STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
Grimes State Office Building – 400 E.14th St.
Second Floor State Board Room
Des Moines, IA 50319-0147

October 11, 2013

2013-2014 BOEE Goals

Goal 1:	The Board will develop rules for practitioner licensure that maintain high standards, are research based, and provide flexibility in attainment.
Goal 2:	The Board will develop a communication plan for the dissemination of information to its constituent groups, the Governor's office, and the legislature.
Goal 3:	The board will develop a plan to align BOEE goals with the Iowa Department of Education and Iowa colleges of education.

AGENDA

TIMES ARE APPROXIMATE

7:30 a.m.	**Professional Practices Committee Meeting – State Board Room**	
8:30 a.m.	**Executive Committee Meeting – (Conference Rm. 3SW)**	
9:00 a.m.	**Call Meeting to Order**	
	Approve the Agenda	**Tab A**
	Consent Agenda	
	a. Minutes from August 9, 2013 and minutes from September 13, 2013 special telephonic meeting	**Tab B**
	Professional Practices - Licensee Discipline – Closed Session – Board Members Only (roll call)	
	Open Session – Results of closed session announced	
	a. Approve closed session minutes from August 9, 2013 and minutes from September 13, 2013 special telephonic meeting	
	Board Communications	
	a. Board Member Reports	
	b. Executive Director's Report	**Tab C**
	1. Financial update	
	2. Digitizing professional practices packets	
	3. TeachIowa.gov update	
	Communication from the Public	
12:00 p.m.	**Lunch for Board Members (Conference Rm. 3N)**	
12:35 p.m.	Ankeny Community School District Instructional Coach Presentation – Dr. Sharon Ingebrand	
	Rules [Iowa Administrative Code – Chapter 282 (272)]	
	a. Adopt	
	1. IAC 282—Chapter 13.3, 13.3(3) & 13.17(1)—Applicants from non-Iowa Institutions	**Tab D**
	2. IAC 282—Chapter 18.10 (1) & (3)—Superintendent/AEA Administrator	**Tab E**
	3. IAC 282—Chapter 13.8—Specific Requirements for a Master Educator's License	**Tab F**
	4. IAC 282—Amend 25.3(1)e - Student Abuse	**Tab G**
	5. IAC 282—Chapter 13.28(31) —STEM Endorsements; 13.28(30) —Engineering; 17.1(3) —Career and Technical License	**Tab H**

b. ARRC Review Pending

No rules pending

c. Notice

1. IAC – 282—Chapter 22.6—iJAG Authorization **Tab I**
2. IAC 282—Amend 13.9(3) —Teacher Intern License Requirements **Tab J**
3. IAC 282—Amend 13.16(1) —Requirements for a Substitute Teacher License **Tab K**
4. IAC 282—Amend 13.17(3) —International Exchange License **Tab L**

d. Items for Discussion

1. IAC 282—Amend 13.28 (26 & 27) and 27.3 (1 & 2)—Elementary and Secondary Counselor **Tab M**
2. IAC 282—Amend 282 Chapter 13.28(9)—FCS endorsement requirements **Tab N**
3. IAC 282 Chapter 18.4 (272) — General requirements for an administrator license. **Tab O**
4. School Employee Authorization

Waivers

1. PFW 13-11 Dr. Jessica K. Sherwood **Tab P**
2. PFW 13-12 Alan V. Dicks **Tab Q**

Reports/Approvals

1. Legislative Update/Priorities – Phil Wise & Darcy Lane **Tab R**
2. Plan for legislative reception

3:00 p.m. **Adjournment**

STATE OF IOWA

BOARD OF EDUCATIONAL EXAMINERS

Grimes State Office Building – 400 East 14th Street

Des Moines, Iowa 50319-0147

Minutes

August 9, 2013

The board held its monthly meeting on August 9, 2013. Mary K. Overholtzer, Chair, called the meeting to order. Members attending were Tammy Duehr, Dan Dutcher (absent from the meeting between 10:00-10:45 a.m.), Brenda Garcia-Van Auken, Dr. Larry Hill (left the meeting at noon), Ann Lebo, Dr. Andy Pattee (left the meeting at 11:20 a.m.), Dr. Jay Prescott and Dr. Anne Sullivan (absent from the meeting between 9:30 a.m.-12:15 p.m). Also in attendance was Duane Magee, Executive Director and Interim Director of the Department of Education, Darcy Lane, Attorney/Investigator, Jim McNellis, Investigator, September Lau, Assistant Attorney General and Julie Bussanmas, Assistant Attorney General. Laura Stevens and Richard Wortmann were unable to attend.

Anne Sullivan moved, with a second by Larry Hill, to approve the agenda. **MOTION CARRIED UNANIMOUSLY.**

Andy Pattee moved, with a second by Brenda Garcia-Van Auken, to approve the consent agenda. **MOTION CARRIED UNANIMOUSLY.**

Anne Sullivan moved, with a second by Tammy Duehr, that the Board go into closed session for the purposes of discussing whether to initiate licensee disciplinary proceedings and the decision to be rendered in a contested case, pursuant to Iowa Code sections 21.5 (d) and (f). Roll call vote: Duehr – yes; Dutcher – yes; Garcia-Van Auken – yes; Hill – yes; Lebo – yes; Overholtzer – yes; Pattee – yes; Prescott – yes; Sullivan – yes. **MOTION CARRIED.**

Brenda Garcia-Van Auken moved, with a second by Tammy Duehr, that in **case number 12-112**, the Board find probable cause to establish a violation of the following provisions of the Code of Professional Conduct and Ethics, 282 IAC –Chapter 25.3(1)(b)(1), and order this case set for hearing. Roll call vote: Duehr – yes; Dutcher – absent; Garcia-Van Auken – yes; Hill – yes; Lebo – recused; Overholtzer – yes; Pattee – yes; Prescott – yes; Sullivan – absent. **MOTION CARRIED.**

