluation | 196 | 180 | 89 | 97 | 53 | 68 | 63 | 107 | | | | | 853 |
| Late Payment | 117 | 191 | 100 | 346 | 124 | 84 | 61 | 88 | | | | | 1,111 |
| Out-of-state T or A | 150 | 125 | 68 | 76 | 41 | 65 | 58 | 74 | | | | | 657 |
| Out-of-country | 1 | 0 | 2 | 8 | 0 | 1 | 1 | 1 | | | | | 14 |
| BTW Driving Instr | 13 | 10 | 3 | 5 | 13 | 28 | 11 | 22 | | | | | 105 |
| Class A | 266 | 89 | 119 | 126 | 78 | 103 | 124 | 94 | | | | | 999 |
| Class B | 255 | 306 | 105 | 142 | 41 | 29 | 24 | 15 | | | | | 917 |
| Class E | 37 | 54 | 25 | 30 | 10 | 8 | 4 | 9 | | | | | 177 |
| Class G | 1 | 3 | 5 | 2 | 2 | 0 | 0 | 0 | | | | | 13 |
| Coach Auth Extend | 7 | 14 | 5 | 8 | 4 | 4 | 4 | 3 | | | | | 49 |
| Evaluator (New) | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | 6 |
| Initial Adm Lic | 0 | 11 | 11 | 1 | 0 | 0 | 0 | 4 | | | | | 27 |
| Extended initial Adm | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | 0 |
| Career & Tech | 3 | 2 | 4 | 1 | 2 | 2 | 2 | 1 | | | | | 17 |
| Paraeducator | 143 | 114 | 72 | 42 | 59 | 110 | 43 | 36 | | | | | 619 |
| Para Add Con | 15 | 28 | 3 | 3 | 5 | 9 | 4 | 3 | | | | | 70 |
| Orientation & Mobility | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | | | | | 1 |
| SPR | 18 | 28 | 15 | 15 | 6 | 11 | 14 | 24 | | | | | 131 |
| Teacher Intern Lic | 7 | 6 | 1 | 2 | 0 | 0 | 0 | 0 | | | | | 16 |
| Initial Prof Service | 2 | 11 | 1 | 0 | 0 | 0 | 0 | 4 | | | | | 18 |
| Professional Service | 21 | 13 | 19 | 9 | 11 | 6 | 14 | 8 | | | | | 101 |
| PSL - Class A | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | | | | | 4 |
| PSL - Class B | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | 0 |
| IPREP-Portfolio Review | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | 1 |
| SBO | 0 | 2 | 6 | 4 | 9 | 12 | 11 | 22 | | | | | 66 |
| Native Language Authorization | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | | | | | 2 |
| SAM | 2 | 4 | 1 | 8 | 6 | 0 | 1 | 0 | | | | | 22 |
| IJAG Authorization | 0 | 1 | 6 | 3 | 0 | 1 | 1 | 0 | | | | | 12 |
| Activities Admin. Auth. | | | | | | | 3 | 7 | | | | | 10 |
| Over Payment | 5 | 4 | 4 | 5 | 3 | 2 | 1 | 2 | | | | | 26 |
| Total # Licenses Issued | 3,095 | 3,564 | 2,297 | 2,368 | 1,452 | 2,230 | 1,918 | 1,717 | - | - | - | - | 19,054 |
| | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | Total Issued |

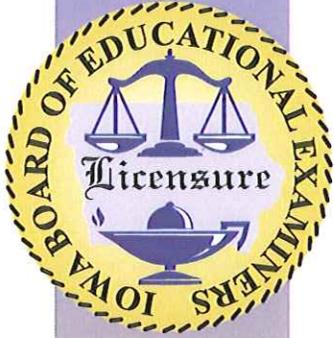
FY 2015 Actual Number of Transactions Processed per Month

| | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | Total Issued |
|--------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------|----------|----------|----------|---------------|
| Duplicate Lic - Online | 32 | 41 | 20 | 20 | 16 | 9 | 32 | 12 | | | | | 182 |
| Late Fees - online | 23 | 21 | 8 | 5 | 3 | 7 | 8 | 7 | | | | | 82 |
| Master Ed - Online | 127 | 139 | 95 | 83 | 78 | 77 | 105 | 72 | | | | | 776 |
| Prof Adm - Online | 19 | 10 | 15 | 14 | 10 | 19 | 19 | 6 | | | | | 112 |
| Prof Service License | 5 | 8 | 5 | 2 | 3 | 8 | 7 | 6 | | | | | 44 |
| Standard Lic - Online | 270 | 252 | 154 | 147 | 154 | 154 | 210 | 154 | | | | | 1,495 |
| Background | 259 | 382 | 374 | 533 | 214 | 712 | 171 | 589 | | | | | 3,234 |
| Background in Office | 113 | 127 | 90 | 51 | 41 | 58 | 66 | 0 | | | | | 546 |
| Initial Teacher Lic | 192 | 254 | 287 | 422 | 103 | 633 | 174 | 429 | | | | | 2,494 |
| Extended initial | 16 | 31 | 20 | 34 | 21 | 36 | 41 | 45 | | | | | 244 |
| Standard License | 259 | 419 | 217 | 171 | 133 | 145 | 138 | 158 | | | | | 1,640 |
| Master Ed | 180 | 195 | 190 | 140 | 96 | 161 | 164 | 152 | | | | | 1,278 |
| Professional Adm | 125 | 75 | 79 | 73 | 54 | 58 | 75 | 61 | | | | | 600 |
| Coach Authorization | 315 | 501 | 267 | 316 | 225 | 198 | 225 | 269 | | | | | 2,316 |
| Substitute License | 123 | 207 | 151 | 147 | 93 | 80 | 119 | 106 | | | | | 1,026 |
| Substitute Auth | 57 | 107 | 114 | 82 | 67 | 63 | 80 | 79 | | | | | 649 |
| Endorsement | 204 | 288 | 108 | 116 | 54 | 121 | 132 | 134 | | | | | 1,167 |
| Duplicate Lic | 31 | 29 | 14 | 18 | 5 | 11 | 15 | 11 | | | | | 134 |
| Tx Evaluation | 196 | 180 | 89 | 97 | 53 | 68 | 63 | 107 | | | | | 863 |
| Late Payment | 117 | 191 | 100 | 346 | 124 | 84 | 61 | 88 | | | | | 1,111 |
| Out-of-state T or A | 150 | 125 | 68 | 76 | 41 | 65 | 58 | 74 | | | | | 657 |
| Out-of-country | 1 | 0 | 2 | 8 | 0 | 1 | 1 | 1 | | | | | 14 |
| BTW Driving Instr | 13 | 10 | 3 | 5 | 13 | 28 | 11 | 22 | | | | | 105 |
| Class A | 266 | 89 | 119 | 126 | 78 | 103 | 124 | 94 | | | | | 999 |
| Class B | 255 | 306 | 105 | 142 | 41 | 29 | 24 | 15 | | | | | 917 |
| Class E | 37 | 54 | 25 | 30 | 10 | 8 | 4 | 9 | | | | | 177 |
| Class G | 1 | 3 | 5 | 2 | 2 | 0 | 0 | 0 | | | | | 13 |
| Coach Auth Extend | 7 | 14 | 5 | 8 | 4 | 4 | 4 | 3 | | | | | 49 |
| Evaluator (New) | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | 6 |
| Initial Adm Lic | 0 | 11 | 11 | 1 | 0 | 0 | 0 | 4 | | | | | 27 |
| Extended initial Adm | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | 0 |
| Career & Tech | 3 | 2 | 4 | 1 | 2 | 2 | 2 | 1 | | | | | 17 |
| Paraeducator | 143 | 114 | 72 | 42 | 59 | 110 | 43 | 36 | | | | | 619 |
| Para Add Con | 15 | 28 | 3 | 3 | 5 | 9 | 4 | 3 | | | | | 70 |
| Orientation & Mobility | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | | | | | 1 |
| SPR | 18 | 28 | 15 | 15 | 6 | 11 | 14 | 24 | | | | | 131 |
| Teacher Intern Lic | 7 | 6 | 1 | 2 | 0 | 0 | 0 | 0 | | | | | 16 |
| Initial Prof Service | 2 | 11 | 1 | 0 | 0 | 0 | 0 | 4 | | | | | 18 |
| Professional Service | 21 | 13 | 19 | 9 | 11 | 6 | 14 | 8 | | | | | 101 |
| PSL - Class A | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | | | | | 4 |
| PSL - Class B | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | 0 |
| IPREP-Portfolio Review | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | 1 |
| SBO | 0 | 2 | 6 | 4 | 9 | 12 | 11 | 22 | | | | | 66 |
| Native Language Authorization | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | | | | | 2 |
| SAM | 2 | 4 | 1 | 8 | 6 | 0 | 1 | 0 | | | | | 22 |
| IJAG Authorization | 0 | 1 | 6 | 3 | 0 | 1 | 1 | 0 | | | | | 12 |
| Activities Admin. Auth. | | | | | | | 3 | 7 | | | | | 10 |
| Over Payment | 5 | 4 | 4 | 5 | 3 | 2 | 1 | 2 | | | | | 26 |
| Total # Licenses Issued | 3,095 | 3,564 | 2,297 | 2,368 | 1,452 | 2,230 | 1,918 | 1,717 | - | - | - | - | 19,054 |
| | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | Total Issued |

IOWA BOARD OF EDUCATIONAL EXAMINERS

Board Meeting Calendar Fiscal Year 2016

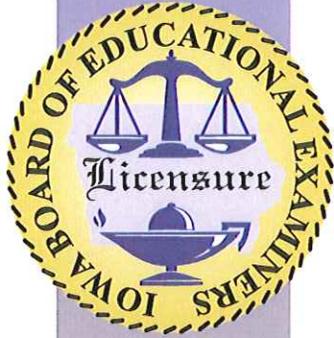
| Day(s) of week Date | Location | Other Information |
|--|----------------------------------|---|
| July 2015 NO MEETING | | |
| Friday, August 7, 2015 | Grimes Bldg. | |
| Wednesday, September 9, 2015 | Grimes Bldg. | Telephonic Meeting at 4 p.m. (if needed) |
| Friday, October 9, 2015 | Grimes Bldg. | |
| Friday, November 6, 2015 | Grimes Bldg. | |
| Wednesday, December 9, 2015 | Grimes Bldg. | Telephonic Meeting at 4 p.m. (if needed) |
| Thursday, January 14 OR 21, 2016 | Capitol Rotunda & Grimes Bldg | Legislative Reception |
| Friday, February 12, 2016 | Grimes Bldg | |
| Wednesday, March 9, 2016 | Grimes Bldg. | Telephonic Meeting at 4 p.m. (if needed) |
| Friday, April 8, 2016 | Grimes Bldg. | |
| Friday, May 6, 2016 | Grimes Bldg. | |
| Thursday & Friday, June 16-17, 2016 | Grimes Bldg. | Board Orientation Board Retreat Board Meeting |
| July 2016 NO MEETING | | |
| Friday, August 5, 2016 | Grimes Bldg. | |



IOWA BOARD OF EDUCATIONAL EXAMINERS

Operating Guidelines

Adopted: May 04, 2007
Revised: April 11, 2014
Reviewed: April 11, 2014



State of Iowa
BOARD OF EDUCATIONAL EXAMINERS
Grimes State Office Building
Des Moines, Iowa
50319-0146

Members of the Board

Laura A. Stevens, Chair, Okoboji CSD, Teacher
Richard E. Wortmann, Vice Chair, Ottumwa CSD, Teacher
Sara J. Arnold, Cedar Rapids CSD, Teacher
Brenda Garcia-Van Auken, Muscatine, Public Member
Dr. Brad Buck, Director, Iowa Department of Education
Dr. Larry D. Hill, Thompson, Administrator
Mary K. Overholtzer, Winterset CSD, Teacher
Dan Dutcher, Waukee, Public Member
Ann Lebo, Grundy Center CSD, Teacher
Dr. Jay Prescott, Grand View University, Administrator
Dr. Anne Sullivan, Des Moines CSD, Administrator
Dr. Andy Pattee, Cedar Falls CSD, Administrator

Administration

Duane T. Magee, Executive Director

It is the policy of the Iowa Board of Educational Examiners not to discriminate on the basis of race, color, gender identity, national origin, sex, disability, religion, creed, age, sexual orientation, political party affiliation, or potential parental, family or marital status in its programs or employment practices. If you have questions or grievances related to this policy, please contact the Executive Director, Board of Educational Examiners, Grimes State Office Building, 400 E. 14th St., Des Moines, Iowa 50319-0147.
Telephone: 515.281.5849

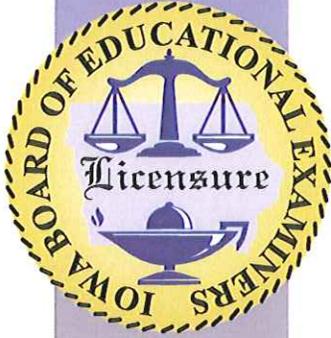
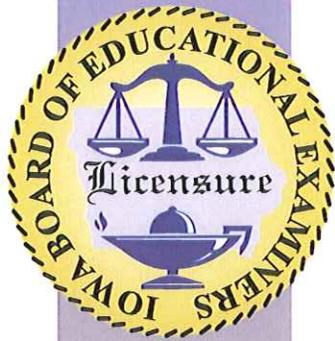


Table of Contents

| | | |
|-------|---|----|
| | Preface | 4 |
| | Mission / Beliefs Statements | 5 |
| I. | Organizational Meeting | 6 |
| II. | Meeting Procedures | 7 |
| III. | Board Expectations | 11 |
| IV. | Decision Making | 12 |
| V. | Special Assignments for Board Members | 12 |
| VI. | Effective and Open Communication | 13 |
| VII. | Handling of Public Concerns | 13 |
| VIII. | Planning, Goal Setting and Accountability | 14 |
| IX. | Board Development | 14 |
| X. | Petition for Waiver Guidelines | 15 |



Preface

This document contains operational guidelines for the internal management of the Iowa Board of Educational Examiners. The purpose of these operating guidelines is to provide the members of the board with a reference to assist them in performing their statutory duties, responsibilities and to help the public and constituents understand the role of the board. These guidelines are designed to:

1. Provide newly appointed board members with an overview of the role of the board, helping them understand the scope of their duties and responsibilities.
2. Enable the board to effectively carry out its leadership role as educational advocates and policy-makers, ensuring that policies exist that promote educational quality throughout the state.
3. Provide for an efficient and effective operation of meetings.
4. Outline board officer duties and procedures for electing board officers.
5. Address interaction among board members, internal board relationships and board/agency relationships.
6. Outline the board's decision-making process.
7. Address effective and open communication and handling of public concerns.
8. Address opportunities for board development.
9. Ensure accountability through an orderly process of planning and goal setting.

The Board of Educational Examiners

The Board of Educational Examiners helps ensure educator quality through high licensing standards for Pre-K through grade 12 teachers, administrators and other educators. The 12-member Board serves as:

- An independent licensing agency, created in 1989, helping to safeguard schoolchildren by establishing professional and ethics standards for Iowa's educators.
- A self-financed agency that relies solely on revenues from licensing fees and receives no state appropriations
- A resource to other professional education organizations, answering questions and concerns of teachers, school board members and administrators regarding licensure and ethics.

Who Serves on the Board?

The Governor appoints the board and the appointees are ratified by the Senate. By Code, nine of twelve members must be licensed educators, four of whom are administrators and the majority of the board must be teachers. Two are public members, of which one must have school board experience. The remaining member is the Director of the Department of Education or her/his designee.

Mission

The mission of the Iowa Board of Educational Examiners is to establish and enforce rigorous standards for Iowa educational practitioners to effectively address the needs of students.

Beliefs Statements

We Believe:

- that an effective licensure system is efficient, innovative, and responsive to needs of students and educators.
- in collaboration with other organizations to improve professional development and preparation programs.
- that education is a profession.
- that establishing ethical standards protects students and practitioners.

I. Organizational Meeting

A well-defined and understood organizational structure and related procedures are essential to the proper functioning of the board.

General Guidelines for Board Members:

A. Organizational Meeting

The organization of the board shall occur at the regular June meeting. Election of officers shall be included as an agenda item for that meeting.

B. Board Officers

Officers for the board shall be chair and vice-chair. The executive director shall serve as chief executive officer and an agency staff member will serve as recording secretary.

C. Election of Officers

The executive director shall serve as temporary chairperson at the organizational meeting until the chair is elected. Each board member may place one name in nomination for chair. Any board member may be elected to the position of chair or vice-chair. A ballot for chair will be distributed to the members of the board and the signed ballot will be collected by the board's secretary, recorded and announced. The same process for the election of vice-chair will be repeated during the meeting.

D. Term of Office

The term of office for each elected position shall be one year, with no limit as to the number of terms any one individual may serve.

E. Chair vacant

If the chair becomes vacant, the vice-chair shall automatically fill the vacancy and a replacement for the vice-chair shall be elected.

F. Duties of the chair shall be as follows:

1. Work with the executive director to develop meeting agendas.
2. Preside at board meetings.
3. Appoint all board committees.
4. Form new committees as the need arises.
5. Properly instruct all assigned committee members as to the duties, responsibilities, scope and term of the assignment.
6. Work closely with the executive director and appropriate staff to ensure proper liaison between the board and the agency.
7. Attend outside meetings and functions as needed.
8. Provide effective leadership and direction.
9. Assign members to serve as representatives of the board to external groups and organizations.
10. Call special meetings as needed.
11. Vote on matters before the board as the other members.
12. Perform duties as prescribed by law or by action of the board.

13. Work with board members to schedule meetings that all members can attend reflecting professional and personal conflicts.

G. Duties of the Vice-chair shall be as follows:

1. Perform the duties of the chair during his/her absence.
2. Fill the vacancy of the chair if such occurs during a term of office.
3. Assume other responsibilities as assigned by the chair.

H. Committees of the Board

1. The board shall have the following standing committees: executive committee, professional practices committee, and operating guidelines committee. The chair shall select committee members to reflect the makeup of the board, annually.
 - a. Executive committee (4 members)
 1. Serve as an advisory committee to the executive director.
 2. Identify issues and future agenda items.
 - b. Professional Practices committee (4 members)
 1. Review complaints and results of investigations alleging or implying a violation of a statute or rule under the jurisdiction of the board.
 2. Determine if probable cause exists or not and make a recommendation to the board.
 - c. Operating Guidelines Committee (4 members)
 1. Review / revise the board's operating guidelines every year.

I. Removal of a board member from office:

Board members may be removed from office in accordance with Iowa Code Section 66.1A, 69.15 and 272.3 Membership.

II. Meeting Procedures

Board meetings shall be conducted in an open and orderly fashion. Agendas and supportive information will be openly publicized in advance of the meeting to encourage meaningful dialogue. Timetables will be established and followed to the greatest degree possible in addressing agenda items. The chair shall be provided with appropriate procedures and authority to maintain an orderly process at all times.

General Guidelines for Board Members:

A. Agendas

1. Robert's Rules of Order shall guide the operational meeting procedures.
2. The board chair and the executive director will develop meeting agendas cooperatively.

3. Individual board members may suggest an item for inclusion on the agenda by conferring with the chair and / or the executive director.
4. The agenda should be posted on the website at least one-week prior to board meeting. The agenda and supporting information will be sent to each board member one week in advance of the meeting.
5. The agenda will be posted in the Grimes State Office Building 24 hours prior to the scheduled meeting time.
6. The agenda will be organized generally as follows: call to order; consent items; licensee discipline; public comments; communication; rules (adoption, notice and discussion items); reports; petitions for waiver, reports/approvals and adjournment.
7. Items listed under the consent agenda will be considered to be routine and will be acted on by the board in one motion. A member of the board or the executive director may request specific items to be discussed and/or removed from the consent agenda.

B. Voting

1. All voting members of the board may vote on all matters coming before them for consideration. All members of a committee may vote on all matters coming before the committee for consideration.
2. No member may vote by proxy.
3. Voting by the board and its committees shall be by voice unless a roll call vote is requested by a member, in which case the vote shall be taken as requested. Roll call votes shall be required for professional practice issues.
4. A majority of those present and voting shall be necessary to carry a motion before the board or a committee.
5. On any issue not requiring a roll call vote, the vote of the members of the board shall be recorded either as a unanimous vote or by identifying the members taking each position. A member may abstain from voting and the abstention will be recorded.
6. When a potential conflict of interest exists, the board member concerned may ask for recusal that will then be recorded in the minutes. The board member will leave the board room during the discussion of and voting on the agenda item.
7. A majority vote shall decide the issue and that shall become the official position of the board. An issue that has been voted on by the board may be brought back for a vote when a majority of the members request a review.

C. Public Participation

1. A person who wishes to address the board shall fill out a card provided at the door, and given to the board secretary prior to the meeting.
2. As a general guideline, a limit of five (5) minutes will be allotted for any presentation made under the public comment agenda item. If a large group of individuals request to address a specific issue, the chair may limit the number of speakers. At that time, members of the public may present comments, suggestions or concerns, even if the concerns do not relate to a specific item on the agenda. Remarks by board members should be limited to requests for further information, as any issue not on the agenda might necessitate staff research and may need to be placed on a subsequent agenda before the board takes action.
3. If an issue raised during the public comment section will require the preparation of an agenda item, it will be referred to the executive director of the board for such preparation and the person raising the issue will be informed of the date of the meeting when it will appear on the agenda.
4. When the stated subject of public comment is on the agenda, the speaker may be heard either at the time stated on the agenda for public comment or at the time the agenda item is discussed by the board, to be determined at the discretion of the chair of the board. When addressing the board, each speaker should begin by stating his/her name and or what organization he / she is representing.

D. Board Member Reports (Communication section of the agenda)

1. It shall be the responsibility of any board member to keep the other members informed on developments related to the board's work. Board members may prepare written reports, which may be included with board meeting materials.
2. A member on special assignment should be prepared to recommend what he/she thinks the appropriate actions should be, if an action is required.
3. Board reports should be informative; yet concise.

E. Administrative Rules

The board has jurisdiction to adopt rules in areas of educational licensure and ethics. Iowa Administrative Code Chapter 282 is designated as the agency's identification number for the board's rules. An administrative rule, duly adopted, has the effect of law. The process for rule adoption is as follows:

1. The board, assisted by the executive director, may propose rules as a result of direction from the General Assembly, or

as a result of its own evaluation of need provided the board has statutory authority.

2. Proposed rules will be drafted by agency staff for the board with the assistance of legal counsel.
3. Once drafted, rules will be presented to the board for a first review. The purpose of the first reading is to provide information to the board. At the next regular meeting, the proposed rules will be presented to the board for filing of a notice of intended action. A public hearing will be scheduled prior to adoption of the rules.
4. Rules adopted by the board will be filed with the administrative rules coordinator and the Code Editor and become effective thirty-five days thereafter, unless emergency adoption is required or unless a later effective date is provided for in the rule(s).

F. Petition for Waiver (refer to section X)

G. Kinds of Meetings

All meetings of the board shall comply with the open meetings law. The board may conduct the following kinds of sessions:

1. Regular meeting – as approved by the board.
2. Special meeting – a meeting that may be called at any time, with concurrence of a majority of the board.
3. Work session – any meeting or part of a meeting scheduled to consider special board projects and information items.
4. Annual retreat – a meeting for reflection, goal setting, priority setting, and board development activities in conjunction with a regular meeting.
5. Executive session – any meeting or part of a meeting that is closed to certain persons for deliberation on certain matters as specified in the public meetings law. Generally, no final action shall be taken or any decision made while in executive session.
6. Telephone conference meeting – a meeting conducted by telephone to deal with specific, limited, necessary matters. In compliance with the public meetings law, members of the press or public must be permitted access. The individuals allowed access must pay actual expenses necessitated by public access.
7. Other Electronic Transmission meeting – a regularly scheduled meeting or a special meeting called to deal with specific, limited necessary matters, may be held using the appropriate technology.
8. Legislative reception – a meeting will be held annually in January to allow board members to meet with legislators at the Capitol.

H. Executive Director for the Board of Educational Examiners

The executive director is responsible for exercising general supervision over the agency to the extent that it is necessary to ascertain compliance with provisions of the Iowa Code and Administrative Rules.

1. The Governor shall appoint an executive director of the board as stated in Iowa Code Chapter 272.5 (2)
Compensation of board – executive director.
2. The executive director is the chief administrator of the agency and performs the function of executive officer as defined in the position description questionnaire (PDQ).

III. Board Expectations

Collaboration is imperative in order to develop and sustain a high quality education system that serves the needs of students, families, and citizens across the state. The board will work together and form alliances that support the board's work. Each member of the board shares the responsibility for developing a positive, interactive environment.

General Guidelines for Board Members:

A. Leadership

The board, the executive director of the board and staff shall provide leadership and direction for future educational development in this state. In so doing, they will:

1. Procure adequate resources to support improvement.
2. Communicate high levels of support, commensurate with available resources aimed at increasing and/or improving the educational licensure system.
3. Form strong alliances with all parties interested in the development of a comprehensive educational licensure system.
4. Remain current in their knowledge of or seek appropriate counsel on the provisions of the School Laws and School Rules of Iowa.
5. Participate in meetings in order to be informed and engaged in decision-making. Board members should be in attendance at all meetings and that attendance will be documented in the minutes. Inconsistent attendance will be brought to the individual's attention by the board chair. Attendance policies shall be covered during new board member orientation.
 - a. Alternative forms of attendance will be permitted in exceptional circumstances.

B. Board Relationships

1. Internal board relationships:
 - a. The democratic process shall be used in making board decisions. A majority vote shall decide the issue and that shall become the official position of the board.
 - b. Each board member will remain receptive to divergent views of other members and will look for and recognize the

- positive contributions, efforts, and skills of each team member.
 - c. Board members will demonstrate respect through listening, verbal and nonverbal communications.
 - d. Board members will maintain a sense of hope, optimism, and humor in working together.
- 2. Board / executive director relationships. Board members will:
 - a. Recognize the unique roles of the executive director and board members.
 - b. Look to the executive director for leadership, guidance and direction.
 - c. Route requests for staff assistance or attendance at board meetings through the executive director.
 - d. Establish positive relationships.
- 3. Board/public relationships:
 - a. Be mindful of the board's role as representatives of the public.
 - b. Recognize public concerns.
 - c. Interact with the public in a positive, diplomatic manner.
 - d. Establish positive public relationships to ensure a quality educational system in Iowa.

IV. Decision Making

A well-defined and clearly understood process is needed if orderly and effective decisions are to be made by the board in a timely manner.

General Guidelines for Board Members:

The executive director will use the following procedure to assist the board in the decision-making process:

- A. Clearly define the issue under consideration.
- B. Determine that the issue is appropriate for board consideration.
- C. Present the issue to the board in a timely manner.
- D. Review all pertinent facts concerning the situation.
- E. Collect input from parties affected by the decision.
- F. Organize and analyze collected data.
- G. Present solution(s) to the board with a recommendation and rationale with a cost estimate when appropriate.
- H. Provide a plan for implementation, monitoring and evaluation. This plan may include a timeline for bringing the issue back to the board for further consideration.
- I. Communicate the decision to those affected.

V. Special Assignments for Board Members

As a general practice, the board shall operate as a "committee of the whole." However, there are circumstances, when the chair and / or the executive director will make committee assignments.

General Guidelines for Board Members:

- A. In making such assignments, the chair and/or the executive director shall give consideration to the background, interests, experience, availability and accessibility of the assignee(s). Consideration will also be given to gender balance, balancing by statutory position on the board, and balancing these assignments among members of the board.
- B. Assignments shall be accompanied by an explanation of the purpose, responsibility charges and granted authority.
- C. Each assignment will carry a clearly specified length of service.
- D. Board members will provide reports at the appropriate time(s).
- E. Assignees should represent the interests of the board to the best of their ability and knowledge but should refrain from officially committing to a formal board position until formal action or the delegation of authority supports such a commitment.

VI. Effective and Open Communication

Effective communication is essential to achieving board goals.

General Guidelines for Board Members:

- A. Information discussed in executive session will remain confidential. Sharing such information with unauthorized persons at any time is unacceptable.
- B. If significant issues will be covered in a meeting, board members may expect that the executive director will make every effort to inform them prior to the issue becoming public.
- C. Board members may expect that the executive director and staff will follow through on information requested by the board when it is requested through the appropriate channels.

VII. Handling Public Concerns

Board members are readily accessible to the public, especially in their own local area and thus public concerns will frequently be expressed to them.

It is generally not wise to attempt to resolve the problem until comprehensive information is obtained on the issue. The following guidelines are designed to assist board members handle public concerns in a tactful, orderly and effective way.

General Guidelines for Board Members:

- A. Listen to the individual or group concern and clearly define the concern.
- B. Ask if he or she has discussed the issue with the person immediately responsible.
- C. Advise that the board has established a process for handling concerns and direct them to the appropriate personnel and / or the website.
- D. Report the full details of the concern to the executive director in a timely manner, and ask that he/she keep the board informed of developments.

- E. Correspondence or communications relating to the business of the board, received by members of the board from individuals or organizations, shall be forwarded to the chair and executive director if it appears that the correspondence was sent to only one board member.
- F. If an individual board member is ever contacted regarding a professional practices case, the board member shall immediately inform the party that such contact is inappropriate and can prejudice the process. The board member shall report the contact to the executive director and / or chair of the board, and shall use discretion as to whether or not abstention from voting on the issue is necessary or advisable.
- G. The board will host work sessions as needed to receive feedback from interested stakeholders regarding proposals before the board.
- H. All media requests must be directed to the executive director.

VIII. Planning, Goal Setting and Accountability

The board recognizes the importance of planning in determining the direction of education policymaking at the state level.

General Guidelines for Board Members:

- A. In order to achieve their goals, the board is committed to thoughtful planning, implementation, collection and consideration of data, evaluation, accountability, and reporting of results.
- B. The board will collaborate with the education constituencies and develop policies that support its long-term plan
- C. The board's agenda is the primary vehicle for doing its work.
- D. The board and the agency will report on progress made toward goals on a regular basis.
- E. Plans, goals and priorities will be reviewed and revised on a regular basis.
- F. The board may request presentations from stakeholders and subject area experts about goal area work and other proposals before the board.

IX. Board Development

It is essential to good board service to increase and enhance skills and to understand education issues in making policy decisions.

General Guidelines for Board Members:

- A. Professional development for the board members permits them to:
 1. Increase their knowledge and understanding of emerging education issues;
 2. Compare various states' approaches to addressing similar issues and solving common problems;
 3. Expand their networking opportunities to exchange ideas and gain new perspectives on issues;

4. Explore issues in real world settings, outside the context of board meetings; and
 5. Mobilize the board with new strategies for achieving the board's agenda. (Adapted from NASBE Boardmanship Review, "The Importance of Board Member Development," February, 1999).
- B.** Board development goals will be set on an annual basis to ensure continued growth and development as board members.
- C.** In addition to the board meeting agenda items that relate specifically to board priorities and are designed to develop an understanding and knowledge base for policy making, there are several additional ways that board members can obtain development:
1. Board study or work sessions
 2. Conference attendance and participation
 3. Task force or commission participation
 4. Reports and other written materials
 5. Technology or internet-based development
- D.** Orientation of New Members
- The executive director of the board shall orient each new member concerning the board's functions, general policies, administrative rules and procedures as soon as possible.
1. The new member shall be given selected material to assist in orienting him/her to the work of the board.
 - i. New board members will receive a sample board packet after his/her appointment date in order to become familiar with a typical board meeting materials.
 2. The new member shall be given selected material to familiarize him/her with relevant provisions of state government, including the gift law, and registered lobbying.
 - i. New board members will be advised about the differences between Iowa Code and Iowa Administrative Rules.
 3. The incoming new member shall be invited to meet with the executive director and other personnel to discuss operations of the agency.
 4. Orientation will be a structured process occurring over time and new board members will be directed to resources so they can do additional exploration on their own.
 5. Current board members may and are encouraged to attend orientation sessions.
- D.** Each new board member will be assigned a mentor.
- X. Petition for Waiver Guidelines**
- A.** A waiver will not be reviewed until an application from a petitioner has been received and denied by staff.
- B.** Petitions for waiver received by the BoEE staff will be analyzed by the executive director, staff attorney, and the consultant assigned to the waiver by the executive director.

- C. The consultant assigned to the waiver, in consultation with the staff attorney and executive director, will write a summary report for the board with the following sections:
1. Name
 2. License
 3. Reason for waiver
 4. Rule citation
 5. Rationale
 6. Hardship
 7. Prejudice to others
 8. Safety and welfare to others
 9. Recommendation
 10. Rationale (including hardship, prejudice to others, and safety and welfare to others)
- D. The administrative rule that sets forth the criteria you must consider in deciding whether to grant a petition for waiver is as follows:
- E. **282—6.4(17A) Criteria for waiver or variance.** In response to a petition completed pursuant to rule 6.6(17A), the board may in its sole discretion issue an order waiving in whole or in part the requirements of a rule if the board finds, based on clear and convincing evidence, all of the following:
1. The application of the rule would impose an undue hardship on the person for whom the waiver is requested;
 2. The waiver from the requirements of the rule in the specific case would not prejudice the substantial legal rights of any person;
 3. The provisions of the rule subject to the petition for a waiver are not specifically mandated by statute or another provision of law; and
 4. Substantially equal protection of public health, safety, and welfare will be afforded by a means other than that prescribed in the particular rule for which the waiver is requested.
- F. The Board must find **all four factors** exist in a given case in order to grant the petition for waiver. Therefore, discussion of the petition should focus on the four factors listed in the rule, address them individually, and conclude with a finding on each one.
- G. The attached summary has been prepared by Board staff to aid in your discussion, and any recommendations it may contain are not binding.

ARRC REVIEW PENDING MEMO

Date: March 11, 2015

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 14 – Special Education Endorsement Requirements

A committee of school administrators, special education teachers, Area Education Agency staff, Department of Education staff, and Board of Educational Examiners staff met over several months to examine possible changes to the special education endorsements. If the current proposal were adopted, a K-12 Special Education endorsement would replace the Instructional Strategist I and II endorsements currently utilized.

The proposed amendments were published as ARC 1602C on September 3, 2014. The ARRC reviewed the proposed amendments on September 9, 2014. At the time of the October 10, 2014 board meeting, the board staff received approximately 240 written comments. Additional comments received after that date were also provided to the board. At the public hearing on September 24, 2014, 52 people signed in and 15 people spoke in opposition to the proposed amendments. (Refer to the October 10, 2014, board packet for the previous written comments and transcript of the public hearing.)

The modified proposal below has taken into consideration the input from public comments from teachers, higher education, special education parents, administrators and other interested parties. The proposed rule takes no action on the K-8, 5-12 Mildly Disabled, K-8, 5-12 Instructional Strategist I, K-12 Instructional Strategist II: BD/LD or K-12 Instructional Strategist II: ID/MD endorsements. The proposed rule would add a new endorsement, K-12 Special Education, with the ability for individuals to add specializations. These specializations may only be added to a license with the new K-12 Special Education endorsement (learning disabilities was added as a specialization area based on comments submitted to the board). The board voted to adopt the modified proposal language on January 15, 2015. It was published in the February 18 edition of the Iowa Administrative Bulletin as ARC 1884C. This rulemaking is on the Administrative Rules Review Committee's agenda for March 6, 2015, and if the committee does not take any action at that time the changes will become effective on March 25, 2015.

14.2(10) K-12 Special Education.

This endorsement authorizes instruction in all K-12 special education programs without regard to the instructional model, for all students identified with disabilities, except students with visual or hearing impairments. The applicant must present evidence of having completed course work to meet the following program requirements.

(1) Foundations of special education. To include cultural and instructional characteristics of students with disabilities, current issues, special education law, Individualized Education Plans, history of special education, inclusive practices, and Iowa service delivery models.

(2) Assessment, diagnosis and evaluation. To include diagnostic, formative, summative (both general and alternate assessment), adaptive behavior skills, data usage in program decision making, and interpretation of standardized assessment.

(3) Methods for teaching general education core curriculum. To include one course each in methods for elementary math and literacy.

(4) Academic methods and strategies. To include evidence based models for providing instructional methodologies, adaptation, accommodation and/or intensive interventions of the K-12 general education curriculum for students with disabilities (including concepts reflected in the Iowa Core essential elements for individuals with significant intellectual disabilities). Must include methodology for remediation of literacy and math skills.