Brenda Garcia-Van Auken moved, with a second by Tammy Duehr, that in **case number 13-06**, the Board find probable cause to establish a violation of the following provisions of the Code of Professional Conduct and Ethics, 282 IAC –Chapter 25.3(3)(e) and order this case set for hearing. Roll call vote: Duehr – yes; Dutcher – absent; Garcia-Van Auken – no; Hill – yes; Lebo – yes; Overholtzer – no; Pattee – yes; Prescott – yes; Sullivan – absent. **MOTION CARRIED.**

Tammy Duehr moved, with a second by Ann Lebo, that in **case number 13-64**, the Board find that, although one or more of the allegations in the complaint may be substantiated by the witnesses interviewed in the course of the investigation [and/or] the documents gathered in the course of the investigation, and the allegations may constitute a technical violation of the Board's statute or administrative rules; the evidence before the Board indicates that the alleged violation was an isolated incident; and, adequate steps have been taken to remedy the violation and to ensure that incidents of a similar nature do not occur in the future. The Board will not pursue formal disciplinary action in this matter. **MOTION CARRIED UNANIMOUSLY.**

Ann Lebo moved, with a second by Brenda Garcia-Van Auken, that in **case number 13-65**, the Board finds that the evidence gathered in the investigation, including witness statements and the documentary evidence, does not substantiate the allegations in the complaint, and that the Board therefore lacks probable cause to proceed with this matter. **MOTION CARRIED UNANIMOUSLY.**

Ann Lebo moved, with a second by Brenda Garcia-Van Auken, that in **case number 13-66,** the Board finds that the evidence gathered in the investigation, including witness statements and the documentary evidence, does not substantiate the

allegations in the complaint, and that the Board therefore lacks probable cause to proceed with this matter. **MOTION CARRIED UNANIMOUSLY.**

Tammy Duehr moved, with a second by Ann Lebo, that in **case number 13-67**, the Board finds that the evidence gathered in the investigation, including witness statements and the documentary evidence, does not substantiate the allegations in the complaint, and that the Board therefore lacks probable cause to proceed with this matter. **MOTION CARRIED UNANIMOUSLY.**

Tammy Duehr moved, with a second by Ann Lebo, that in **case number 13-68**, the Board finds that the evidence gathered in the investigation, including witness statements and the documentary evidence, does not substantiate the allegations in the complaint, and that the Board therefore lacks probable cause to proceed with this matter. Roll call vote: Duehr – yes; Dutcher – absent; Garcia-Van Auken – no; Hill – no; Lebo – yes; Overholtzer – no; Pattee – yes; Prescott – yes; Sullivan – absent. **MOTION CARRIED.**

Ann Lebo moved, with a second by Tammy Duehr, that in **case number 13-71,** the Board find that, although one or more of the allegations in the complaint may be substantiated by the witnesses interviewed in the course of the investigation [and/or] the documents gathered in the course of the investigation, and the allegations may constitute a technical violation of the Board's statute or administrative rules; the evidence before the Board indicates that the alleged violation was an isolated incident; and, adequate steps have been taken to remedy the violation and to ensure that incidents of a similar nature do not occur in the future. The Board will not pursue formal disciplinary action in this matter. Roll call vote: Duehr – yes; Dutcher – absent; Garcia-Van Auken – yes; Hill – yes; Lebo – yes; Overholtzer – recused; Pattee – yes; Prescott – yes; Sullivan – absent. **MOTION CARRIED.**

Ann Lebo moved, with a second by Brenda Garcia-Van Auken, that in **case number 13-40**, the Board finds that the evidence gathered in the investigation, including witness statements and the documentary evidence, does not substantiate the

allegations in the complaint, and that the Board therefore lacks probable cause to proceed with this matter. **MOTION CARRIED UNANIMOUSLY.**

Tammy Duehr moved, with a second by Ann Lebo, that in **case number 13-61,** the Board finds that the evidence gathered in the investigation, including witness statements and the documentary evidence, does not substantiate the allegations in the complaint, and that the Board therefore lacks probable cause to proceed with this matter. **MOTION CARRIED UNANIMOUSLY.**

Brenda Garcia-Van Auken moved, with a second by Ann Lebo, that in **case number 13-43**, the Board finds that the evidence gathered in the investigation, including witness statements and the documentary evidence, does not substantiate the allegations in the complaint, and that the Board therefore lacks probable cause to proceed with this matter. **MOTION CARRIED UNANIMOUSLY.**

Brenda Garcia-Van Auken moved, with a second by Ann Lebo, that in **case number 13-44**, the Board finds that the evidence gathered in the investigation, including witness statements and the documentary evidence, does not substantiate the allegations in the complaint, and that the Board therefore lacks probable cause to proceed with this matter. **MOTION CARRIED UNANIMOUSLY.**

Brenda Garcia-Van Auken moved, with a second by Ann Lebo, that in **case number 13-45**, the Board finds that the evidence gathered in the investigation, including witness statements and the documentary evidence, does not substantiate the allegations in the complaint, and that the Board therefore lacks probable cause to proceed with this matter. **MOTION CARRIED UNANIMOUSLY.**

Brenda Garcia-Van Auken moved, with a second by Ann Lebo, that in **case number 13-46**, the Board finds that the evidence gathered in the investigation, including witness statements and the documentary evidence, does not substantiate the

allegations in the complaint, and that the Board therefore lacks probable cause to proceed with this matter. **MOTION CARRIED UNANIMOUSLY.**

Tammy Duehr moved, with a second by Brenda Garcia-Van Auken, that in **case number 13-62**, the Board find probable cause to establish a violation of the following provisions of the Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(6)(o), and order this case set for hearing. **MOTION CARRIED UNANIMOUSLY.** (Duane Magee left the room during the discussion of this case in closed session.)