(5) Preparation in research-based assessment and intervention practices including: applied behavior analysis (ABA), behavior intervention planning (BIP), cognitive behavioral strategies (e.g., CBM, Rational Emotive Education), de-escalation techniques (e.g., Mandt, CPI), functional behavioral assessment (FBA), and positive behavior interventions and supports (PBIS), in order to increase or promote language and communication development; emotional and social health; positive social interaction, personal satisfaction, self-determination; decision-making skills and independent functioning at school, home, and in the community.

(7) Collaborative and transition partnerships. Collaborative and transition partnerships to include awareness of the services, networks, and organizations available including transitional support K-12. Preparation in working with parents and families, community agencies, service providers, and support staff including paraeducators. Strategies for working with general classroom teachers and knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom. Special emphasis on transitions of students to post-secondary environments.

(8) Assistive/ Instructional Technology. To include preparation in the use of assistive and instructional technology to assist students with moderate to significant disabilities to access the core curriculum and address compensatory or individualized needs, including accessible instructional materials.

(9) Student teaching across all grade levels (K-12) with students with disabilities.

14.2(11) Special Education Specializations

Specializations allow the applicant to demonstrate expanded knowledge and skills with specific disability categories. These are not endorsements, nor required for specific assignment, but may be used by local school districts and nonpublic schools in specific settings. Specializations may be added to a teacher holding the K-12 Special Education (14.2(10)) endorsement and by completing an additional 15 credit hours dedicated to the specialization beyond the special education endorsement requirements.

a. Intellectual Disabilities: Fifteen credit hours of course work dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with intellectual disabilities.

b. Autism/Spectrum Disorders: Fifteen credit hours of course work dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with autism/spectrum disorders.

c. Behavior/Emotional Disorders: Fifteen credit hours of course work dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with behavior/emotional disorders.

d. Multiple disabilities: Fifteen credit hours of course work dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with multiple disabilities.

e. Physical disabilities: Fifteen credit hours of course work dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with physical disabilities.

f. Learning disabilities: Fifteen credit hours of course work dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with learning disabilities.

EDUCATIONAL EXAMINERS BOARD[282]

Adopted and Filed

Pursuant to the authority of Iowa Code section 272.2(1)“a,” the Board of Educational Examiners hereby amends Chapter 14, “Special Education Endorsements,” Iowa Administrative Code.

A committee of school administrators, special education teachers, Area Education Agency staff, Department of Education staff, and Board of Educational Examiners staff met over several months to examine possible changes to the existing special education endorsements. Based on recommendations from this committee, the Board set forth proposed amendments in a Notice of Intended Action published in the Iowa Administrative Bulletin on September 3, 2014, as ARC 1602C.

Under the proposed amendments, the K-12 Special Education endorsement would have replaced the current instructional strategist I and II endorsements. The newly created K-12 Special Education endorsement increases specific preparation requirements of special education teachers (both in general education and special education preparation), addresses the noncategorical delivery models of special education, and includes coverage of Iowa’s specific special education issues and practices.

A public hearing was held on September 24, 2014, with written comment accepted until September 26, 2014. Written comments received after September 26, 2014, were provided to the Board.

The Board received approximately 250 written comments on the proposed amendments. At the public hearing on September 24, 2014, 52 people signed in and 15 spoke in opposition to the proposed amendments. The primary themes of the public input were: (1) opposition to eliminating current endorsements and requiring currently licensed teachers to take necessary coursework to obtain the proposed K-12 endorsement, and (2) the breadth of the proposed K-12 endorsement.

Based on this input and in response to the expressed concern about the proposed amendments not allowing for the grandfathering-in of those currently licensed individuals who hold other special education endorsements, the Board has elected to make the K-12 Special Education endorsement an option but not a requirement. With the amendment adopted herein, no action is taken on the currently available endorsements (that is, the Board did not adopt the amendments proposed in Item 1 of the Notice). The amendment adopted by the Board adds a new endorsement, K-12 Special Education, and an option for individuals to add specializations. These specializations may only be added to a license with the new K-12 Special Education endorsement. Based on public comment, the Board has added new paragraph 14.2(11)“P” to create an optional specialization in learning disabilities.

There is an agencywide waiver provision available in 282—Chapter 6.

The Board of Educational Examiners adopted this amendment on January 15, 2015.

After analysis and review of this rule making, there is no anticipated impact on jobs.

This amendment is intended to implement Iowa Code section 272.2(1)“a.”

This amendment will become effective March 25, 2015.

The following amendment is adopted.

Adopt the following new subrules 14.2(10) and 14.2(11):

14.2(10) K-12 special education. This endorsement authorizes instruction in all K-12 special education programs without regard to the instructional model for all students identified with disabilities, except students with visual or hearing impairments. The applicant must present evidence of having completed coursework to meet the following program requirements.

a. Foundations of special education. To include cultural and instructional characteristics of students with disabilities, current issues, special education law, individualized education plans, history of special education, inclusive practices, and Iowa service delivery models.

b. Assessment, diagnosis and evaluation. To include diagnostic, formative, and summative assessments (both general and alternate), adaptive behavior skills, data usage in program decision making, and interpretation of standardized assessment.

c. Methods for teaching general education core curriculum. To include one course each in methods for elementary math and literacy.

d. Academic methods and strategies. To include evidence-based models for providing instructional methodologies, adaptation, accommodation and intensive interventions of the K-12 general education curriculum for students with disabilities (including concepts reflected in the Iowa Core essential elements for individuals with significant intellectual disabilities). The methodology for remediation of literacy and math skills must be included.

e. Preparation in research-based assessment and intervention practices. To include applied behavior analysis (ABA), behavior intervention planning (BIP), cognitive behavioral strategies (e.g., CBM, rational emotive education), de-escalation techniques (e.g., Mandt, CPI), functional behavioral assessment (FBA), and positive behavior interventions and supports (PBIS), in order to increase or promote language and communication development; emotional and social health; positive social interaction, personal satisfaction, and self-determination; decision-making skills; and independent functioning at school and home and in the community.

f. Collaborative and transition partnerships. To include awareness of the services, networks, and organizations available including transitional support K-12; preparation in working with parents and families, community agencies, service providers, and support staff including paraeducators; strategies for working with general classroom teachers and knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom; and special emphasis on transitions of students to postsecondary environments.

g. Assistive/instructional technology. To include preparation in the use of assistive and instructional technology to assist students with moderate to significant disabilities to access the core curriculum and address compensatory or individualized needs, including accessible instructional materials.

h. Student teaching across all grade levels (K-12) with students with disabilities.

14.2(11) Special education specializations. Specializations allow the applicant to demonstrate expanded knowledge and skills with specific disability categories. The following specializations are not endorsements and are not required for specific assignments, but may be used by local school districts and nonpublic schools in specific settings. Specializations may be added to a teaching license by the completion of an additional 15 credit hours dedicated to the specialization beyond the special education endorsement requirements.

a. Intellectual disabilities: Fifteen credit hours of coursework dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with intellectual disabilities.

b. Autism spectrum disorders: Fifteen credit hours of coursework dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with autism spectrum disorders.

c. Behavioral/emotional disorders: Fifteen credit hours of coursework dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with behavior/emotional disorders.

d. Multiple disabilities: Fifteen credit hours of coursework dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with multiple disabilities.

e. Physical disabilities: Fifteen credit hours of coursework dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with physical disabilities.

f. Learning disabilities: Fifteen credit hours of coursework dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with learning disabilities.

[Filed 1/27/15, effective 3/25/15]

[Published 2/18/15]

EDITOR'S NOTE: For replacement pages for IAC, see IAC Supplement 2/18/15.

ARRC REVIEW PENDING MEMO

Date: March 11, 2015

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 13.17(4) Military Exchange License

The proposed amendments were published as ARC 1723C on November 12, 2014. The public hearing took place on December 3, 2014. No one attended the public hearing and no written comments were received. The ARRC reviewed the proposed amendments at its meeting on December 12, 2014, and did not express any concerns at that time. The board voted to adopt the proposed amendments on January 15, 2015. The notice of adoption was published in the February 18 edition of the Iowa Administrative Bulletin as ARC 1878C. This rulemaking is on the Administrative Rules Review Committee's agenda for March 6, 2015, and if the committee takes no action at that time the amendments will become effective on March 25, 2015.

On May 26, 2014, Governor Branstad signed into law the Home Base Iowa Act, which is a plan to match veterans to careers in Iowa. The BoEE has already adopted licensure rules to streamline exchange licensing for recent veterans. The adopted changes, which are attached, will bring the existing rules into alignment with the Home Base Iowa Act. The Act calls for licensing provisions that are not limited to recent veterans.

EDUCATIONAL EXAMINERS BOARD[282]

Adopted and Filed

Pursuant to the authority of Iowa Code sections 272C.4(11), 272C.4(12) and 272.2(1)"a," the Board of Educational Examiners hereby amends Chapter 13, "Issuance of Teacher Licenses and Endorsements," Iowa Administrative Code.

In 2013, the Board of Educational Examiners created a military exchange license to streamline the process of obtaining Iowa licensure for military personnel. This amendment aligns the existing military exchange license rule with the requirements of the Home Base Iowa Act, passed by the Iowa Legislature during the 2014 legislative session. Specifically, the Home Base Iowa Act's definitions of "military service" and "veteran" are incorporated into the rule, and a provision is added to allow an applicant to apply for credit for verified military education, training, or service applicable to any experience or educational requirement for licensure.

Notice of Intended Action was published in the Iowa Administrative Bulletin as ARC 1723C on November 12, 2014. A public hearing was held on December 3, 2014, with written comment accepted until December 5, 2014. No one attended the hearing, and no written comments were received.

These amendments are identical to those published under Notice of Intended Action.

There is an agencywide waiver provision available in 282—Chapter 6.

The Board of Educational Examiners adopted these amendments on January 15, 2015.

After analysis and review of this rule making, it is anticipated that the amendments will have a positive impact on jobs by facilitating the licensure of veterans for employment in Iowa schools.

These amendments are intended to implement Iowa Code sections 272C.4(11) and 272C.4(12).

These amendments will become effective March 25, 2015.

The following amendments are adopted.

ITEM 1. Amend subrule 13.17(4) as follows:

13.17(4) *Military exchange license.*

a. Definitions.

"Military service" means honorably serving on federal active duty, state active duty, or national guard duty, as defined in Iowa Code section 29A.1; in the military services of other states, as provided in 10 U.S.C. Section 101(c); or in the organized reserves of the United States, as provided in 10 U.S.C. Section 10101.

"Veteran" means an individual who meets the definition of "veteran" in Iowa Code section 35.1(2).

a. b. Spouses of active duty military service members applying under 13.3(2). A three-year nonrenewable military exchange license may be issued to the applicant under the following conditions:

(1) The applicant has completed a traditional teacher preparation program at a regionally accredited and state-approved two- or four-year college.

(2) The applicant is the holder of a valid and current or an expired teaching license from another state.

(3) The applicant provides verification of the applicant's connection to or the applicant's spouse's connection to the military by providing a copy of current military orders with either a marriage license or a copy of a military ID card for the applicant's spouse.

(4) This license may be converted to a one-year regional exchange license upon application and payment of fees.

b. c. Recent veterans (retired or discharged within the past five years as of the date of application) Veterans or their spouses applying under 13.3(2). A five-year teaching license or a one-year exchange license may be issued to an applicant who meets the requirements of 13.17(4) "a b" (1) and (2). A veteran must provide a copy of the veteran's DD 214. A spouse must provide a copy of the veteran spouse's DD 214 and the couple's marriage license.

e. d. Spouses of active duty military, recent service veterans, or recent veterans' spouses applying under 13.3(3). If the applicant has completed a nontraditional teacher preparation program but is not

eligible for a teaching license, the applicant will be issued a substitute license, and the initial review for the portfolio review process will be completed by board staff. An applicant must provide verification of connection to the military outlined in 13.17(4)“a b”(3) or 13.17(4)“b c.”

e. Military education, training, and service credit. An applicant for the military exchange license may apply for credit for verified military education, training, or service toward any experience or educational requirement for licensure by submitting documentation to the board of educational examiners. The applicant shall identify the experience or educational requirement to which the credit would be applied if granted. The board of educational examiners shall promptly determine whether the verified military education, training, or service will satisfy all or any part of the identified experience or educational requirement for licensure.

d. f. Fees. Fees for the background check, evaluation and license issued pursuant to 13.17(4) will be limited to the fee outlined in rule 282—12.1(272), paragraph “2.”

ITEM 2. Amend 282—Chapter 13, implementation sentence, as follows:

These rules are intended to implement Iowa Code chapter 272 and 2014 Iowa Acts, chapter 1116, division VI.

[Filed 1/23/15, effective 3/25/15]

[Published 2/18/15]

EDITOR’S NOTE: For replacement pages for IAC, see IAC Supplement 2/18/15.

ARRC PENDING MEMO

Date: March 11, 2015

To: Board Members

From: Duane T. Magee, Executive Director

RE: Career and Technical changes for clarification

The changes below to career and technical licensure will provide the following clarity:

- creates a clear distinction between fully-licensed teachers and those seeking authority through experience by changing the title to “authorization” instead of “license”
- requires that a school district is wishing to hire the applicant
- provides clarity to the definition of “recent” experience
- creates an updated list of required coursework
- eliminates redundant endorsements for teachers

The proposed changes will be published in the Iowa Administrative Bulletin on March 18, 2015.

282—17.2 22.9 (272) Requirements for the initial career and technical secondary license authorization. This license is valid for five years.

22.9 (1) Authorization. This license authorization is provided to noneducators entering the education profession to instruct in occupations and specialty “fields” that are recognized in career and technical service areas and career cluster areas.

An applicant for this license must have completed 6,000 hours of recent and relevant career and technical experience in the teaching endorsement area sought. In those subjects, career and technical areas or endorsement areas which require state registration, certification or licensure, the applicant must hold the appropriate license, registration or certificate before the initial career and technical secondary license or the career and technical secondary license will be issued.

22.9 (2) Application process. Any person interested in the career and technical secondary authorization shall submit the application to the board of educational examiners for an evaluation. Application materials are available from the office of the board of educational examiners online at <http://www.boee.iowa.gov/>. Applicants must commit to complete the

following requirements within the term of this license. Holders of this license are expected to make annual progress at a minimum rate of one course per year to complete the studies.

- ~~A new teachers’ workshop of a minimum of 30 clock hours and specified competencies, to be completed during the first year of license validity.~~
- ~~Competency development in the methods and techniques of teaching.~~
- ~~Competency development in course and curriculum development.~~
- ~~Competency development in the measurement and evaluation of programs and students.~~
- ~~Competency development in the history and philosophy (foundations) of career and technical education.~~

~~f. An approved human relations course as described in rule 282—13.22(272).~~

22.9(3) Specific Requirements for the initial career and technical authorization.

a. The applicant must meet the background check requirements for licensure set forth in 282—13.1.

b. The applicant must obtain a recommendation from a school district administrator verifying that the school district wishes to hire the applicant.

c. An applicant for this authorization must have completed 6,000 hours of recent and relevant career and technical experience in the teaching endorsement area sought. If the candidate also holds a bachelor's degree, the experience requirement is 4,000 hours. This experience should be no more than ten years old at the time of application. Experience that does not meet this criteria may be considered at the discretion of the executive director. In subjects which require state registration, certification or licensure, the applicant must hold the appropriate license, registration or certificate before the initial career and technical secondary authorization or the career and technical secondary authorization will be issued.

d. The applicant must provide documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

e. Applicants must commit to complete the following requirements within the term of this authorization. Coursework must be completed for college credit from a regionally-accredited institution:

- A new teachers' workshop of a minimum of 30 clock hours and specified competencies, to be completed during the first three years of authorization validity.
- Coursework in the methods and techniques of career and technical education.
- Coursework in course and curriculum development.
- Coursework in the measurement and evaluation of programs and students.
- An approved human relations course.
- Coursework in the instruction of exceptional learners to include the education of individuals with disabilities and the gifted and talented

~~a-~~ Individuals who believe that their previous college coursework professional experiences or formal education and preparation indicate mastery of competencies in **meets** the required study areas may have the specific requirements waived. Transcripts or other supporting data should be provided to a teacher educator at one of the institutions which has an approved teacher education program. The results of the competency determination will be forwarded with recommendations to the board of educational examiners. Board personnel will make final determination as to the competencies mastered and cite studies which yet need to be completed, if any.

22.9(4) Validity. The initial career and technical authorization is valid for three years.

22.9(5) Renewal. The initial career and technical authorization may be renewed once if the candidate can demonstrate that coursework progress has been made.

22.9(6) Conversion. The initial career and technical authorization may be converted to a career and technical secondary authorization if the applicants have met the following:

a. Completion of the required coursework set forth in 17.2(3)(e).

b. Documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners. The training must be completed after the issuance of the initial authorization and be no more than three years old at the time of application.

282—17.3(272) 22.9(7) Specific requirements for the career and technical secondary license authorization.

a. This license authorization is valid for five years.

17.3(1) Initial requirements. **b.** An applicant for this license authorization must first meet the requirements for the initial career and technical secondary license authorization.

17.3(2) c. Renewal requirements for the career and technical secondary license authorization. Applicants for renewal must meet the requirements set forth in **282—20.5 (272) (1) and (2)a-d.**

Six units are needed for renewal. These units may be earned in any combination of the units listed below.

a. One renewal unit may be earned for each semester hour of credit which advances an applicant toward the completion of a degree program.

b. One renewal unit may be earned for each semester hour of credit completed which may not lead to a degree but which adds greater technical depth/competence to the endorsement(s) held.

c. Renewal units may be earned upon the completion of staff development programs approved through guidelines established by the board of educational examiners or a technical update program approved by the board of educational examiners.

17.3(3) The applicant must complete an approved human relations component if the applicant has not previously done so.

17.3(4) An applicant who renews a license issued by the board of educational examiners must submit documentation of completion of the child and dependent adult abuse training approved by the state abuse education review panel. A waiver of this requirement may apply under the following conditions with appropriate documentation of any of the following:

a. A person is engaged in active duty in the military service of this state or of the United States.

b. The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.

c. A person is practicing a licensed profession outside this state.

d. A person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse training in this state.