Ann Lebo moved, with a second by Brenda Garcia-Van Auken, that in **case number 13-77**, the Board find that, although one or more of the allegations in the complaint may be substantiated by the witnesses interviewed in the course of the investigation [and/or] the documents gathered in the course of the investigation, and the allegations may constitute a technical violation of the board's statute or administrative rules; the evidence before the board indicates that the allegations have been addressed in a previous settlement. The Board will not pursue formal disciplinary action in this matter. **MOTION CARRIED UNANIMOUSLY.**

Brenda Garcia-Van Auken moved, with a second by Tammy Duehr, that in **case number 13-78**, the Board find probable cause to establish a violation of the following provisions of the Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(1)(e)(4) and 25.3(6)(c) and (d), and order this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**

Tammy Duehr moved, with a second by Brenda Garcia-Van Auken, that in **case number 13-79**, the Board find that, although one or more of the allegations in the complaint may be substantiated by the witnesses interviewed in the course of the investigation [and/or] the documents gathered in the course of the investigation, and the allegations may constitute a technical violation of the Board's statute or administrative rules; the evidence before the Board indicates that the alleged violation was an isolated incident; and, adequate steps have been taken to remedy the violation and to ensure that incidents of a similar nature do not occur in the future. The Board

will not pursue formal disciplinary action in this matter. **MOTION CARRIED UNANIMOUSLY.**

Tammy Duehr moved, with a second by Ann Lebo, that in **case numbers 12-118 and 12-124**, the Board accept the Respondent's waiver of hearing and voluntary surrender and that the Board issue an order permanently revoking the Respondent's license with no possibility of reinstatement. **MOTION CARRIED UNANIMOUSLY.**

Ann Lebo moved, with a second by Tammy Duehr, that in **case number 13-72**, the Board accept the Respondent's waiver of hearing and voluntary surrender and that the Board issue an order permanently revoking the Respondent's license with no possibility of reinstatement. **MOTION CARRIED UNANIMOUSLY.**

Brenda Garcia-Van Auken moved, with a second by Ann Lebo, that in **case number 12-81**, the Board accept the stipulation and settlement submitted by the parties, and issue an Order incorporating the agreement of the parties and imposing the agreed upon sanction. **MOTION CARRIED UNANIMOUSLY.**

Tammy Duehr moved, with a second by Brenda Garcia-Van Auken, to extend the 180-day deadline for issuance of the final decision in **case number 13-35**, based upon the amount of time needed to complete the investigation due to pending criminal charges. Roll call vote: Duehr – yes; Dutcher – absent; Garcia-Van Auken – yes; Hill – yes; Lebo – yes; Overholtzer – yes; Pattee – recused; Prescott – yes; Sullivan – absent. **MOTION CARRIED.**

Andy Pattee moved, with a second by Ann Lebo, to approve the closed session minutes of June 21, 2013. **MOTION CARRIED UNANIMOUSLY.**

Board Reports:

Tammy Duehr reported that she will be giving an ethics presentation to 50 new teachers in her district – Dubuque Community Schools.

Mary K. Overholtzer presented to approximately 80 teachers at Professional Educators of Iowa at their leadership conference. She shared with them what she has learned on the board reviewing ethics violations and for teachers to document in order to protect themselves and for communication purposes.

Andy Pattee complimented Mr. Magee for his presentation at the School Administrators of Iowa (SAI) conference.

Executive Director's Report:

Duane Magee reviewed the financial report.

Digitizing professional practices packets: The Board really likes reviewing cases on the iPads v. the large paper packets – it's a tremendous move. At times, there are some connectivity issues but we continue to work through them. Digitizing has also saved time with not having to make copies, collating, etc. and it adds to our efficiency.

Teach Iowa update: On August 5, the state launched a new online education job posting system. It simplifies the search for education jobs and employees, expands the pool of job candidates statewide, and makes hiring and applying for jobs more efficient. The system is provided at no charge to employers and applicants.

Staffing update: Dave Wempen has joined the BOEE as the newest consultant. We have now returned to a full staff. The staff is doing a tremendous job as it relates to getting through the volume of work that's hitting us right now.

The 2012-13 accomplishments were reviewed. Some of the highlights include: The Teach Iowa system which is one of the most important things we have done this year; rolling over the board with the number of new members we have; and, making it through the first year under the new system with the executive director's position being appointed by the governor.

Duane Magee recognized Joanne Tubbs, BOEE Consultant, and Darcy Lane, BOEE Attorney/Investigator, for their presentation at SAI which was well attended. Some

questions the attendees had regarding the presentation included ethics, contract complaints and the praxis exam.

Mr. Magee also spoke at the SAI conference, along with Dr. Brad Buck, newly appointed director of the DE. It was a "red letter" day and a unique experience.

Public Comment:
None.

Rules:
Adopt:
Larry Hill moved, with a second by Andy Pattee, to adopt the proposed changes to chapter 13.28(8) Health, 13.28(14) Physical Education and 13.28(13) Music. **MOTION CARRIED UNANIMOUSLY.**

Notice:
Ann Lebo moved, with a second by Jay Prescott, to file under notice of intended action, the proposed changes to chapter 18.10 (1) and (3) Superintendent/AEA Administrator. Roll call vote: Duehr – no; Dutcher – yes; Garcia-Van Auken – yes; Hill – no; Lebo – yes; Overholtzer – yes; Pattee – absent; Prescott – yes; Sullivan – absent. **MOTION CARRIED.**

Larry Hill moved, with a second by Dan Dutcher, to file under notice of intended action, the proposed changes to chapter 13.8 Specific requirements for a master educator's license. **MOTION CARRIED UNANIMOUSLY.**

Jay Prescott moved, with a second by Brenda Garcia-Van Auken, to file under notice of intended action, the proposed changes to chapter 25.3(1)(e) Student Abuse. **MOTION CARRIED UNANIMOUSLY.**

Larry Hill moved, with a second by Jay Prescott, to file under notice of intended action, the proposed changes to chapter 13.28(31) STEM endorsements; 13.28(30) -

Engineering; 17.1(3) – Career and Technical License. **MOTION CARRIED UNANIMOUSLY.**

Items for Discussion:
A new certifications proposal was reviewed. Discussion will continue at future meetings regarding new areas of certification.

The proposed changes to chapter 22.6 iJAG Authorization were discussed and will be brought back for notice at a future meeting.

The proposed change to chapter 13.9(3) Teacher Intern License Requirements were discussed and will be brought back for notice at a future meeting.

The proposed change to chapter 13.16(1) Requirements for a Substitute Teacher License were discussed and will be brought back for notice at a future meeting.

The proposed change to chapter 13.17(3) International Exchange License was discussed and will be brought back for notice at a future meeting.

Mr. Magee discussed Peace Officer Driver's Education Classroom Instruction. A rule will be drafted and returned to the board for their review.

Petitions for Waiver:
Ann Lebo moved, with a second by Anne Sullivan, that in **PFW 13-08 Allison Anderson**, the Board deny the Petition for Waiver. (Allison Anderson was present and did address the Board.) Reasons for denying: Ms. Anderson has communicated with Board staff about possible options for obtaining Iowa licensure. She believes these options would create an undue hardship in terms of time, travel, and expense. However, these are hardships all candidates for licensure face, and therefore the Board did not feel they were undue. Board staff remains willing to work with Anderson to explore alternative paths to licensure within the rules. Having reviewed similar past waivers, the Board concluded granting Anderson's Petition could cause

prejudice to others who are required to complete a teacher preparation program in order to obtain Iowa licensure. **MOTION CARRIED UNANIMOUSLY.**

Jay Prescott moved, with a second by Ann Lebo, that in **PFW 13-09 Wen Zhao Wang**, the Board grant the Petition for Waiver. Reasons for granting: Ms. Wang does not currently hold an Iowa teaching license. She is a participant in the Teachers of Critical Languages Program (TCLP) administered by the U.S. State Department. Previously, the Board has issued these teachers a regional exchange license. However, applicants must now successfully complete content and pedagogy Praxis exams to receive this license. Ms. Wang's Petition requested a waiver of the rule that states that in order to receive an international exchange license (which does not require testing); the applicant must be a participant in an exchange program administered by the Iowa Department of Education. The Board found it would be an undue hardship to require Ms. Wang to complete the Praxis exams to obtain a Regional Exchange License, because other international teachers are able to obtain an International Exchange License as long as they are coming to the state through a program administered by the Iowa Department of Education. Ms. Wang is coming to the state through a successful and established program administered by the U.S. State Department. The Board granted waiver requests 10-33, 10-34, 10-35, and 10-36, all with the condition that the applicant in question would submit a credential evaluation report verifying the completion of a teacher preparation program. The applicants in all of these requests were coming to the United States through international programs administered by entities other than the Iowa Department of Education. The Board found granting the Petition would not cause prejudice to the rights of others. Wang is a qualified, Chinese-licensed teacher evaluated and selected by the State Department. Having reviewed the materials submitted, the Board found granting the waiver and issuing an international exchange license would not compromise the protection of public health, safety, and welfare in any way. Roll call vote: Duehr – yes; Dutcher – yes; Garcia-Van Auken – yes; Hill – absent; Lebo – yes; Overholtzer – yes; Pattee – absent; Prescott – yes; Sullivan – recused. **MOTION CARRIED.**

Jay Prescott moved, with a second by Dan Dutcher, that in **PFW 13-10 David Larson**, the Board grant the Petition for Waiver. Reasons for granting: Mr. Larson holds a

Professional Administrator License with an expiration date of January 31, 2018. His application to add the superintendent endorsement was denied on July 8, 2013. Mr. Larson is currently a principal in the Bennett Community School District (BCSD). He has completed 85% of his superintendent coursework through the University of Northern Iowa. He requested a waiver of the rule requiring three years of administrative experience prior to obtaining the superintendent endorsement. He has two years of administrative experience, and the BCSD board would like him to become the district's superintendent for the upcoming 2013-2014 school year. Requiring Mr. Larson to complete one additional year as an administrator would cause him to miss out on the opportunity to transition to the superintendent position in the district where he currently works. Combining the superintendent position with Mr. Larson's principal position would reduce costs for the district. The Board found requiring Mr. Larson to complete an additional year of administrative experience before obtaining the superintendent endorsement would create an undue hardship under these circumstances. The Board has previously considered three requests for waiver of this rule. Having considered these past requests, the Board found Mr. Larson's situation was substantially similar to those of previous petitioners who had received waivers of the rule in question, and granting the request would not prejudice the rights of others. Mr. Larson has completed the majority of the coursework required to obtain the superintendent endorsement and has been very involved in the BCSD administrative team for two years. He believes granting the waiver would not compromise public health, safety, and welfare. The president of the BCSD board submitted a letter in support of the petition for waiver stating that Mr. Larson is the best possible candidate for the combined principal/superintendent position. Roll call vote: Duehr – yes; Dutcher – yes; Garcia-Van Auken – yes; Hill – absent; Lebo – yes; Overholtzer – yes; Pattee – absent; Prescott – yes; Sullivan – no. **MOTION CARRIED.**

Reports/Approvals

Phil Wise provided the Board with a legislative update - the legislature is not in session but the Board needs to consider items for the upcoming legislative session.

Data was reviewed by the Board regarding 2012-13 Endorsement Recommendations, 2013-14 Projected Endorsement Recommendations and 2012-13 Teacher Candidates

by Endorsements. The data helps drive the conversations regarding some of the shortage areas around the state.