22.9(8)Revocation and suspension. Criteria of professional practice and rules of the board of educational examiners shall be applicable to the holders of the initial career and technical authorization or career and technical authorization. If a school district hires an applicant without a valid license or authorization, a complaint may be filed against the teacher and the superintendent of the school district.

282—17.1 (272) Requirements for secondary level (grades 7-12) license. The initial license with the appropriate endorsement will be issued if the requirements of rules 282—13.6(272) and 282—13.18(272) for initial licensing have been met.

~~17.1(1) Secondary level career and technical endorsements. The following are required for adding secondary level career and technical endorsements to an initial, standard, master educator, or permanent professional teaching license.~~

~~a. Agricultural sciences and agribusiness.~~

~~(1) Completion of 24 semester credit hours in agriculture and agriculture education to include:~~

~~1. Foundations of vocational and career education.~~

~~2. Planning and implementing courses and curriculum.~~

~~3. Methods and techniques of instruction to include evaluation of programs and students.~~

~~4. Coordination of cooperative education programs.~~

~~5. Coursework in each of the following areas and at least 3 semester credit hours in five of the following areas:~~

~~● Agribusiness systems;~~

~~● Power, structural, and technical systems;~~

~~● Plant systems;~~

~~● Animal systems;~~

~~● Natural resources systems;~~

~~● Environmental service systems; and~~

~~● Food products and processing systems.~~

~~(2) One thousand hours of work experience in one or more of the areas listed in 17.1(1)“e.”~~

~~b. Marketing/distributive education. Completion of 24 semester hours in business to include a minimum of 6 semester hours each in marketing, management, and economics. Three thousand hours of recent, relevant work experience in occupations where the distribution of goods and services was the prime function. Coursework in foundations of career and technical education, in curriculum design oriented to marketing, and in the coordination of cooperative education programs.~~

~~c. Office education. Completion of 24 semester hours in business to include coursework in office management, business communications, word and data processing, and computer applications in business. Three thousand hours of recent, relevant work experience in an office related occupation.~~

~~Coursework in foundations of career and technical education, in curriculum design oriented to office education, and in the coordination of cooperative education programs.~~

~~d. Consumer and homemaking education. Completion of 24 semester hours in food and nutrition, consumer education, family living and parenthood education, child development, housing, home and resource management, and clothing and textiles. Four hundred hours of work experience in one or more homemaking or consumer related occupations. Coursework in consumer and homemaking education to education, course and curriculum development, and evaluation of programs and students.~~

~~e. Career and technical home economics.~~

~~(1) Option 1. Completion of the requirements for consumer and homemaking education (see 17.1(1)“d”) and special preparation in the career and technical area or 400 hours of employment related specifically to the career and technical area.~~

~~(2) Option 2. Completion of a baccalaureate degree with a major in the career and technical area, coursework in methods and techniques of teaching, course and curriculum development, evaluation of programs and students, foundations of career and technical education, coordination of cooperative programs and a teaching practicum (supervised or assessment of other teaching experience), and 400 hours of employment related specifically to the career and technical area.~~

17.1(2) 13.28(33) Multioccupations. Completion of any 7⁵-12 endorsement, and in addition thereto, coursework in foundations of career and technical education, coordination of cooperative programs, and competency-based curriculum development. Four thousand hours of career and technical experience in two or more occupations. The multioccupations endorsement also authorizes the holder to supervise students in cooperative programs, school-to-work programs, and similar programs in which the student is placed in school-sponsored, on-the-job situations.

17.1(3) Specialized secondary career and technical endorsement programs. These are bachelor's degree programs which include specific preparation in career and technical teacher education.

a. Health occupations. Four thousand hours of health care related career and technical experience within five years preceding application for licensure in the occupation to be taught. Program completion leading to registration, certification, or licensure in Iowa in the health specialty to be taught.

Coursework in foundations of career and technical education, planning and implementing courses and curriculum, methods and techniques of instruction, and evaluation of programs and students.

b. Trade and industrial subjects. Demonstrated career and technical competence in an industrial, trade, or technical field by completion of a minimum of 4,000 hours of practical, hands-on experience in the area in which the endorsement is sought or written examination. Coursework in foundations of career and technical education, planning and implementing courses and curriculum, methods and techniques of instruction, and evaluation of programs and students.

c. Engineering.

(1) Completion of a baccalaureate degree in engineering.

(2) Demonstrated career and technical competence in engineering by completion of a minimum of 4,000 hours of practical, hands-on experience in engineering.

(3) Coursework in foundations of career and technical education, planning and implementing courses and curriculum, methods and strategies of STEM instruction, and assessment of STEM programs and students.

DTM/jt

ARRC REVIEW PENDING MEMO

Date: March 11, 2015

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 13 (and subsequent references in 14, 18, 19, and 27)

The following changes remove significant redundant language from Ch. 13 when otherwise referenced in Department of Education chapters or within our own chapters elsewhere. The only rule change is to out-of-state applicants to submit a valid or expired administrator license (reflective of the same allowance for teachers).

The proposed changes will be published in the Iowa Administrative Bulletin on March 18, 2015.

~~282—13.2(272) Applicants from recognized Iowa institutions.~~ An applicant for initial licensure shall complete either the teacher, administrator, or school service personnel preparation program from a recognized Iowa institution or an alternative program recognized by the Iowa board of educational examiners. A recognized Iowa institution is one which has its program of preparation approved by the state board of education according to standards established by said board, or an alternative program recognized by the state board of educational examiners. Applicants shall complete the requirements set out in rule ~~282—13.1(272)~~ and shall also have the recommendation for the specific license and endorsement(s) or the specific endorsement(s) from the designated recommending official at the recognized education institution where the preparation was completed.

~~282—13.3 (272) Applicants from non-Iowa institutions.~~

~~13.3(1) Requirements for applicants from non-Iowa institutions.~~ An applicant for licensure who completes the teacher, administrator, or school service personnel preparation program from a non-Iowa institution shall verify the requirements of either subrule ~~13.18(4)~~ or ~~13.18(5)~~.

~~13.3(2) Requirements for applicants from non-Iowa traditional teacher preparation programs.~~ Provided all requirements for Iowa licensure have been met through a state-approved regionally accredited teacher education program at the graduate or undergraduate level in which college or university credits were given and student teaching was required, the applicant shall:

- a.* Provide a recommendation for the specific license and endorsement(s) from the designated recommending official at the recognized institution where the preparation was completed, and
- b.* Submit a copy of a valid or expired regular teaching certificate or license exclusive of a temporary, emergency or substitute license or certificate, and
- c.* Provide verification of successfully passing the Iowa mandated assessment(s) by meeting the minimum score set by the Iowa department of education if the teacher preparation program was completed on or after January 1, 2013. If the teacher preparation program was completed prior to January 1, 2013, the applicant must provide verification of successfully passing the mandated

assessment(s) in the state in which the applicant is currently licensed or must provide verification of successfully passing the Iowa mandated assessment(s) by meeting the minimum score set by the Iowa department of education.

13.3(3) Requirements for applicants from out of state nontraditional teacher preparation programs. An applicant who holds a valid license from another state and whose preparation was completed through a state approved nontraditional teacher preparation program must:

a. Hold a baccalaureate degree with a minimum cumulative grade point average of 2.50 on a 4.0 scale from a regionally accredited institution.

b. Provide a valid or expired out of state teaching license based on a state approved nontraditional teacher preparation program.

c. Provide a recommendation from a regionally accredited institution, department of education, or a state's standards board indicating the completion of an approved nontraditional teacher preparation program.

d. Provide an official institutional transcript(s) to be analyzed for the requirements necessary for full Iowa licensure based on 13.9(4) "a" (1) to (7), 13.9(4) "c" (1) to (5), 13.18(2), 282—13.28(272), and 282—14.2(272).

e. Meet the recency requirements listed in 13.10(3).

f. Provide verification of successfully passing the Iowa mandated assessment(s) by meeting the minimum score set by the Iowa department of education if the nontraditional teacher preparation program was completed on or after January 1, 2013. If the nontraditional teacher preparation program was completed prior to January 1, 2013, the applicant must provide verification from the state licensing agency/department in the state where the nontraditional teacher preparation program was completed indicating that the applicant has successfully passed that state's mandated assessment(s) or must provide verification of successfully passing the Iowa mandated assessment(s) by meeting the minimum score set by the Iowa department of education.

g. Complete a student teaching or internship experience or verify three years of teaching experience.

h. If through a transcript analysis the professional education core requirements set forth in 13.9(4) "a" (1) to (7), 13.9(4) "c" (1) to (5), and 13.18(2) and the content endorsement requirements pursuant to 282—13.28(272) may be identified by course titles, published course descriptions, and grades, then the transcripts will be reviewed to determine the applicant's eligibility for an Iowa teaching license. However, if the professional education core requirements of 13.9(4) "a" (1) to (7),

13.9(4) "c" (1) to (5), and 13.18(2) and the content endorsement requirements cannot be reviewed in this manner, a portfolio review and evaluation process will be utilized.

13.3(4) Portfolio review and evaluation process. An applicant whose professional education core requirements pursuant to 13.9(4) "a" (1) to (7), 13.9(4) "c" (1) to (5), and 13.18(2) or whose content endorsement requirements for special education (282—subrule 14.2(2)) could not be reviewed through transcript analysis may submit to the board a portfolio in the approved format for review and evaluation.

a. An applicant must demonstrate proficiency in seven of the nine standards in the Iowa professional education core, set forth in 13.18(4) "a" to "i," to be eligible to receive a license.

b. An applicant must have completed at least 75 percent of the endorsement requirements through a two or four year institution in order for the endorsement to be included on the license.

An applicant who does not have at least 75 percent of one content endorsement area as described in 282—13.28(272) completed will not be issued a license.

c. An applicant must meet with the board of educational examiners to answer any of the board's questions concerning the portfolio.

d. Any deficiencies in the professional education core as set forth in 13.18(4)“a” to “i” or in the special education content endorsement area that are identified during the portfolio review and evaluation process shall be met through coursework with course credits completed at a state-approved, regionally accredited institution or through courses approved by the executive director. Other content deficiencies may be met through coursework in a two- or four-year institution in which course credits are given.

13.3(5) Definitions.

“*Nontraditional*” means any method of teacher preparation that falls outside the traditional method of preparing teachers, that provides at least a one- or two-year sequenced program of instruction taught at regionally accredited and state-approved colleges or universities, that includes commonly recognized pedagogy classes being taught for course credit, and that requires a student teaching component.

“*Proficiency*,” for the purposes of 13.3(4)“a,” means that an applicant has passed all parts of the standard.

“*Recognized non-Iowa teacher preparation institution*” means an institution that is state-approved and is accredited by the regional accrediting agency for the territory in which the institution is located.

13.3(6) Requirements for applicants whose preparation was completed through out-of-state teacher preparation programs and who have attained National Board Certification. An applicant who holds a valid license from another state and who has attained National Board Certification must:

a. Hold a baccalaureate degree with a minimum cumulative grade point average of 2.50 on a 4.0 scale from an accredited institution.

b. Provide a valid or expired out-of-state teaching license based on a state-approved teacher preparation program.

c. Provide a recommendation from a regionally accredited institution, a state department of education, or a state's standards board indicating the completion of a state-approved teacher preparation program.

d. Provide an official institutional transcript(s).

e. Meet the recency requirements listed in 13.10(3).

f. Provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education if the teacher preparation program was completed on or after January 1, 2013. If the teacher preparation program was completed prior to January 1, 2013, the applicant must provide verification of successfully passing the mandated assessment(s) in the state in which the applicant is currently licensed or pass the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education.

g. Provide valid, current National Board Certification. If through a transcript analysis the professional education core requirements set forth in 13.18(4)“a” to “m” and 13.18(5), the content

endorsement requirements set forth in 282—13.26(272) to 282—13.28(272) and 282—14.2(272), and the Iowa requirements are not met, the applicant may be eligible for the

equivalent Iowa endorsement areas, as designated by the Iowa board of educational examiners, based on the National Board Certification.

~~282—13.4(272) Applicants from foreign institutions.~~ An applicant for initial licensure whose preparation was completed in a foreign institution must obtain a course-by-course credential evaluation report completed by one of the board-approved credential evaluation services and then file this report with the Iowa board of educational examiners for a determination of eligibility for licensure. After receiving the notification of eligibility by the Iowa board of educational examiners, the applicant must provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education.

~~282—13.2(272) reserved~~

~~282—13.3(272) reserved~~

~~282—13.4(272) reserved~~

282—13.5 (272) Teacher licenses. A license may be issued to applicants who fulfill the general requirements set out in subrule 13.5(1) and the specific requirements set out for each license.

13.5(1) General requirements. The applicant shall:

- a. Have a baccalaureate degree from a regionally accredited institution.
- b. Have completed a state-approved teacher education program which meets the requirements of the professional education core.
- c. Have completed an approved human relations component the teacher preparation coursework set forth in 281-79.15(2)-(5).
- d. Have completed the exceptional learner component student teaching in the subject area and grade level endorsement desired.
- e. Have completed the requirements for one of the basic teaching endorsements.
- f. Meet the recency requirement of subrule 13.10(3). Provide a recommendation for the specific license and endorsement(s) from the designated recommending official at the recognized institution where the preparation was completed.

13.5(2) Renewal requirements. Renewal requirements for teacher licenses are set out in

~~282—Chapter 20.~~ **Applicants from non-Iowa institutions.** In addition to the requirements set forth in 282-13.5(1), applicants from non-Iowa institutions will be required to:

- a. Submit a copy of a valid or expired regular teaching certificate or license exclusive of a temporary, emergency or substitute license or certificate from the state in which the teacher preparation program was completed.
- b. Provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education if the teacher preparation program was completed on or after January 1, 2013. If the teacher preparation program was completed prior to January 1, 2013, the applicant must provide verification of successfully passing the mandated assessment(s) in the state in which the applicant is currently licensed (or verify highly qualified status), or must provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education.

c. Provide an official institutional transcript(s) to be analyzed for the requirements necessary for Iowa licensure. An applicant must have completed at least 75 percent of the coursework as outlined in 281-79.15(2)-(5) and an endorsement requirement through a two- or four-year institution in order for the endorsement to be included on the license. An applicant who does not have at least 75 percent of at least one of the basic Iowa teaching endorsements completed will not be issued a license.

d. *Recency*: Provide verification of either one year of teaching experience or six semester hours of college credit during the five-year period immediately preceding the date of application.

e. If through a transcript analysis, the teacher preparation coursework as outlined in 281-79.15(2)-(5) or one of the basic teaching endorsement requirements for Iowa are not met, the applicant may be eligible for the equivalent Iowa endorsement areas, as designated by the Iowa board of educational examiners, based on current and valid National Board Certification.

f. If the program was considered non-traditional, candidates will be asked to verify the following:

- that the program was for secondary education
- a cumulative grade point average of 2.50 on a 4.0 scale from a regionally accredited institution
- the completion of a student teaching or internship experience or three years of teaching experience

g. If the teacher preparation coursework as outlined in 281-79.15(2)-(5) cannot be reviewed through a traditional transcript evaluation, a portfolio review and evaluation process may be utilized.

- An applicant must demonstrate proficiency in a minimum of at least 75 percent of the teacher preparation coursework as outlined in 281-79.15(2)-(5).
- An applicant must meet with the board of educational examiners to answer any of the board's questions concerning the portfolio.

h. The applicant is not subject to any pending disciplinary proceedings in any state or country.

i. The applicant complies with all requirements with regard to application processes and payment of licensure fees.

j. *Definitions.*

"Nontraditional" means any method of teacher preparation that falls outside the traditional method of preparing teachers, that provides at least a one- or two-year sequenced program of instruction taught at regionally accredited and state-approved colleges or universities, that includes commonly recognized pedagogy classes being taught for course credit, and that requires a student teaching component.

"Proficiency," for the purposes of 13.5(2) "g," means that an applicant has passed all parts of the standard.

"Recognized non-Iowa teacher preparation institution" means an institution that is state-approved and is accredited by the regional accrediting agency for the territory in which the institution is located.

~~282—13.4(272)~~ **13.5(3) Applicants from foreign institutions.** An applicant for initial licensure whose preparation was completed in a foreign institution must obtain a course-by-course credential evaluation report completed by one of the board-approved credential evaluation services and then file this report with the Iowa board of educational examiners for a determination of eligibility for licensure. After receiving the notification of eligibility by the Iowa board of educational examiners, the applicant must provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education.

282—13.6(272) Specific requirements for an initial license. An initial license valid for two years may be issued to an applicant who meets the general requirements set forth in subrule 13.5(4).

282—13.7(272) Specific requirements for a standard license. A standard license valid for five years may be issued to an applicant who:

1. Meets the general requirements set forth in subrule 13.5(4), and
2. Shows evidence of successful completion of a state-approved mentoring and induction program by meeting the Iowa teaching standards as determined by a comprehensive evaluation and two years' successful teaching experience. In lieu of completion of an Iowa state-approved mentoring and induction program, the applicant must provide evidence of three years' successful teaching experience in an Iowa nonpublic school or three years' successful teaching experience in an out-of-state K-12 educational setting.

282—13.9 (272) Teacher intern license.

13.9(1) Authorization. The teacher intern is authorized to teach in grades 7 to 12.