The 2012-13 Ethics and Licensure Presentations were reviewed.

License Renewal Annual Reports were reviewed.

The Waiver Summary Report was reviewed. The report is prepared semi-annually by Darcy Lane.

Ethics training: At the board retreat there was a conversation on how to proceed with ethics training for pre-service teachers (student teachers) and in-service practitioners (practicing teachers, administrators and other practitioners covered by our licensure requirements). Joanne Tubbs is going to put together the next steps. She is tasked with putting a group together to devise some rule revisions for the Board's consideration.

Mr. Magee asked the Board to think about when to hold the board retreat for 2014. Some possibilities to consider: Have it in June like we did this year? Move it to July and not have an August meeting? Move August meeting to later in the month? Keep September for a telephonic meeting?

There being no further business, Anne Sullivan moved, with a second by Ann Lebo to adjourn the meeting. Meeting adjourned at 1:34 p.m.

STATE OF IOWA

BOARD OF EDUCATIONAL EXAMINERS

Grimes State Office Building – 400 East 14th Street

Des Moines, Iowa 50319-0147

Special Telephonic Meeting

Minutes

September 13, 2013

The Board of Educational Examiners held a special telephonic meeting on September 13, 2013. The telephonic meeting was held to avoid requiring board members' travel and expense. And, to meet a professional practices deadline for review of a proposed decision.

Laura Stevens called the meeting to order. Members attending were Dr. Brad Buck, Tammy Duehr, Dan Dutcher, Brenda Garcia-Van Auken, Dr. Larry Hill, Ann Lebo, Mary K. Overholtzer, Dr. Andy Pattee, Dr. Jay Prescott, Dr. Anne Sullivan and Richard Wortmann. Also in attendance was Duane Magee, Executive Director, Darcy Lane, Attorney/Investigator and September Lau, Assistant Attorney General.

Anne Sullivan moved, with a second by Larry Hill, to approve the agenda. **MOTION CARRIED UNANIMOUSLY.**

Mary K. Overholtzer moved, with a second by Ann Lebo, that the Board go into closed session for the purpose of discussing the decision to be rendered in a contested case, pursuant to Iowa Code section 21.5(f). Roll call vote: Buck – yes; Duehr – yes; Dutcher – yes; Garcia-Van Auken – yes; Hill – yes; Lebo – yes; Overholtzer – yes; Pattee – yes; Prescott – yes; Stevens – yes; Sullivan – yes; and Wortmann – yes. **MOTION CARRIED.**

Mary K. Overholtzer moved, with a second by Tammy Duehr, that the Board not initiate review of the proposed decision in **case number 12-121 In the Matter of Donald Jeffery Smallwood**, and allow the proposed decision to become the final

decision of the Board unless an appeal is taken by one of the parties within the time allowed by rule. Roll call vote: Buck – yes; Duehr – yes; Dutcher – yes; Garcia-Van Auken – yes; Hill – yes; Lebo – yes; Overholtzer – yes; Pattee – yes; Prescott – yes; Stevens – yes; Sullivan – yes; and Wortmann – yes. **MOTION CARRIED.** (September Lau, Assistant Attorney General, left the room during the discussion of this case in closed session.)

Tammy Duehr moved, with a second by Ann Lebo, that in **case number 13-07**, the Board accept the Respondent's waiver of hearing and voluntary surrender and that the Board issue an order permanently revoking the Respondent's license with no possibility of reinstatement. Roll call vote: Buck – yes; Duehr – yes; Dutcher – yes; Garcia-Van Auken – yes; Hill – yes; Lebo – yes; Overholtzer – yes; Pattee – yes; Prescott – yes; Stevens – yes; Sullivan – yes; and Wortmann – yes. **MOTION CARRIED.**

Mary K. Overholtzer moved, with a second by Brenda Garcia-Van Auken, that in **case number 12-137**, the Board accept the stipulation and settlement submitted by the parties, and issue an Order incorporating the agreement of the parties and imposing the agreed upon sanction. Roll call vote: Buck – yes; Duehr – yes; Dutcher – yes; Garcia-Van Auken – yes; Hill – yes; Lebo – yes; Overholtzer – yes; Pattee – yes; Prescott – yes; Stevens – yes; Sullivan – recused; and Wortmann – yes. **MOTION CARRIED.**

Mary K. Overholtzer moved, with a second by Dan Dutcher, that in **case number 13-09**, the Board accept the stipulation and settlement submitted by the parties, and issue an Order incorporating the agreement of the parties and imposing the agreed upon sanction. Roll call vote: Buck – yes; Duehr – yes; Dutcher – yes; Garcia-Van Auken – yes; Hill – yes; Lebo – yes; Overholtzer – yes; Pattee – yes; Prescott – yes; Stevens – yes; Sullivan – yes; and Wortmann – yes. **MOTION CARRIED.**

Rules:

Adopt:

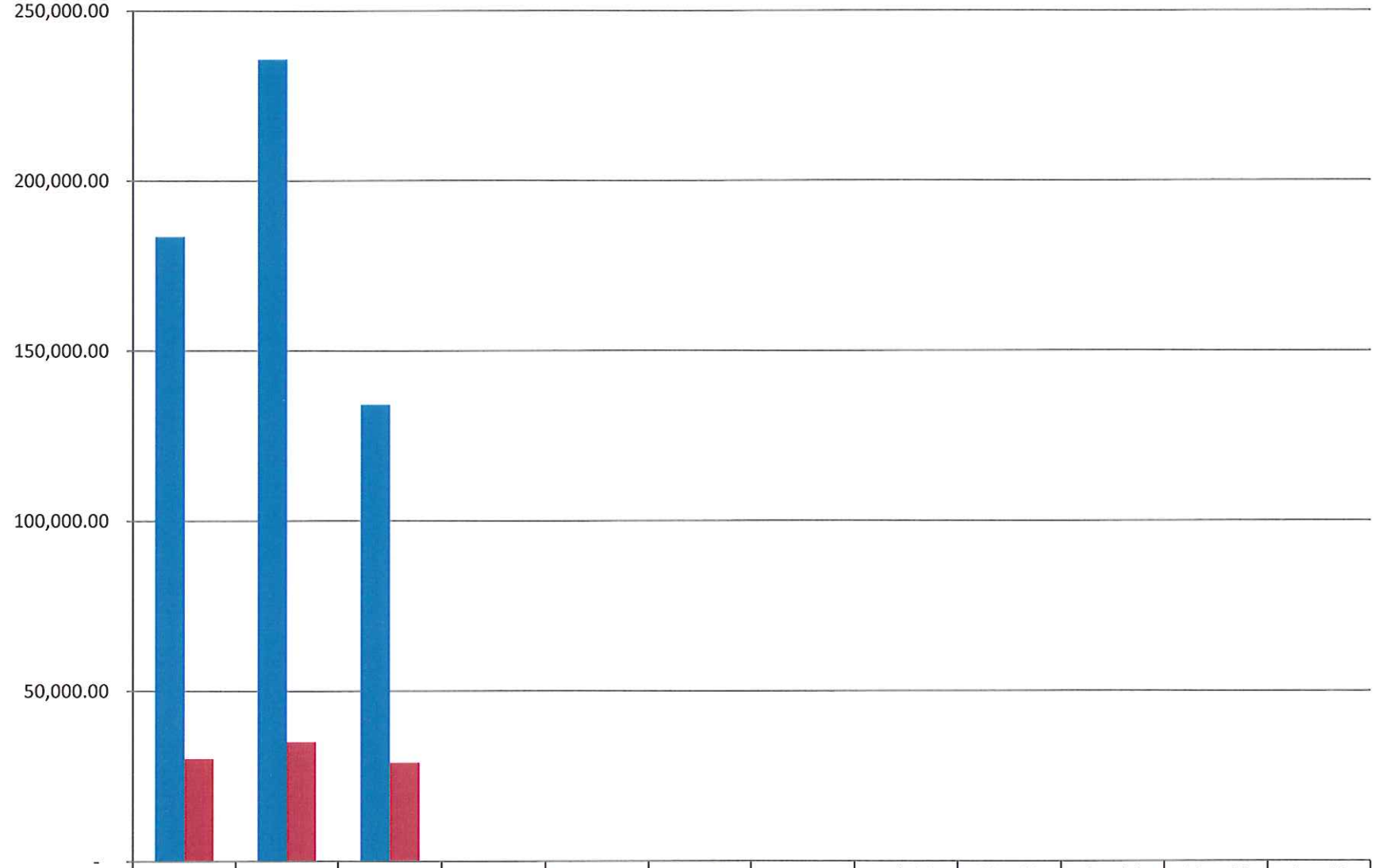
Richard Wortmann moved, with a second by Larry Hill, to adopt the proposed changes to Chapter 13.28(17) All Science Endorsement (5-12). **MOTION CARRIED UNANIMOUSLY.**

Brenda Garcia-Van Auken moved, with a second by Anne Sullivan, to adopt the proposed changes to Chapter 22.6 School Administrator Managers (SAM's). **MOTION CARRIED UNANIMOUSLY.**

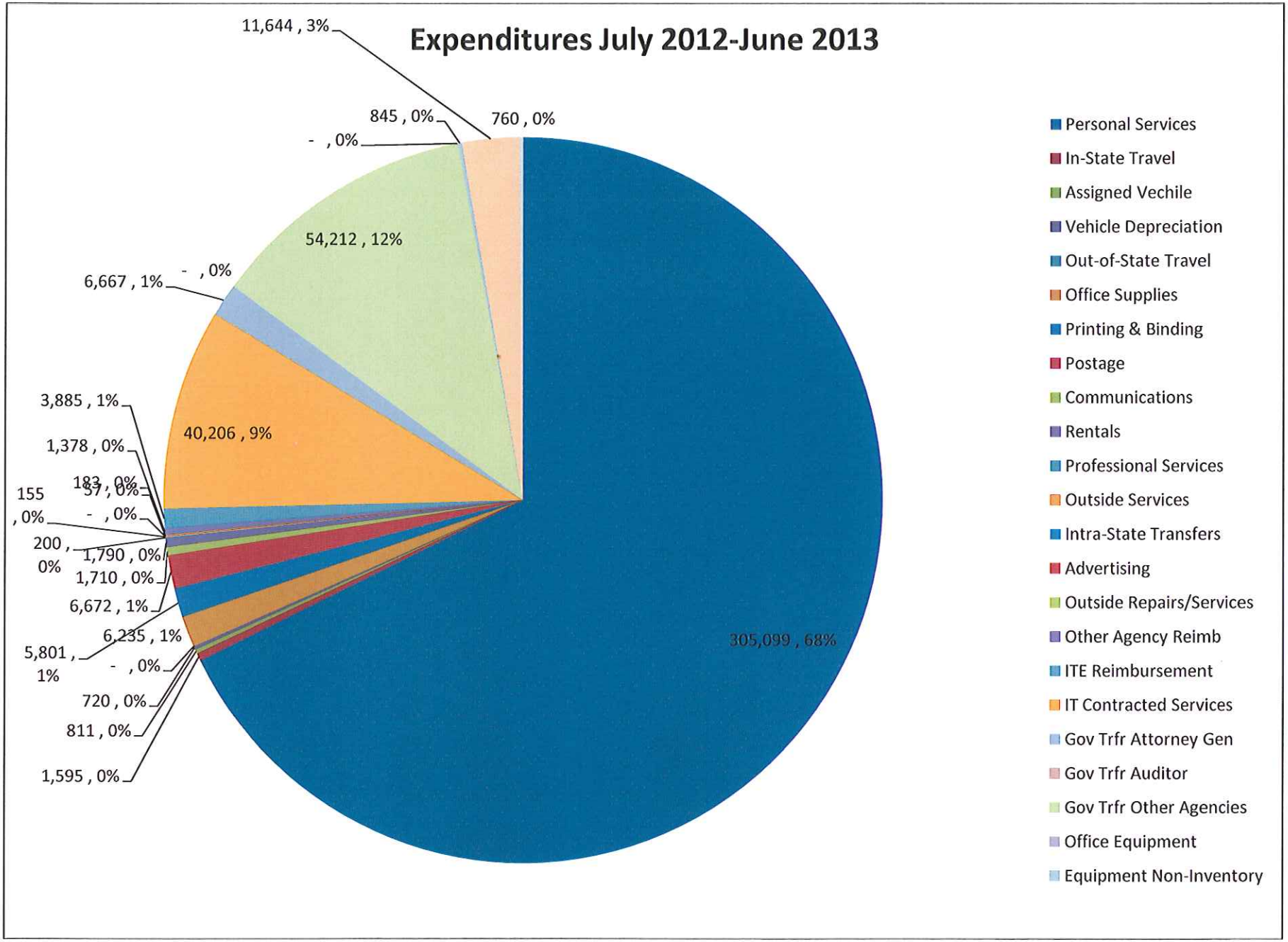
Brenda Garcia-Van Auken moved, with a second by Richard Wortmann, to adopt the proposed changes to Chapter 22.2 Substitute Authorization. **MOTION CARRIED UNANIMOUSLY.**