13.9(2) Term. The term of the teacher intern license will be one school year. This license is nonrenewable. ~~The fee for the teacher intern license is in 282—Chapter 12.~~

13.9(3) Teacher intern requirements. A teacher intern license ~~shall be issued upon application, provided that the following requirements have been met. The applicant shall:~~ **may be issued to applicants who have been recommended by an institution with a state-approved intern program, and who have met the background check requirements set forth in 282-13.1.**

a. ~~Hold a baccalaureate degree with a minimum cumulative grade point average of 2.50 on a 4.0 scale from a regionally accredited institution or meet the admission criteria set forth in 281—subrule 77.11(2).~~

b. ~~Meet the requirements of at least one of the board's secondary (5–12) teaching endorsements listed in rule 282—13.28(272).~~

- ~~e. Possess a minimum of three years of post-baccalaureate work experience. An authorized official at a college or university with an approved teacher intern program will evaluate this experience.~~
- ~~d. Successfully complete the teacher intern program requirements listed in subrule 13.9(4) and approved by the state board of education.~~
- ~~e. Successfully pass a basic skills test at the level approved by the teacher education institution.~~

13.9(4) Program requirements. The teacher intern shall:

~~a. Complete the following requirements prior to the internship year:~~

- ~~(1) Learning environment/classroom management. The intern uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.~~
- ~~(2) Instructional planning. The intern plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.~~
- ~~(3) Instructional strategies. The intern understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.~~
- ~~(4) Student learning. The intern understands how students learn and develop and provides learning opportunities that support intellectual, career, social, and personal development.~~
- ~~(5) Diverse learners. The intern understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.~~
- ~~(6) Collaboration, ethics and relationships. The intern fosters relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development.~~
- ~~(7) Assessment. The intern understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the learner.~~
- ~~(8) Field experiences that provide opportunities for interaction with students in an environment that supports learning in context. These experiences shall total at least 50 contact hours in the field prior to the beginning of the academic year of the candidate's initial employment as a teacher intern.~~

~~b. Complete four semester hours of a teacher intern seminar during the teacher internship year to include support and extension of coursework from the teacher intern program.~~

~~c. Complete the coursework and competencies in the following areas:~~

- ~~(1) Foundations, reflection, and professional development. The intern continually evaluates the effects of the practitioner's choices and actions on students, parents, and other professionals in the learning community and actively seeks out opportunities to grow professionally.~~
- ~~(2) Communication. The intern uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration and to support interaction in the classroom.~~
- ~~(3) Exceptional learner program, which must include preparation that contributes to the education of individuals with disabilities and the gifted and talented.~~
- ~~(4) Preparation in the integration of reading strategies into the content area.~~
- ~~(5) Computer technology related to instruction.~~
- ~~(6) An advanced study of the items set forth in 13.9(4) "a" (1) to (7) above.~~

13.9(5) Local school district requirements. The local school district shall:

- ~~a. Provide an offer of employment to an individual who has been evaluated by a college or university for eligibility or acceptance in the teacher intern program is eligible for the teacher intern license.~~
- ~~b. Participate in a mentoring and induction program.~~
- ~~c. Provide a district mentor for the teacher intern.~~
- ~~d. Provide other support and supervision, as needed, to maximize the opportunity for the teacher intern to succeed.~~
- ~~e. Not overload the teacher intern with extracurricular duties not directly related to the teacher intern's teaching assignment.~~
- ~~f. Provide evidence to the board from a licensed evaluator that the teacher intern is participating in a mentoring and induction program.~~
- ~~g. At the board's request, provide information including, but not limited to, the teacher intern selection and preparation program, institutional support, local school district mentor, and local school district support.~~

13.9(6)(4) *Requirements to convert the teacher intern license to the initial license.*

~~a.~~ An initial license shall be issued upon application provided that the teacher intern has met all of the following requirements **as verified by the recommendation from the state-approved program.:**

- ~~(1) Successful completion of the coursework and competencies in the teacher intern program approved by the state board of education.~~
- ~~(2) Verification from a licensed evaluator that the teacher intern served successfully for a minimum of 160 days.~~
- ~~(3) Verification from a licensed evaluator that the teacher intern is participating in a mentoring and induction program and is being assessed on the Iowa teaching standards.~~
- ~~(4) Recommendation by a college or university offering an approved teacher intern program that the individual is eligible for an initial license.~~
- ~~(5) At the board's request, the teacher intern shall provide to the board information including, but not limited to, the teacher intern selection and preparation program, institutional support, local school district mentor, and local school district support.~~

~~b.~~ The teacher intern year will count as one of the years that is needed for the teacher intern to convert the initial license to the standard license if the conditions listed in paragraph 13.9(6) "a" have been met.

13.9(7)(6) *Requirements to obtain the initial license if the teacher intern does not complete the internship year.*

~~a.~~ An initial license shall be issued upon application provided that the teacher intern has met the requirements for one of the following options:

~~(1) Option #1:~~

- ~~1. Successful completion of the coursework and competencies in the teacher intern program approved by the state board of education; and~~
- ~~2. Verification by a college or university that the teacher intern successfully completed the college's or university's state-approved student teaching requirements; and~~
- ~~3. Recommendation by a college or university offering an approved teacher intern program that the individual is eligible for an initial license.~~

~~(2) Option #2:~~

1. Successful completion of the coursework and competencies in the teacher intern program approved by the state board of education; and
 2. Verification by the approved teacher intern program that the teacher intern successfully completed 40 days of paid substitute teaching; and
 3. Verification by the teacher intern program that the teacher intern successfully completed 40 days of co-teaching; and
 4. Recommendation by the approved teacher intern program that the individual is eligible for an initial license.
- b.* At the board's request, the teacher intern shall provide to the board information including, but not limited to, the teacher intern selection and preparation program, institutional support, local school district mentor, and local school district support.

13.9(8) *Requirements to extend the teacher intern license if the teacher intern does not complete all of the education coursework during the term of the teacher intern license.*

a. A one-year extension of the teacher intern license may be issued upon application provided that the teacher intern has met both of the following requirements:

(1) Successful completion of 160 days **one year** of teaching experience during the teacher internship.

(2) Verification by the recommending official at the approved teacher intern program that the teacher intern has not completed all of the coursework required for the initial license.

b. Only one year of teaching experience during the term of the teacher intern license or the extension of a teacher intern license may be used to convert the teacher intern license to a standard teaching license.

13.9(9) *Requirements to obtain a teacher intern license if teaching in an international school. A teacher intern candidate shall:*

a. Hold a baccalaureate degree from an accredited institution.

b. Meet the requirements of at least one of the board's secondary (5-12) teaching endorsements listed in rule 282—13.28(272).

c. Successfully complete the teacher intern program requirements listed in 13.9(4) "a" (1) to (7), 13.9(4) "b" and 13.9(4) "c" (1) to (6) through a four-year college or university and approved by the state board of education.

13.9(10) *Requirements to convert the teacher intern license to the initial license if teaching in an international school. An initial license shall be issued upon application provided that the teacher intern has met all of the following requirements:*

a. Successful completion of the coursework and competencies in the teacher intern program approved by the state board of education.

b. Verification that the teacher intern served successfully for a minimum of 160 days.

282—13.10 (272) Specific requirements for a Class A **Extension license.** A nonrenewable Class A **extension** license valid for one year may be issued to an individual who has completed a teacher education program under any one of the following conditions:

13.10(1) *Professional core requirements.* The individual has not completed all of the required courses in the professional core, 13.18(4) "a" through "j."

~~13.10(2) *Human relations component.* The individual has not completed an approved human relations component.~~

~~13.10(3) *Recency.* The individual meets the requirements for a valid license, but has had fewer than 160 days of teaching experience during the five year period immediately preceding the date of application or has not completed six semester hours of college credit from a recognized institution within the five-year period. To obtain the desired license, the applicant must complete recent credits and, where recent credits are required, these credits shall be taken in professional education or in the applicant's endorsement area(s).~~

~~13.10(4) *Degree not granted until next regular commencement.* Rescinded IAB 9/9/09, effective 10/14/09.~~

~~13.10(5) *Based on an expired Iowa certificate or license, exclusive of a Class A or Class B license.*~~

~~a. The holder of an expired license, exclusive of a Class A or Class B license, shall be eligible to receive a Class A **extension** license upon application. This license shall be endorsed for the type of service authorized by the expired license on which it is based.~~

~~b. The holder of an expired license who is currently under contract with an Iowa educational unit (area education agency/local education agency/local school district) and who does not meet the renewal requirements for the license held shall be required to secure the signature of the superintendent or designee before the license will be issued.~~

~~13.10(6) **(2)** *Based on a mentoring and induction program.* An applicant may be eligible for a Class A **extension** license if the school district, after conducting a comprehensive evaluation, recommends and verifies that the applicant shall participate in the mentoring program for a third year. **No further extensions are available for this type of Class A extension.**~~

~~13.10(7) *Based on an administrative decision.* The executive director is authorized to issue a Class A license to an applicant whose services are needed to fill positions in unique need circumstances.~~

282—13.11 (272) Specific requirements for a Class B license. A Class B license, which is valid for two years and which is nonrenewable, may be issued to an individual under the following conditions:

13.11(1) *Endorsement in progress.* The individual has a valid initial, standard, master educator, permanent professional, Class A (~~one year extension of an initial, standard, or master educator~~), exchange, or professional service license and one or more endorsements but is seeking to obtain some other endorsement. A Class B license may be issued if requested by an employer and if the individual seeking to obtain some other endorsement has completed at least two-thirds of the requirements, or one-half of the content requirements in a state-designated shortage area, leading to completion of all requirements for the endorsement. A Class B license may not be issued for the driver's education endorsement.

13.11(3) *Request for exception* **executive director decision.** A school district administrator may file a written request with the board for an exception to the minimum content requirements on the basis of documented need and benefit to the instructional program. The board will review the request and provide a written decision either approving or denying the request. **If the minimum content requirements have not been met for the Class B license, a one-year executive director decision license may be issued if requested by the school district, and the school district can**

demonstrate that a candidate with the proper endorsement was not found after a diligent search. It may not be renewed and it will expire on June 30 of the fiscal year in which it was issued.

13.11(4) Provisional occupational license. If an individual is eligible for a provisional occupational license but has not met all of the experience requirements, a Class B license may be issued while the individual earns the necessary experience.

13.11(5) Expiration. This **The Class B** license will expire on June 30 of the fiscal year in which it was issued plus one year.

282—13.14 (272) Specific requirements for a Class E Emergency Extension license. A nonrenewable license valid for one year may be issued to an individual as follows:

13.14(1) Expired license. Based on an expired Class A, **or** Class B, ~~or teacher exchange~~ license, the holder of the expired license shall be eligible to receive a Class E license upon application and submission of all required materials.

13.14(2) Application. The application process will require transcripts of coursework completed during the term of the expired license, a program of study indicating the coursework necessary to obtain full licensure, and registration for coursework to be completed during the term of the Class E license. The Class E license will be denied if the applicant has not completed any coursework during the term of the Class A or Class B license unless extenuating circumstances are verified.

282—13.16 (272) Specific requirements for a substitute teacher's license.

13.16(1) Substitute teacher requirements. A substitute teacher's license may be issued to an individual who provides verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education if the teacher preparation program was completed on or after January 1, 2013, and who:

a. Has completed a traditional teacher preparation program and been the holder of, or presently holds, **or is eligible to hold,** a license in Iowa; ~~or holds or held a regular teacher's license or certificate in another state, exclusive of temporary, emergency, or substitute certificate or license; or~~

b. ~~Has successfully completed all requirements of an approved teacher education program, but did not apply for an Iowa teacher's license at the time of completion of the approved program; or~~

e. Holds a valid or expired teaching certificate based on a nontraditional teacher preparation program, is able to verify three years of teaching experience, and provides passing scores on tests mandated by the state that issued the certificate. The license issued will contain a disclaimer stating that the holder of this license may not be eligible for full Iowa teaching licensure.

13.16(2) Validity. A substitute license is valid for five years and for not more than 90 days of teaching in one assignment during any one school year. A school district administrator may file a written request with the board for an extension of the 90-day limit in one assignment on the basis of documented need and benefit to the instructional program. The board will review the request and provide a written decision either approving or denying the request.

13.16(3) Authorization. The holder of a substitute license is authorized to **substitute** teach in any school system in any position in which a regularly licensed teacher was **is** employed ~~to begin the~~

school year except in the driver's education classroom. In addition to the authority inherent in the initial, standard, master educator, professional administrator, two-year regional exchange, and permanent professional licenses and the endorsement(s) held, the holder of one of these regular licenses may substitute on the same basis as the holder of a substitute license while the regular license is in effect. **The executive director may grant permission for a substitute to serve outside of their regular authority under unique circumstances.**

282—13.17 (272) Specific requirements for exchange licenses. ~~An applicant seeking Iowa licensure who completes the teacher preparation program from a recognized non-Iowa institution shall verify the requirements of subrules 13.18(4) and 13.18(5) through traditional course-based preparation program and transcript review. A recognized non-Iowa teacher preparation institution is one that is state-approved and is accredited by the regional accrediting agency for the territory in which the institution is located. Applicants for nontraditional exchange licenses are not required to have received their preparation through regionally approved teacher education programs.~~

13.17(1) One-year teacher exchange license.

a. For an applicant applying under 13.3(5)(2), a one-year nonrenewable exchange license may be issued to the applicant under **any of** the following conditions:

(1) ~~The applicant has completed a state-approved, regionally accredited teacher education program; and~~ **The applicant has met the minimum coursework requirements for licensure, but has some coursework deficiencies. Any course deficiencies must be completed for college credit through a regionally-accredited institution, with the exception of human relations which may be taken for licensure renewal credit through an approved provider.**

(2) ~~The applicant has the recommendation for the specific license and endorsement(s) from the designated recommending official at the recognized non-Iowa institution where the preparation was completed; and~~

(3) ~~The applicant holds and submits a copy of a valid or expired certificate or license, exclusive of a temporary, emergency or substitute license or certificate;~~

~~1. Reserved.~~

~~(2) If the applicant submits verification that the applicant has applied for and will receive the applicant's first teaching license and is waiting for the processing or printing of a valid and current out-of-state license, a regional exchange license may be issued and the lack of a valid and current out-of-state license will be listed as a deficiency; and~~

(3) The applicant has not met the requirement for recency set forth in 282-13.5(2)d.

(4) ~~The applicant must provide verification of successfully passing the Iowa mandated assessment(s) by meeting the minimum score set by the Iowa department of education if the teacher preparation program was completed on or after January 1, 2013. If the teacher preparation program was completed prior to January 1, 2013, the applicant must provide verification of successfully passing the mandated assessment(s) in the state in which the applicant is currently licensed or must provide verification of successfully passing the Iowa mandated assessment(s) by meeting the minimum score set by the Iowa department of education; and~~

~~(5) Each exchange license shall be limited to the area(s) and level(s) of instruction as determined by an analysis of the application, the transcripts and the license or certificate held in the state in which the basic preparation for licensure was completed or of the application and the credential evaluation report.~~

~~The applicant must have completed at least 75 percent of the endorsement requirements through a two or four-year institution in order for the endorsement to be included on the exchange license; and~~

~~(6) The applicant is not subject to any pending disciplinary proceedings in any state or country; and~~

~~(7) The applicant complies with all requirements with regard to application processes and payment of licensure fees.~~

~~**13.17(2) Two-year nontraditional exchange license.** For an applicant applying under 13.3(3) and 13.3(4), a two-year nontraditional teacher exchange license may be issued to the applicant from state-approved preparation programs, under the following conditions:~~

~~a. The applicant has met the requirements of 13.3(4) "a" and "b."~~

~~b. The applicant has met the requirements of 13.17(1) "a" (3) through (7).~~

~~c. To convert the two-year nontraditional exchange license, the applicant must meet all deficiencies as well as meet the Iowa teaching standards as determined by a comprehensive evaluation by a licensed evaluator, and the applicant shall have two years of successful teaching experience in~~

~~Iowa. The evaluator may recommend extending the license for a third year to meet Iowa teaching standards.~~

~~d. The license may be extended to meet the requirements for two years of successful teaching in Iowa with proof of employment.~~

13.17(3) International teacher exchange license.

a. A nonrenewable international exchange license may be issued to an applicant under the following conditions:

(1) The applicant has completed a teacher education program in another country; and

~~(2) The applicant is not subject to any pending disciplinary proceedings in any state or country; and~~

~~(3) The applicant complies with all requirements with regard to application processes and payment of licensure fees; and~~

~~(4) The applicant is a participant in a teacher exchange program administered through the Iowa department of education, the U.S. Department of Education, or the U.S. Department of State.~~

b. Each exchange license shall be limited to the area(s) and level(s) of instruction as determined by an analysis of the application and the credential evaluation report.

c. This license shall not exceed ~~three years~~ **one year unless the applicant can verify continued participation in the exchange program past one year.**

(YELLOW HAS BEEN NOTICED)

13.17(4) Military exchange license.

~~a.b.~~ *Spouses of active duty military service applying under 13.35(2).* A three-year nonrenewable military exchange license may be issued to the applicant under the following conditions:

- (1) The applicant has completed a traditional teacher preparation program at a regionally accredited and state-approved two- or four-year college.
- (2) The applicant is the holder of a valid and current or an expired teaching license from another state.
- (3) The applicant provides verification of the applicant's connection to or the applicant's spouse's connection to the military by providing a copy of current military orders with either a marriage license or a copy of a military ID card for the applicant's spouse.
- (4) This license may be converted to a one-year regional exchange license upon application and payment of fees.

~~b.c.~~ *Recent Veterans (retired or discharged within the past five years as of the date of application) or their spouses applying under 13.35(2).* A five ~~three~~-year teaching **military exchange** license ~~or a one-year exchange license~~ may be issued to an applicant who meets the requirements of 13.17(4) "~~a.b.~~"(1) and (2). A veteran must provide a copy of the veteran's DD 214. A spouse must provide a copy of the veteran spouse's DD 214 and the couple's marriage license.

~~e.d.~~ *Spouses of active duty military service, ~~recent veterans,~~ or ~~recent veterans'~~ spouses applying under*

13.3(3). If the applicant has completed a nontraditional teacher preparation program but is not eligible for a teaching license, the applicant will be issued a substitute license, and the initial review for the portfolio review process will be completed by board staff. An applicant must provide verification of connection to the military outlined in 13.17(4) "~~a.b.~~"(3) or 13.17(4) "~~b.c.~~"

e. Military education, training, and service credit. An applicant for the military exchange license may apply for credit for verified military education, training, or service toward any experience or educational requirement for licensure by submitting documentation to the board of educational examiners. The applicant shall identify the experience or licensure requirement to which the credit would be applied if granted. The board of educational examiners shall promptly determine whether the verified military education, training, or service will satisfy all or any part of the identified experience or educational licensure requirement.

~~a.f.~~ *Fees.* Fees for the background check, evaluation and license issued pursuant to 13.17(4) will be limited to the fee outlined in rule 282—12.1(272), **for the issuance of a license.** paragraph "2."

282—13.18(272) reserved

~~General requirements for an original teaching subject area endorsement.~~ Following are the general requirements for the issuance of a license with an endorsement.