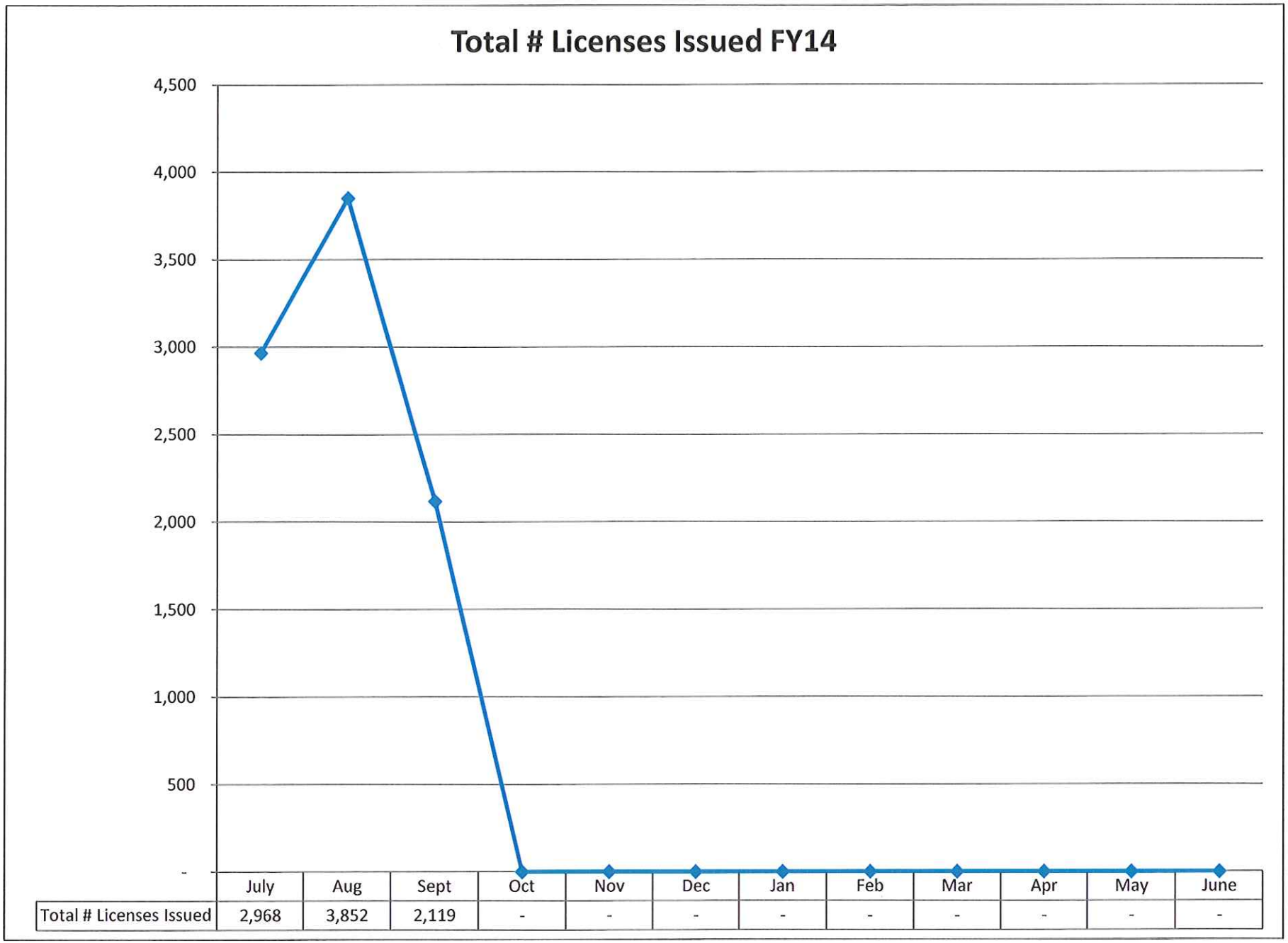
There being no further business, the meeting was adjourned at 4:28 p.m.