~~13.18(1) Baccalaureate degree from a regionally accredited institution.~~

~~13.18(2) Completion of an approved human relations component.~~

~~13.18(3) Completion of the exceptional learner program, which must include preparation that contributes to the education of individuals with disabilities and the gifted and talented.~~

~~13.18(4) Professional education core. Completed coursework or evidence of competency in:~~

~~a. Student learning. The practitioner understands how students learn and develop, and provides learning opportunities that support intellectual, career, social and personal development.~~

- b.* **Diverse learners.** The practitioner understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.
- c.* **Instructional planning.** The practitioner plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.
- d.* **Instructional strategies.** The practitioner understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- e.* **Learning environment/classroom management.** The practitioner uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- f.* **Communication.** The practitioner uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry, collaboration, and support interaction in the classroom.
- g.* **Assessment.** The practitioner understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the learner.
- h.* **Foundations, reflection and professional development.** The practitioner continually evaluates the effects of the practitioner's choices and actions on students, parents, and other professionals in the learning community, and actively seeks out opportunities to grow professionally.
- i.* **Collaboration, ethics and relationships.** The practitioner fosters relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development.
- j.* **Computer technology related to instruction.**
- k.* **Completion of pre-student teaching field based experiences.**
- l.* **Methods of teaching with an emphasis on the subject and grade level endorsement desired.**
- m.* **Student teaching in the subject area and grade level endorsement desired.**
- n.* **Preparation in reading programs, including reading recovery, and integration of reading strategies into content area methods coursework.**
- 13.18(5) Content/subject matter specialization.** The practitioner understands the central concepts, tools of inquiry, and structure of the discipline(s) the practitioner teaches and creates learning experiences that make these aspects of subject matter meaningful for students. This is evidenced by completion of a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements.

282—13.21 (272) **reserved**

Human relations requirements for practitioner licensure. Preparation in human relations shall be included in programs leading to teacher licensure. Human relations study shall include interpersonal and intergroup relations and shall contribute to the development of sensitivity to and understanding of the values, beliefs, lifestyles and attitudes of individuals and the diverse groups found in a pluralistic society.

13.21(1) Beginning on or after August 31, 1980, each applicant for an initial practitioner's license shall have completed the human relations requirement.

13.21(2) On or after August 31, 1980, each applicant for the renewal of a practitioner's license shall have completed an approved human relations requirement.

~~13.21(3)~~ Credit for the human relations requirement shall be given for licensed persons who can give evidence that they have completed a human relations program which meets board of educational examiners criteria (see rule 282—13.22(272)).

282—13.22(272) reserved

Development of human relations components.

Human relations components shall be developed by teacher preparation institutions. In-service human relations components may also be developed by educational agencies other than teacher preparation institutions, as approved by the board of educational examiners.

~~13.22(1)~~ *Advisory committee.* Education agencies developing human relations components shall give evidence that in the development of their programs they were assisted by an advisory committee.

The advisory committee shall consist of equal representation of various minority and majority groups.

~~13.22(2)~~ *Standards for approved components.* Human relations components will be approved by the board of educational examiners upon submission of evidence that the components are designed to develop the ability of participants to:

- ~~a.~~ Be aware of and understand the values, lifestyles, history, and contributions of various identifiable subgroups in our society.
- ~~b.~~ Recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination and become aware of the impact that such biases have on interpersonal relations.
- ~~c.~~ Translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students.
- ~~d.~~ Recognize the ways in which dehumanizing biases may be reflected in instructional materials.
- ~~e.~~ Respect human diversity and the rights of each individual.
- ~~f.~~ Relate effectively to other individuals and various subgroups other than one's own.

~~13.22(3)~~ *Evaluation.* Educational agencies providing the human relations components shall indicate the means to be utilized for evaluation.

282—13.26 (272) Requirements for elementary endorsements.

~~13.26(1)~~ *Teacher—prekindergarten-kindergarten.*

~~a.~~ *Authorization.* The holder of this endorsement is authorized to teach at the prekindergarten/ kindergarten level.

~~b.~~ *Program requirements:*

~~(1)~~ Degree—baccalaureate, and

~~(2)~~ Completion of an approved human relations program, and

~~(3)~~ Completion of the professional education core. See subrule 13.18(3).

~~e.~~ *Content.*

~~(1)~~ Human growth and development: infancy and early childhood, unless completed as part of the professional education core. See subrule 13.18(4).

~~13.26(2)~~ *Teacher—prekindergarten through grade three.*

~~a.~~ *Authorization.* The holder of this endorsement is authorized to teach children from birth through grade three.

~~b.~~ *Program requirements:*

- (1) Degree—baccalaureate.
- (2) Completion of an approved human relations program.
- (3) Completion of the professional education core. See subrules 13.18(3) and 13.18(4).
- (4) Highly qualified teacher (HQT) status. Applicants from non-Iowa institutions who have completed the requirements for this endorsement must verify their HQT status. The board shall determine the test and the minimum passing score for HQT status. Verification must be provided through one of the following:
 - 1. Written verification from the department of education in the state in which the applicant completed the elementary teacher preparation program that the applicant has achieved HQT status in that state; or
 - 2. Written verification from the department of education in the state where the applicant is currently teaching that the applicant has achieved HQT status in that state; or
 - 3. Submission of the official test score report indicating the applicant has met the qualifying score for licensure in the state in which the applicant completed the elementary teacher preparation program; or
 - 4. Obtaining the qualifying score set by the Iowa board of educational examiners if the applicant has not been teaching within the last five years and completion of a teacher preparation program prior to enactment of the federal highly qualified teacher legislation (June 2006). This option may also be utilized by applicants from outside the United States.
 - 5. For applicants who have completed the requirements for one of the Iowa elementary endorsements, verification of HQT status by meeting the minimum score set by the Iowa board of educational examiners if the applicant has not been teaching within the last five years and completion of a teacher preparation program prior to enactment of the federal highly qualified teacher legislation (June 2006). This option may also be utilized by applicants who have been teaching outside the United States.

e. Content.

- (1) Child growth and development with emphasis on cognitive, language, physical, social, and emotional development, both typical and atypical, for infants and toddlers, preprimary, and primary school children (grades one through three), unless combined as part of the professional education core. See subrule 13.18(4) of the licensure rules for the professional core.

13.26(3) Teacher—prekindergarten through grade three, including special education.

a. Authorization. The holder of this endorsement is authorized to teach children from birth through grade three.

b. Program requirements.

- (1) Degree—baccalaureate, and
- (2) Completion of an approved human relations program, and
- (3) Completion of the professional education core. See subrules 13.18(3) and 13.18(4).
- (4) Highly qualified teacher (HQT) status. Applicants from non-Iowa institutions who have completed the requirements for this endorsement must verify their HQT status. The board shall determine the test and the minimum passing score for HQT status. Verification must be provided through one of the following:
 - 1. Written verification from the department of education in the state in which the applicant completed the elementary teacher preparation program that the applicant has achieved HQT status in that state; or

2. Written verification from the department of education in the state where the applicant is currently teaching that the applicant has achieved HQT status in that state; or
 3. Submission of the official test score report indicating the applicant has met the qualifying score for licensure in the state in which the applicant completed the elementary teacher preparation program; or
 4. Obtaining the qualifying score set by the Iowa board of educational examiners if the applicant has not been teaching within the last five years and completion of a teacher preparation program prior to enactment of the federal highly qualified teacher legislation (June 2006). This option may also be utilized by applicants from outside the United States.
 5. For applicants who have completed the requirements for one of the Iowa elementary endorsements, verification of HQT status by meeting the minimum score set by the Iowa board of educational examiners if the applicant has not been teaching within the last five years and completion of a teacher preparation program prior to enactment of the federal highly qualified teacher legislation (June 2006). This option may also be utilized by applicants who have been teaching outside the United States.
- e. *Content.*

13.26(4) Teacher—elementary classroom. *These requirements will sunset on August 31, 2015.*

a. *Authorization.* The holder of this endorsement is authorized to teach in kindergarten and grades one through six.

b. *Program requirements.*

(1) Degree—baccalaureate, and

(2) Completion of an approved human relations component, and

(3) Completion of the professional education core. See subrules 13.18(3) and 13.18(4).

(4) ~~Highly qualified teacher (HQT) status.~~ Applicants from non-Iowa institutions who have completed the requirements for this endorsement must verify their HQT status. The board shall determine the test and the minimum passing score for HQT status. Verification must be provided through one of the following:

1. ~~Written verification from the department of education in the state in which the applicant completed the elementary teacher preparation program that the applicant has achieved HQT status in that state; or~~

2. ~~Written verification from the department of education in the state where the applicant is currently teaching that the applicant has achieved HQT status in that state; or~~

3. ~~Submission of the official test score report indicating the applicant has met the qualifying score for licensure in the state in which the applicant completed the elementary teacher preparation program; or~~

4. ~~Obtaining the qualifying score set by the Iowa board of educational examiners if the applicant has not been teaching within the last five years and completion of a teacher preparation program prior to enactment of the federal highly qualified teacher legislation (June 2006). This option may also be utilized by applicants from outside the United States.~~

5. ~~For applicants who have completed the requirements for one of the Iowa elementary endorsements, verification of HQT status by meeting the minimum score set by the Iowa board of educational examiners if the applicant has not been teaching within the last five years and~~

completion of a teacher preparation program prior to enactment of the federal highly qualified teacher legislation (June 2006). This option may also be utilized by applicants who have been teaching outside the United States.

e. Content.

(1) Child growth and development with emphasis on the emotional, physical and mental characteristics of elementary age children, unless completed as part of the professional education core. See subrule 13.18(4).

13.26(5) Teacher—elementary classroom. Effective September 1, 2015, the following requirements apply to persons who wish to teach in the elementary classroom:

a. Authorization. The holder of this endorsement is authorized to teach in kindergarten and grades one through six.

b. Program requirements.

(1) Degree—baccalaureate, and

(2) Completion of an approved human relations component, and

(3) Completion of the professional education core. See subrules 13.18(3) and 13.18(4).

(4) Highly qualified teacher (HQT) status. Applicants from non-Iowa institutions who have completed the requirements for this endorsement must verify their HQT status. The board shall determine the test and the minimum passing score for HQT status. Verification must be provided through one of the following:

1. Written verification from the department of education in the state in which the applicant completed the elementary teacher preparation program that the applicant has achieved HQT status in that state; or

2. Written verification from the department of education in the state where the applicant is currently teaching that the applicant has achieved HQT status in that state; or

3. Submission of the official test score report indicating the applicant has met the qualifying score for licensure in the state in which the applicant completed the elementary teacher preparation program; or

4. Verification that the applicant has obtained the qualifying score set by the Iowa board of educational examiners if the applicant has not been teaching within the last five years and completion of a teacher preparation program prior to enactment in June 2006 of the federal highly qualified teacher provisions of the Individuals with Disabilities Education Act (IDEA). This option may also be utilized by applicants from outside the United States.

5. For applicants who have completed the requirements for one of the Iowa elementary endorsements, verification of HQT status by meeting the minimum score set by the Iowa board of educational examiners if the applicant has not been teaching within the last five years and completion of a teacher preparation program prior to enactment in June 2006 of the federal highly qualified teacher provisions of IDEA. This option may also be utilized by applicants who have been teaching outside the United States.

e. Content.

(1) Child growth and development with emphasis on the emotional, physical and mental characteristics of elementary age children, unless completed as part of the professional education core.

See subrule 13.18(4).

282—13.27 (272) Requirements for middle school endorsements.

13.27(1) Authorization. The holder of this endorsement is authorized to teach in the two concentration areas in which the specific requirements have been completed as well as in other subject areas in grades five through eight which are not the core content areas. The holder is not authorized to teach art, industrial arts, music, reading, physical education, **talented and gifted**, **English as a second language**, and special education.

13.27(2) Program requirements.

a. Be the holder of a currently valid Iowa teacher's license with either the general elementary endorsement or one of the subject matter secondary level endorsements set out in rule 282—13.28(272) ~~or 282—subrules 17.1(1) and 17.1(3).~~

b. A minimum of 9 semester hours of required coursework in the following:

(1) Coursework in the growth and development of the middle school age child, specifically addressing the social, emotional, physical and cognitive characteristics and needs of middle school age children in addition to related studies completed as part of the professional education core ~~in subrule 13.18(4).~~

(2) Coursework in middle school design, curriculum, instruction, and assessment including, but not limited to, interdisciplinary instruction, teaming, and differentiated instruction in addition to related studies completed as part of the professional education core ~~in subrule 13.18(4).~~

13.28(3) Business—all. 5-12. Completion of 30 semester hours in business to include 6 semester hours in accounting, 3 semester hours in business law to include contract law, 3 semester hours in computer and technical applications in business, 6 semester hours in marketing to include consumer studies, 3 semester hours in management, 6 semester hours in economics, and 3 semester hours in business communications to include formatting, language usage, and oral presentation. Coursework in entrepreneurship and in financial literacy may be a part of, or in addition to, the coursework listed above. ~~Individuals who were licensed in Iowa prior to October 1, 1988, and were allowed to teach marketing without completing the endorsement requirements must complete the endorsement requirements by July 1, 2010, in order to teach or continue to teach marketing. A waiver provision is available through the board of educational examiners for individuals who have been successfully teaching marketing.~~

13.28(20) English as a second language (ESL). K-12.

a. Authorization. The holder of this endorsement is authorized to teach English as a second language in kindergarten and grades one through twelve.

b. Program requirements.

~~(1) Degree—baccalaureate, and~~

~~(2) Completion of an approved human relations program, and~~

~~(3) Completion of the professional education core. See subrules 13.18(3) and 13.18(4).~~

e. Content. Completion of 18 semester hours of coursework in English as a second language to include the following:

d. Other. ~~Individuals who were licensed in Iowa prior to October 1, 1988, and were allowed to teach English as a second language without completing the endorsement requirements must complete the endorsement requirements by July 1, 2012, in order to teach or continue to teach~~

English as a second language. A waiver provision is available through the board of educational examiners for individuals who have been successfully teaching English as a second language.

13.28(21) Elementary school teacher librarian.

a. Authorization. The holder of this endorsement is authorized to serve as a teacher librarian in **grades pre**kindergarten and ~~grades one~~ through eight.

b. Program requirements.

(1) Degree—baccalaureate.

(2) Completion of an approved human relations program.

(3) Completion of the professional education core. See subrules 13.18(3) and 13.18(4).

c. Content—prior to September 1, 2012. The following requirements apply for endorsements issued prior to September 1, 2012. Completion of 24 semester hours in school library coursework to include the following:

(1) Knowledge of materials and literature in all formats for elementary children.

(2) Selection, utilization and evaluation of library resources and equipment.

(3) Design and production of instructional materials.

(4) Acquisition, cataloging and classification of library materials.

(5) Information literacy, reference services and networking.

(6) Planning, evaluation and administration of school library programs.

(7) Practicum in an elementary school media center/library.

d. Content—effective on and after September 1, 2012. The following requirements apply for endorsements issued on and after September 1, 2012. Completion of 24 semester hours in school library coursework to include the following:

13.28(22) Secondary school teacher librarian.

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

b. Program requirements.

(1) Degree—baccalaureate.

(2) Completion of an approved human relations program.

(3) Completion of the professional education core. See subrules 13.18(3) and 13.18(4).

c. Content—prior to September 1, 2012. The following requirements apply for endorsements issued prior to September 1, 2012. Completion of 24 semester hours in school library coursework to include the following:

(1) Knowledge of materials and literature in all formats for adolescents.

(2) Selection, utilization and evaluation of library resources and equipment.

(3) Design and production of instructional materials.

(4) Acquisition, cataloging and classification of library materials.

(5) Information literacy, reference services and networking.

(6) Planning, evaluation and administration of school library programs.

(7) Practicum in a secondary school media center/library.

d. Content—effective on and after September 1, 2012. The following requirements apply for endorsements issued on and after September 1, 2012. Completion of 24 semester hours in school library coursework to include the following:

13.28(23) School teacher librarian. PK-12.

a. Authorization. The holder of this endorsement is authorized to serve as a teacher librarian in prekindergarten through grade twelve. The applicant must be the holder of or eligible for the initial license.

b. Program requirements. Degree—master's.

c. Content—prior to September 1, 2012. The following requirements apply for endorsements issued prior to September 1, 2012. Completion of a sequence of courses and experiences which may have been part of, or in addition to, the degree requirements. This sequence is to be at least 30 semester hours in school library coursework, to include the following:

- (1) Planning, evaluation and administration of school library programs.
- (2) Curriculum development and teaching and learning strategies.
- (3) Instructional development and communication theory.
- (4) Selection, evaluation and utilization of library resources and equipment.
- (5) Acquisition, cataloging and classification of library materials.
- (6) Design and production of instructional materials.
- (7) Methods for instruction and integration of information literacy skills into the school curriculum.
- (8) Information literacy, reference services and networking.
- (9) Knowledge of materials and literature in all formats for elementary children and adolescents.
- (10) Reading, listening and viewing guidance.
- (11) Utilization and application of computer technology.
- (12) Practicum at both the elementary and secondary levels.
- (13) Research in library and information science.

d. Content—effective on and after September 1, 2012. The following requirements apply for endorsements issued on and after September 1, 2012. Completion of a sequence of courses and experiences which may have been part of, or in addition to, the degree requirements. This sequence is to be at least 30 semester hours in school library coursework, to include the following:

13.28(24) Talented and gifted teacher.

e. Other. Individuals who were licensed in Iowa prior to August 31, 1995, and were allowed to teach talented and gifted classes without completing the endorsement requirements must complete the endorsement requirements by July 1, 2012, in order to teach or continue to teach talented and gifted classes. A waiver provision is provided through the board of educational examiners for individuals who have been successfully teaching students who are talented and gifted.

13.28(25) American Sign Language endorsement.

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

b. Program requirements.

- (1) Degree—baccalaureate.
- (2) Completion of an approved human relations program.

~~(3) Completion of the professional education core.~~

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

~~d. c. Other.~~ Be the holder of or be eligible for one other teaching endorsement listed in rules 282—13.26(272) and 282—13.27(272) and this rule.

13.28(28) School nurse endorsement. The school nurse endorsement does not authorize general classroom teaching, although it does authorize the holder to teach health at all grade levels. Alternatively, a nurse may obtain a statement of professional recognition (SPR) from the board of educational examiners, in accordance with the provisions set out in 282—Chapter 16, Statements of Professional Recognition (SPR).

a. *Authorization.* The holder of this endorsement is authorized to provide service as a school nurse at the prekindergarten and kindergarten levels and in grades one through twelve.

b. *Program requirements.*

~~(1) Degree—baccalaureate, and~~

~~(2) Completion of an approved human relations program, and~~

~~(3) Completion of the professional education core. See subrules 13.18(3) and 13.18(4).~~

~~e. Content.~~

~~d. c. Other.~~ Hold a license as a registered nurse issued by the Iowa board of nursing.

282—13.29 (272) Adding, removing or reinstating a teaching endorsement.

13.29(1) Adding an endorsement. After the issuance of a teaching license, an individual may add other endorsements to that license upon proper application, provided current requirements for that endorsement have been met. An updated license with expiration date unchanged from the original or renewed license will be prepared.

a. *Options.* To add an endorsement, the applicant must follow one of these options:

~~(3) Option 3. Receive verification from a state approved and regionally accredited institution that the Iowa minimum requirements for the endorsement have been met.~~

~~(4) Option 4.~~ Apply for a review of the transcripts by the board of educational examiners' staff to determine if all Iowa requirements have been met. The applicant must submit documentation that all of the Iowa requirements have been met by filing transcripts and supporting documentation for review.

b. *Additional requirements for adding an endorsement.*

(1) In addition to meeting the requirements **for Iowa licensure** listed in rules 282—13.18(272) and 282—13.28(272), applicants for endorsements shall have completed a methods class appropriate for teaching the general subject area of the endorsement added.

282—14.2 (272) Specific requirements.

14.2(2) Instructional strategist I: mild and moderate.

b. *Option 2—K-8 mild and moderate.*

(1) Child growth and development with emphasis on the emotional, physical, and mental characteristics of elementary age children, unless completed as part of the professional education core. See rule 282—13.18(272).

d. *Option 2—5-12 mild and moderate.*

(1) Adolescent growth and development with emphasis on the emotional, physical, and mental characteristics of adolescent age children, unless completed as part of the professional education core. ~~See rule 282—13.18(272).~~

(5) Secondary methods unless completed as part of the professional education core. ~~See 282—paragraph 13.18(4)“l.”~~

14.2(8) Deaf or hard of hearing endorsement.

b. Option 2.

(1) Child growth and development with emphasis on the emotional, physical, and mental characteristics of elementary age children unless completed as part of the professional education core. ~~See 282—Chapter 13.~~

(6) Adolescent growth and development with emphasis on the emotional, physical, and mental characteristics of adolescent age children unless completed as part of the professional education core. ~~See rule 282—13.18(272).~~

(8) Secondary methods unless completed as part of the professional education core. ~~See 282—paragraph 13.18(4)“l.”~~

14.2(9) Visually disabled endorsement.

b. Option 2.

(1) Child growth and development with emphasis on the emotional, physical, and mental characteristics of elementary age children unless completed as part of the professional education core. ~~See 282—Chapter 13.~~

(6) Adolescent growth and development with emphasis on the emotional, physical, and mental characteristics of adolescent age children unless completed as part of the professional education core.

~~See 282—subrule 13.18(4).~~

(8) Secondary methods unless completed as part of the professional education core. ~~See 282—paragraph 13.18(4)“l.”~~

~~**282—18.2(272) Applicants from recognized Iowa institutions.** An applicant for initial licensure shall complete the administrator preparation program from a recognized Iowa institution or an alternative program recognized by the Iowa board of educational examiners. A recognized Iowa institution is one which has its program of preparation approved by the state board of education according to standards established by said board, or an alternative program recognized by the state board of educational examiners. Applicants shall complete the requirements set out in rule 282—18.1(272) and shall also have the recommendation for the specific license and endorsement(s) or the specific endorsement(s) from the designated recommending official at the recognized education institution where the preparation was completed.~~

282—18.2(272) reserved.

282—18.4 (272) General requirements for an administrator license.

18.4(1) Eligibility for applicants who have completed a teacher preparation program.

Applicants for the administrator license must first comply with the requirements for all Iowa practitioners set out in

~~282—Chapter 13. Additionally, the requirements of rules 282—13.2(272) and 282—13.3(272) and the license-specific requirements set forth under each license must be met before an applicant is eligible for an administrator license.~~

18.4(2) Specific requirements for an initial administrator license for applicants who have completed a teacher preparation program. An initial administrator license valid for one year may be issued to an applicant who:

~~a. Is the holder of or is eligible for a standard license; and~~

~~b. Has three years of teaching experience; and~~

~~c. Has completed a state-approved PK-12 principal and PK-12 supervisor of special education program (see subrule 18.9(1)); and~~

~~d. Has completed an approved human relations component; and~~

~~e. Has completed an exceptional learner component; and~~

~~f. b. Has completed an evaluator approval program; and~~

~~c. Provides a recommendation for the specific license and endorsement(s) from the designated recommending official at the recognized institution where the preparation was completed; and~~

~~d. Has met the experience requirement set forth for the desired administrator endorsement; and~~

~~e. Is not subject to any pending disciplinary proceedings in any state; and~~

~~f. Complies with all requirements with regard to application processes and payment of licensure fees.~~

18.4(4) Specific requirements for an initial administrator license for applicants who have completed a professional service endorsement. An initial administrator license valid for one year may be issued to an applicant who:

a. Is the holder of an Iowa professional service license; and

b. Has three years of experience in an educational setting in the professional service endorsement area; and

c. Has completed a state-approved PK-12 principal and PK-12 supervisor of special education program (see subrule 18.9(1)); and

d. Is assuming a position as a PK-12 principal and PK-12 supervisor of special education (see subrule 18.9(1)) for the first time or has one year of out-of-state or nonpublic administrative experience; and

e. Has completed the required coursework in an approved human relations, **cultural competency**, component; and

~~f. Has completed an exceptional **diverse** learners component; and reading instruction set forth in 281-17.15(2)-(3), and~~

~~g. Has completed the professional education core in 282—paragraphs 13.18(4)“a” through “j” 281-17.15(5)“b” through “k”;~~ and

~~h. g. Has completed an evaluator approval program.~~

282—18.6 (272) Specific requirements for an administrator prepared out of state.

An applicant seeking Iowa licensure who completes an administrator preparation program from a recognized non-Iowa institution shall verify the requirements of rules 282—18.1(272) and 282—18.4(272) through traditional course-based preparation program and transcript review. A recognized non-Iowa administrator preparation institution is one that is state-approved and is accredited by the regional accrediting agency for the territory in which the institution is located.

Applicants must hold and submit a copy of a valid or expired regular administrator certificate or license in the state in which the preparation was completed, exclusive of a temporary, emergency or substitute license or certificate.

18.6(1) Specific requirements. **Administrator exchange license.** A one-year nonrenewable administrator exchange license may be issued to an individual who completes the requirements in paragraphs 18.4(2)“a” through “f” and satisfies the following:

a. Has completed a state-approved, regionally-accredited administrator preparation program in a college or university approved by the state board of education or the state licensing agency in the individual’s preparation state; and

b. Has the recommendation for the specific license and endorsement(s) from the designated recommending official at the recognized non-Iowa institution where the preparation was completed; and

c. Holds and submits a copy of a valid regular administrator certificate or license in the state in which the preparation was completed, exclusive of a temporary, emergency or substitute license or certificate; and

d. Meets the experience requirements for the administrator endorsement(s). Verified successful completion of three years of full-time teaching experience in other states, on a valid license, shall be considered equivalent experience necessary for the principal endorsement. Verified successful completion of six years of full-time teaching and administrative experience in other states, on a valid license, shall be considered equivalent experience for the superintendent endorsement provided that at least three years were as a teacher and at least three years were as a building principal or other PK-12 districtwide administrator; and

e. Is not subject to any pending disciplinary proceedings in any state; and

f. Complies with all requirements with regard to application processes and payment of licensure fees

has not met any of the following requirements:

a. Professional core requirements. The individual has not completed all of the required courses in the professional core 281-17.15(2)-(3), and 281-17.15(5)“b” through “k”.

b. Endorsement requirements. The applicant has not completed at least 75% of the coursework complete for the PK-12 principal and PK-12 supervisor of special education endorsement, and any additional administrator endorsements desired.

c. Regular administrator certificate or license in the state in which the preparation was completed. The individual is eligible for and has applied for a regular administrator certificate or license in the state in which the preparation was completed but has not yet received the certificate or license.

d. Based on evaluator requirement. The applicant has not completed the approved evaluator training requirement.

18.6(2) Conversion. Each applicant receiving the one-year regional exchange license must complete any identified licensure deficiencies in order to be eligible for an initial administrator license or a professional administrator license in Iowa. Any course deficiencies must be

completed for college credit through a regionally-accredited institution, with the exception of human relations which may be taken for licensure renewal credit through an approved provider.

282—18.7 (272) Specific requirements for a Class A Extension license.

18.7(1) A nonrenewable Class A administrator exchange license valid for one year may be issued to an applicant who has completed an administrator preparation program under any one of the following conditions:

a. Professional core requirements. The individual has not completed all of the required courses in the professional core, 282—paragraphs 13.18(4)“a” through “j.”

b. Human relations component. The individual has not completed an approved human relations component.

c. Regular administrator certificate or license in the state in which the preparation was completed. The individual has applied for a regular administrator certificate or license in the state in which the preparation was completed but has not yet received the certificate or license.

d. Based on evaluator requirement. The applicant has not completed the approved evaluator training requirement.

18.7(2) A nonrenewable Class A extension license valid for one year may be issued to an applicant based on an expired Iowa professional administrator license.

a. The holder of an expired professional administrator license shall be eligible to receive a Class A license upon application. This license shall be endorsed for the type of service authorized by the expired license on which it is based.

b. Renewal. The holder of an expired professional administrator license who is currently under contract with an Iowa educational unit (area education agency/local education agency/local school district) and who does not meet the renewal requirements for the administrator license held shall be required to secure the signature of the superintendent or designee before the license will be issued. If the superintendent does not meet the renewal requirements, the superintendent shall be required to secure the signature of the school board president before the license will be issued.

18.7(3) Authorization. Each Class A license shall be limited to the area(s) and level(s) of administration as determined by an analysis of the application, the transcripts, and the license or certificate held in the state in which the basic preparation for the administrator license was completed.

18.7(4) Conversion. Each applicant receiving the one year Class A license must complete any identified licensure deficiencies in order to be eligible for an initial administrator license or a professional administrator license in Iowa.

282—18.9 (272) Area and grade levels of administrator endorsements.

18.9(1) PK-12 principal and PK-12 supervisor of special education.

c. Other.

(1) The applicant must have had three years of teaching experience at the early childhood through grade twelve level while holding a valid license.

18.9(2) PK-8 principal—out-of-state applicants. This endorsement is only for applicants from out-of-state institutions.

c. *Other.* The applicant must have had three years of teaching experience at the early childhood through grade eight level **while holding a valid license.**

18.9(3) 5-12 principal—out-of-state applicants. This endorsement is only for applicants from out-of-state institutions.

c. *Other.* The applicant must have had three years of teaching experience at the secondary level (5-12) **while holding a valid license.**

282—18.10 (272) Superintendent/AEA administrator.

18.10(3) Administrative experience. The applicant must meet one of the following:

a. The applicant must have had three years of experience as a building principal **while holding a valid license.**

c. The applicant must have six years of teaching and administrative experience, provided that at least two years are teaching experience and one year is administrative, **all while holding a valid license.**

282—18.12 (272) Specific requirements for a Class E emergency license. A nonrenewable Class E **emergency** license valid for one year may be issued to an individual as follows.

282—19.6(272) reserved.

~~**282—19.6(272) Out-of-state applicants.** An out-of-state applicant who seeks an administrator license after July 1, 2003, will be granted a Class A administrator exchange license valid for one year in order to complete the evaluator endorsement requirements. The Class A administrator exchange license is valid for one year and is nonrenewable. The requirements for the evaluator endorsement must be met before the issuance of the initial or professional administrator license.~~

282—27.1 (272) Professional service license. A professional service licensee is an individual prepared to provide professional services in Iowa schools but whose preparation has not required completion of the professional education core as described in **the teacher preparation coursework set forth in 281-79.15.**

282—27.2 (272) Requirements for a professional service license.

27.2(1) Initial professional service license. An initial professional service license valid for two years may be issued to an applicant for licensure to serve as a school audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education (support), director of special education of an area education agency, or school counselor who:

d. Meets the recency requirement of 282—subrule 13.40(3) **5(2)d.**

27.2(2) Standard professional service license. A standard professional service license valid for five years may be issued to an applicant who:

c. Meets the recency requirement of 282—subrule 13.40(3) **5(2)d.**

282—27.3 (272) Specific requirements for professional service license endorsements.

27.3(1) Elementary professional school counselor.

a. Authorization. The holder of this endorsement has not completed the ~~professional education core (282—subrule 13.18(4))~~ **teacher preparation coursework set forth in 281-79.15** but is authorized to serve as a professional school counselor in kindergarten and grades one through eight.

27.3(2) Secondary professional school counselor.

a. Authorization. The holder of this endorsement has not completed the ~~core (282—subrule 13.18(4))~~ **teacher preparation coursework set forth in 281-79.15** but is authorized to serve as a professional school counselor in grades five through twelve.

DTM/jt

ARRC PENDING MEMO

Date: March 11, 2015

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 12

The following changes simplify Chapter 12 and will allow for fewer rule changes in the future if licenses or authorizations are added.

The proposed changes will be published in the Iowa Administrative Bulletin on March 18, 2015.

282—12.1 (272) Issuance of licenses, certificates, authorizations, and statements of professional recognition. All application and licensure fees are nonrefundable. The fee for the issuance of the following licenses, certificates, statements of professional recognition, and authorizations are set as follows **shall be \$85 unless otherwise specified below:**

1. Initial license shall be \$85.
2. Standard license shall be \$85.
3. Master educator license shall be \$85.
4. Substitute license shall be \$85.
5. Provisional occupational (career and technical) secondary license shall be \$85.
6. Occupational (career and technical) secondary license shall be \$85.
7. Administrator, counselor, or teacher exchange license shall be \$85.
8. Initial administrator license shall be \$85.
9. Professional administrator license shall be \$85.
10. Evaluator license shall be \$85.
11. Class A, B, C, D or G license shall be \$85.
12. **1.** Class E **emergency** license shall be \$150.
13. **2.** Paraeducator certificate shall be \$40.
14. Statement of professional recognition shall be \$85.
15. Coaching authorization shall be \$85.
16. Substitute authorization shall be \$85.
17. **3.** Behind-the-wheel authorization shall be \$40.
18. Teacher intern license shall be \$125.
19. Professional service license shall be \$85.

282—12.2 (272) Fees for the renewal of licenses. The fees for **the** renewal or extension of the following licenses, certificates, statements of professional recognition, and authorizations are set as follows **shall be \$85 unless otherwise specified below:**

1. The renewal of the initial license shall be \$85.
2. The renewal of the standard license shall be \$85.
3. The renewal of the master educator license shall be \$85.
4. The renewal of the substitute license shall be \$85.
5. The renewal of the occupational (career and technical) secondary license shall be \$85.
6. The renewal of the initial administrator license shall be \$85.
7. The renewal of the professional administrator license shall be \$85.
8. The renewal of the evaluator license shall be \$85.
9. The renewal of the AEA administrator license shall be \$85.
10. **1** The renewal of the paraeducator certificate shall be \$40.
11. The renewal of a statement of professional recognition shall be \$85.
12. The renewal of the coaching authorization shall be \$85.
13. The renewal of the substitute authorization shall be \$85.
14. **2** The renewal of the behind-the-wheel authorization shall be \$40.
15. A one-year extension for renewal of a professional administrator license shall be \$25 if evaluator II has not been completed. The one-year extension will not be issued, pursuant to 282—subrule 19.7(2), on or after July 1, 2008.
16. **3** A one-year extension for renewal of a coaching authorization shall be \$40.
17. **4** A one-year extension of the Class A initial license shall be \$25. The extension may be issued if the applicant needs one additional year to meet the experience requirement for the standard license, but has met Iowa teaching standards, pursuant to rule 282—20.4(272).
18. A one-year extension of a Class A, B, C, or D or exchange license shall be \$150.
19. **5** A \$25 fee for an extension of the initial administrator license may be issued instead of renewing the initial administrator license, if the applicant verifies one of the following criteria listed in 282—subrule 20.8(2).
20. The renewal of the professional service license shall be \$85.

282—12.4(272) Adding endorsements.

12.4(1) Fee for each added endorsement. The fee for each additional endorsement to a license following the issuance of the initial license and endorsement(s) shall be \$50. **The fee for each additional endorsement added to a paraeducator certificate shall be \$25.**

282—12.5(272) Duplicate licenses, authorizations, and statements of professional recognition. The fee for the issuance of a duplicate practitioner's license, **evaluator license, certificate,** statement of professional recognition, or ~~coaching~~ authorization shall be \$15.

282—12.6(272) Late fees.

12.6(1) An additional fee of \$25 per calendar month, not to exceed \$150, shall be imposed if a renewal application **an application for renewal, conversion,** a two-year exchange license, a Class A, B, C, ~~D,~~ or E license or a statement of professional recognition (SPR) is submitted after the date of expiration of a practitioner's license. Waiver of the late fee will be granted only upon a showing of extraordinary circumstances rendering imposition of the fee unreasonable.

12.6(3) Failure to hold valid Iowa license **or authorization**. An additional fee of \$100 per calendar month, not to exceed \$500, shall be imposed if the practitioner does not hold a valid Iowa license **or authorization**. The fee will begin to be assessed on the first day of the school year for which the practitioner is employed until the practitioner submits a completed application packet for the appropriate license. The penalty will enforce Iowa Code section 272.7. Waiver of the fee will be granted only upon a showing of extraordinary circumstances rendering imposition of the fee unreasonable.

282—12.9 (272) Retention of incomplete applications.

12.9(3) *Timeline for audited online renewals.* Upon receipt of notification that the online renewal application has been audited, the applicant shall have **4530** days to submit the official transcripts and mandatory reporter verification to the board office. If the materials are not received within that timeline, the applicant will be notified that the application process is closed. If the applicant submits information after the **4530**-day deadline, the application process requires submission of a complete set of application materials and fees. If the license expires during the **4530**-day deadline and the applicant is teaching, the school district will be notified that the applicant's license is expired and the individual shall not continue teaching until the complete application materials are submitted to the board office.

12.9(4) *Request for additional time.* If the applicant is not able to submit the application materials within the ~~45-day~~ deadline, the applicant may contact the executive director with a request for additional time.

282—20.4(272) Specific renewal requirements for the initial license. In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272). If a person meets all requirements for the standard license except for the options required in rule 282—13.7(272), paragraph “2,” the initial license may be renewed upon written request. A second renewal may be granted if the holder of the initial license has not met the options required in rule 282—13.7(272), paragraph “2,” and if the license holder can provide evidence of teaching employment which will be acceptable for the experience requirement. ~~Following payment of the appropriate fee (see rule 282—12.2(272), paragraph “17”), a~~ **A** Class A license may be issued instead of the renewal of the initial license for another initial license if the applicant verifies one of the following:

1. The applicant is involved in the second year of the mentoring and induction program, but the license will expire before the second year of teaching is completed.
2. The applicant has taught for two years in a nonpublic school setting and needs one additional year of teaching to convert the initial license to the standard license.

282—20.8 (272) Specific renewal requirements for the initial administrator license. In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272).

20.8(2) *Extension.* ~~Following payment of the appropriate fee (see 282—subrule 12.2(19)), a~~ **A**n extension of the initial administrator license may be issued instead of the renewal of the initial administrator license, if the applicant verifies one of the following:

- a. The applicant is involved in a mentoring and induction program, but the license will expire before the first year of administrative experience is completed.

b. The applicant has one year of administrative experience in a nonpublic school setting or in an out-of-state setting and needs one additional year of administrative experience to convert the initial license to the professional license.

DTM/jt

ARRC REVIEW PENDING MEMO

Date: March 11, 2015

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 23.1

This change will allow holders of the driver's education endorsement to maintain a behind-the-wheel authorization but with classroom instruction authority. This is particularly beneficial to the holders of initial licenses who end up teaching driver's education only (since they do not have an unlimited number of renewals). This will also benefit holders of expired licenses who want to continue to teach driver's education to be able to instead maintain this authorization annually with relevant renewal training.

The proposed changes will be published in the Iowa Administrative Bulletin on March 18, 2015.

282—23.1 (272,321) Requirements. Applicants for the behind-the-wheel driving instructor authorization shall meet the following requirements:

23.1(3) Classroom Instruction. To be eligible for classroom instruction, holders of the behind-the-wheel authorization must additionally hold a valid or expired initial, standard, exchange, or master educator license with endorsement 118 for driver and safety education.

ARRC REVIEW PENDING MEMO
FILING FOR NOTICE OF INTENDED ACTION POSTPONED PENDING ADDITIONAL
INFORMATION AND STAKEHOLDER INPUT

Date: March 11, 2015

To: Board Members

From: Duane T. Magee, Executive Director

RE: Ethics Training as a requirement for renewal

One of the paramount goals of the Board is to create clear guidelines and expectations for code of conduct and ethics education for educators. This series of changes will allow educators to complete current and relevant training as a condition of licensure renewal, and also for the first issuance of a license when it is not already covered in the preparation program. Chapter 272.2 also states that the board shall provide this training to any person who holds a license, certificate, authorization, or statement of professional recognition.

282—20.1(272) General renewal information. This chapter contains renewal requirements for those individuals desiring to renew the initial, standard, master educator, professional administrator, area education agency administrator, or substitute license or a statement of professional recognition (SPR), and general renewal requirements for all other licenses. Individuals desiring to renew a license issued under some other title are referred to 282—Chapters 22, 23, and 24 for additional specific requirements.

282—20.3 (272) Renewal of licenses, authorizations, certificates, and statements of professional recognition.

20.3(1) Issue date. A renewed license is valid only from and after the date of issuance.

20.3(2) General renewal requirements. A license, authorization, certificate or statement of professional recognition may be renewed for applicants who fulfill the general requirements set out in subrules 20.3(3) through 20.3(5)(8) and the license-specific requirements set out in this chapter under each license, authorization, certificate or statement of professional recognition.

20.3(3) Background check. Every renewal applicant is required to submit a completed application form with the applicant's signature to facilitate a check of the sex offender registry information under Iowa Code section 692A.121, the central registry for child abuse information established under Iowa Code chapter 235A, and the dependent adult abuse records maintained under Iowa Code chapter 235B. The board may assess the applicant a fee no greater than the costs associated with obtaining and evaluating the background check.

20.3(4) Child and dependent adult abuse training. Every renewal applicant must submit documentation of completion of the child and dependent adult abuse training approved by the state abuse education review panel. A waiver of this requirement may apply under the following conditions with appropriate documentation of any of the following:

- a. A person is engaged in active duty in the military service of this state or of the United States.
- b. The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.
- c. A person is practicing a licensed profession outside this state.
- d. A person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse training in this state

20.3(5) Code of Professional Conduct and Ethics Training. Every renewal applicant must submit documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

20.3(6) Trainings for renewal unit. Applicants for the renewal of any license or authorization may submit verification of completion of combined mandatory and non-mandatory trainings to total 15 clock hours per licensure renewal unit for a maximum of 2 units. A list of approved trainings will be provided by the Board of Educational Examiners.

20.3(5)(7) Recency of units for renewal. If a license is renewed on or before the date of expiration, the units for renewal are acceptable if earned during the term of the license. If a license is not renewed on the date of expiration, the units for renewal must have been completed within the five-year period immediately preceding the date of application for the renewal.

20.3(6)(8) Timely renewal. A license may only be renewed less than one year before it expires.

282—20.10 (272) Renewal requirements for a statement of professional recognition (SPR).

20.10(2) Each applicant renewing an SPR must provide documentation that all renewal requirements in subrules 20.3(1) through 20.3 have been met. In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272).

282—22.1 (272) Coaching authorization

22.1(4) Renewal. The authorization may be renewed upon application and verification of successful completion of:

a. Renewal activities. Applicants for renewal of a coaching authorization must:

(1) Successfully complete five planned renewal activities/courses related to athletic coaching approved in accordance with guidelines approved by the board of educational examiners. Additionally, each applicant for the renewal of a coaching authorization shall have completed one renewal activity/course relating to the knowledge and understanding of professional ethics and legal responsibilities of coaches through a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—22.2 (272) Substitute authorization.

22.2(1) Application process

c. *Renewal.* In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272). The authorization may be renewed upon application and verification of successful completion of:

~~(2) Child and dependent adult abuse training. Every renewal applicant must submit documentation of completion of the child and dependent adult abuse training approved by the state abuse education review panel. A waiver of this requirement may apply under the following conditions with appropriate documentation of any of the following:~~

- ~~1. A person is engaged in active duty in the military service of this state or of the United States.~~
- ~~2. The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.~~
- ~~3. A person is practicing a licensed profession outside this state.~~

4. A person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse training in this state.

5. The person has previously renewed a license or another authorization issued by the board of educational examiners and, at that time, reported the completion, within the past five years, of child and dependent adult abuse training approved by the state abuse education review panel.

282—22.3 (272) School business official authorization.

22.3(7) Renewal. The authorization may be renewed upon application and verification of successful completion of:

a. Renewal activities.

(1) **In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272).** ~~In addition to the child and dependent adult abuse mandatory reporter training listed below,~~

~~†~~ The applicant for renewal must complete 4 semester hours of credit or the equivalent contact hours (1 semester hour is equivalent to 15 contact hours) within the three-year licensure period.

b. ~~Child and dependent adult abuse mandatory reporter training. Every renewal applicant must submit documentation of completion of the child and dependent adult abuse mandatory reporter training approved by the state abuse education review panel. A waiver of this requirement may apply under any of the following appropriately documented conditions:~~

~~(1) The person is engaged in active duty in the military service of this state or of the United States.~~

~~(2) The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.~~

~~(3) The person is practicing in a licensed profession outside this state.~~

~~(4) The person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse mandatory reporter training in this state.~~

~~(5) The person has previously renewed a license or another authorization issued by the board of educational examiners and, at that time, reported the completion, within the past five years, of child and dependent adult abuse mandatory reporter training approved by the state abuse education review panel.~~

282—22.7 (272) School administration manager authorization.

22.7(7) Renewal.

a. The initial school administration manager authorization may be renewed once if the applicant has not previously had employment as a school administration manager but can at the time of application provide evidence of employment as a school administration manager.

b. The standard school administration manager authorization may be renewed upon application and verification of successful completion of the following:

(1) Renewal activities. The applicant for renewal must complete three semester hours of credit through authorized SAM training or online training courses approved by the board of educational examiners in collaboration with the department of education.

(2) ~~Child and dependent adult abuse mandatory reporter training. Every renewal applicant must submit documentation of completion of the child and dependent adult abuse mandatory reporter training approved by the state abuse education review panel. A waiver of this requirement may apply under any of the following appropriately documented conditions:~~

~~1. The person is engaged in active duty in the military service of this state or of the United States.~~

~~2. The person has previously renewed a license or another authorization issued by the board of educational examiners and, at that time, reported the completion, within the past five years, of child and dependent adult abuse mandatory reporter training approved by the state abuse education review panel.~~ **In**

addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272).

282—22.7 (272) iJAG authorization

22.7(5) Renewal. An applicant for renewal of the iJAG authorization must provide verification of completion of the following:

- a. Required iJAG training as verified through an iJAG administrator.
- b. Child and dependent adult abuse training as stated in 282—subrule 20.3(4).
- c. Code of professional conduct and ethics training as stated in 282—subrule 20.3(5).

282—23.5 Behind the Wheel

282—23.5(272,321) Renewal. In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272). All fees are nonrefundable. The behind-the-wheel driving instructor authorization may be renewed upon application and verification of successful completion of:

23.5(1) Providing behind-the-wheel instruction for a minimum of 12 clock hours during the previous school year; and

23.5(2) Successful participation in at least one department of transportation-sponsored or department of transportation-approved behind-the-wheel instructor refresher course; and

23.5(3) Effective September 1, 2002, the child and dependent adult abuse training approved by the state abuse education review panel. A waiver of this requirement may apply under the following conditions with appropriate documentation of any of the following:

- a. The person is engaged in active duty in the military service of this state or of the United States.
- b. The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.
- c. The person is practicing a licensed profession outside this state.
- d. The person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse training in this state.
- e. The person has previously renewed a license or authorization issued by the board of educational examiners and, at that time, reported the completion, within the past five years, of child and dependent adult abuse training approved by the state abuse education review panel.

282—24.6 Paraeducator Certificates

282—24.6 (272) Renewal requirements.

24.6(1) In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272). The paraeducator certificate may be renewed upon application, payment of a renewal fee as established in 282—Chapter 12, and verification of successful completion of coursework totaling three units in any combination listed below.

24.6(2) All applicants renewing a paraeducator certificate must submit documentation of completion of the child and dependent adult abuse training approved by the state abuse education review panel. A waiver of this requirement may apply under the following conditions with appropriate documentation of any of the following:

- a. A person is engaged in active duty in the military service of this state or of the United States.
- b. The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.
- c. A person is practicing a licensed profession outside this state.

~~d. A person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse training in this state.~~

282—13.5 (272) Teacher licenses. A license may be issued to applicants who fulfill the general requirements set out in subrule 13.5(1) and the specific requirements set out for each license.

13.5(1) General requirements. The applicant shall:

g. submit documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—13.7(272) Specific requirements for a standard license. A standard license valid for five years may be issued to an applicant who:

1. Meets the general requirements set forth in subrule 13.5(1), and
2. Shows evidence of successful completion of a state-approved mentoring and induction program by meeting the Iowa teaching standards as determined by a comprehensive evaluation and two years' successful teaching experience. In lieu of completion of an Iowa state-approved mentoring and induction program, the applicant must provide evidence of three years' successful teaching experience in an Iowa nonpublic school or three years' successful teaching experience in an out-of-state K-12 educational setting.

3. Documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners. The training must be completed after the issuance of the initial license and be no more than three years old at the time of application.

282—13.8 (272) Specific requirements for a master educator's license. A master educator's license is valid for five years and may be issued to an applicant who:

1. Is the holder of or is eligible for a standard license as set out in rule 282—13.7(272), and
2. Verifies five years of successful teaching experience, and
3. Meets the renewal requirements of 282—20.3, and
- 3 4. Completes one of the following options:
 - Master's degree from a regionally accredited college or university in a recognized endorsement area, or
 - Master's degree from a regionally accredited college or university in curriculum, effective teaching, or a similar degree program which has a focus on school curriculum or instruction.

282—13.16 (272) Specific requirements for a substitute teacher's license.

13.16(1) Substitute teacher requirements. A substitute teacher's license may be issued to an individual who provides verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education if the teacher preparation program was completed on or after January 1, 2013, and who:

d. submits documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—16.2(272) School audiologist.

16.2(2) Requirements. The special education director (or designee) of the area education agency must submit a letter requesting that the authorization be issued. The following documents must be included:

c. documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—16.3(272) School nurse.

16.3(2) Requirements.

c. documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—16.4(272) School occupational therapist.

16.4(2) Requirements.

c. documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—16.5(272) School physical therapist.

16.5(2) Requirements.

c. documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—16.6(272) School social worker.

16.6(2) Requirements. The special education director (or designee) of the area education agency or local education agency must submit an application to request that the authorization be issued. The application must include:

c. documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—16.7(272) Special education nurse.

16.7(2) Requirements.

a. The special education director (or designee) of the area education agency must submit a letter to the board of educational examiners to request that the SPR be issued.

b. An applicant must submit the following documents:

(1) A copy of the license issued by the Iowa board of nursing.

(2) An official transcript.

(3) Verification of two years' experience in public health nursing.

(4) Completion of an approved human relations course.

(5) documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—16.8(272) Speech-language pathologist.

16.8(2) Requirements. The special education director (or designee) of the area education agency must submit a letter requesting that the authorization be issued. The following documents must be included:

c. documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—18.4 (272) General requirements for an administrator license.

18.4(2) Specific requirements for an initial administrator license for applicants who have completed a teacher preparation program. An initial administrator license valid for one year may be issued to an applicant who:

a. Is the holder of or is eligible for a standard license; and

b. Has three years of teaching experience; and

- c. Has completed a state-approved PK-12 principal and PK-12 supervisor of special education program (see subrule 18.9(1)); and
- d. Has completed an approved human relations component; and
- e. Has completed an exceptional learner component; and
- f. Has completed an evaluator approval program.
- g. Has completed a code of professional conduct and ethics training approved by the Board of Educational Examiners.

18.4(4) *Specific requirements for an initial administrator license for applicants who have completed a professional service endorsement.* An initial administrator license valid for one year may be issued to an applicant who:

- a. Is the holder of an Iowa professional service license; and
- b. Has three years of experience in an educational setting in the professional service endorsement area; and
- c. Has completed a state-approved PK-12 principal and PK-12 supervisor of special education program (see subrule 18.9(1)); and
- d. ~~Is assuming a position as a PK-12 principal and PK-12 supervisor of special education (see subrule 18.9(1)) for the first time or has one year of out-of-state or nonpublic administrative experience; and~~
- e. Has completed an approved human relations component; and
- f. Has completed an exceptional learner component; and
- g. Has completed the professional education core in 282—paragraphs 13.18(4) “a” through “j”; and
- h. Has completed an evaluator approval program; and
- i. Has completed a code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—22.1 (272) Coaching authorization.

22.1(2) *Requirements.* Applicants for the coaching authorization shall have completed the following requirements:

- a. *Credit hours.* Applicants must complete credit hours in the following areas:
 - 5) Beginning on or after July 1, 2000, each applicant for an initial coaching authorization shall have successfully completed 1 semester credit hour or 15 contact hours in a course relating to the theory of coaching which must include at least 5 contact hours relating to the knowledge and understanding of the code of professional conduct, ethics and legal responsibilities of coaches approved by the board of educational examiners.

282—22.2 (272) Substitute authorization

22.2(1) *Application process.*

a. *Requirements.* Applicants for the substitute authorization shall meet the following requirements:

- (1) Authorization program.
 4. Ethics. This component includes fostering relationships with parents, school colleagues, and organizations in the larger community to support students’ learning and development and to be aware of the board’s rules of professional practice and competent performance. complete the code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—22.3 (272) School business official authorization.

22.3(4) *Specific requirements for an initial school business official authorization.* Applicants for an initial school business official authorization shall have completed the following requirements:

- e. code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—22.5 (272) Preliminary native language teaching authorization.

22.5(3) Requirements.

e. During the term of the authorization, the applicant must complete board-approved training in the following:

(5) Code of ethics. Develop an understanding of how to foster relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development and ~~become aware of the board's rules of professional practice and code of ethics~~ to complete the code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—22.6 (272) School administration manager authorization.

22.6(4) Specific requirements for an initial school administration manager authorization. Applicants for an initial school administration manager authorization shall have completed the following requirements:

e. code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—22.7 (272) iJAG authorization.

22.7(3) Requirements.

(4) Code of ethics. Develop an understanding of how to foster relationships with parents, students, school colleagues, and organizations in the larger community to support students' learning and development and ~~become aware of the board's rules of professional practice and code of ethics~~ to complete the code of professional conduct and ethics training approved by the Board of Educational Examiners.

(Behind the wheel authorization)

282—23.1 (272,321) Requirements. Applicants for the behind-the-wheel driving instructor authorization shall meet the following requirements:

23.1(2) Approved coursework. The applicant shall successfully complete **the following:**

a. a behind-the-wheel driving instructor course approved by the department of transportation. At a minimum, classroom instruction shall include at least 12 clock hours of observed behind-the-wheel instruction and 24 clock hours of classroom instruction to include psychology of the young driver, behind-the-wheel teaching techniques, ethical teaching practices, and route selection.

b. code of professional conduct and ethics training approved by the Board of Educational Examiners.

282—24.3 (272) Prekindergarten through grade 12 paraeducator generalist certificate.

24.3(4) Applicants shall have successfully completed the following list of competencies.

f. Ethical and professional practice. Under the supervision of a licensed education professional, the paraeducator will:

(4) **complete a code of professional conduct and ethics training approved by the Board of Educational Examiners and** ~~Abide~~ abide by the Iowa code of ethics and professional practice rules of the board of educational examiners and rules of the Iowa department of education.

282—27.2 (272) Requirements for a professional service license.

27.2(1) Initial professional service license.

e. code of professional conduct and ethics training approved by the Board of Educational Examiners.