Receipts July 2012-June 2013

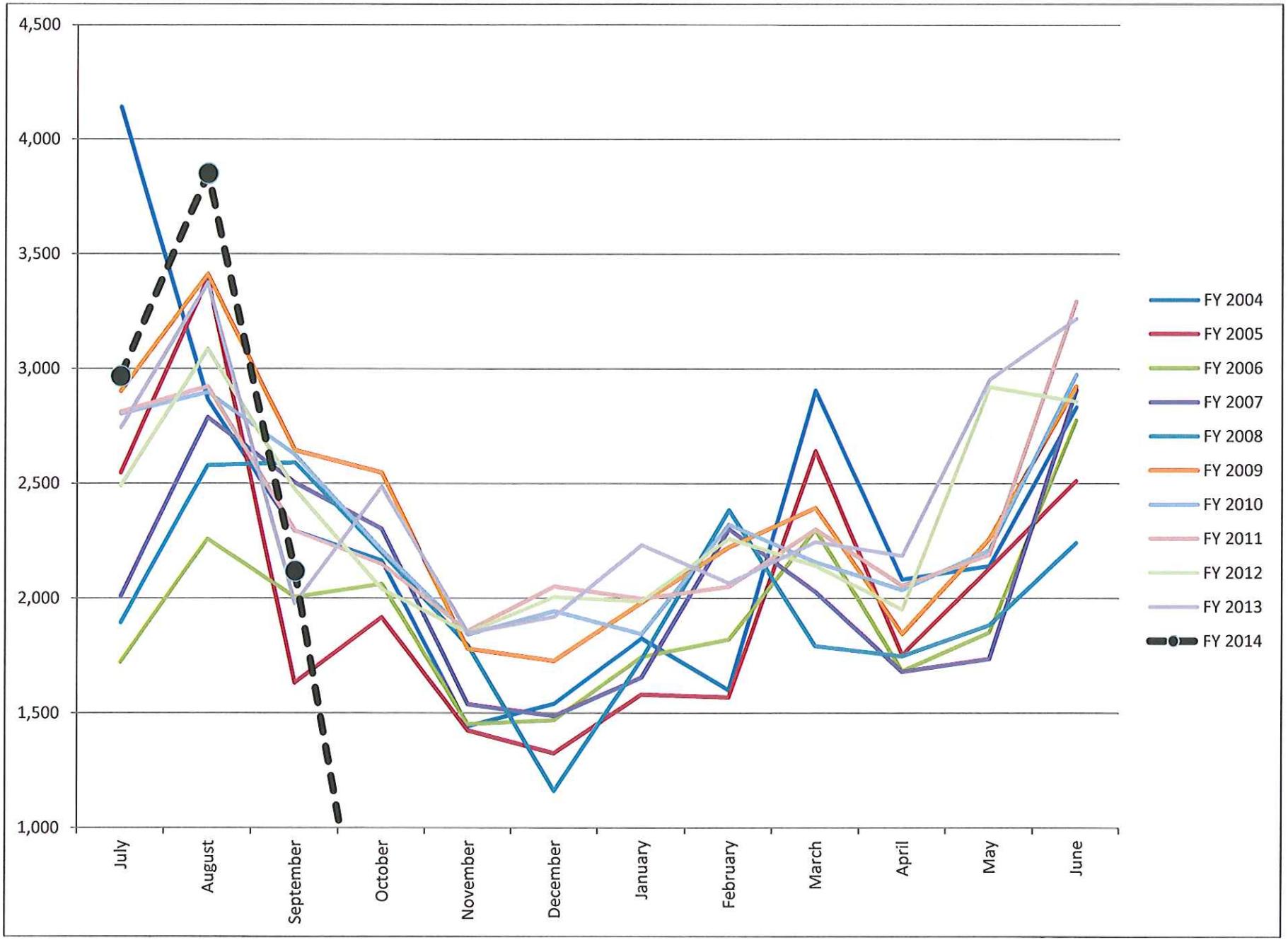


	July 13	Aug 13	Sept 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	Jun 14
Licensure Fees	183,580.	235,752.	134,187.									
DCI Check Fee	30,056.0	35,009.0	28,847.0									


Expenditures July 2012-June 2013
11,644 , 3%
845 , 0%
760 , 0%
- , 0%
54,212 , 12%
6,667 , 1%
- , 0%
3,885 , 1%
40,206 , 9%
1,378 , 0%
183 , 0%
155 , 0%
57 , 0%
- , 0%
200 , 0%
1,790 , 0%
1,710 , 0%
6,672 , 1%
6,235 , 1%
5,801 , 1%
- , 0%
720 , 0%
811 , 0%
1,595 , 0%
305,099 , 68%
Personal Services
In-State Travel
Assigned Vechile
Vehicle Depreciation
Out-of-State Travel
Office Supplies
Printing & Binding
Postage
Communications
Rentals
Professional Services
Outside Services
Intra-State Transfers
Advertising
Outside Repairs/Services
Other Agency Reimb
ITE Reimbursement
IT Contracted Services
Gov Trfr Attorney Gen
Gov Trfr Auditor
Gov Trfr Other Agencies
Office Equipment
Equipment Non-Inventory



	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total # Licenses Issued	2,968	3,852	2,119	-	-	-	-	-	-	-	-	-


4,500
4,000
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July
August
September
October
November
December
January
February
March
April
May
June
FY 2004
FY 2005
FY 2006
FY 2007
FY 2008
FY 2009
FY 2010
FY 2011
FY 2012
FY 2013
FY 2014

FY 14 Balance Sheet / Cashflow Chart

Licensure Fees (orgn 9397)

	July 13	Aug 13	Sept 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	Jun 14	Jun+30	Jun+60	Total
Receipts															
Brought Fwd from 13	100,000.00	1,056,232.35	-	-	-	-	-	-	-	-	-	-	-	-	1,156,232
Carry Fwd to 15														-	-
401 Licensure Fees	183,580.50	235,752.00	134,187.75											-	553,520
704 DCI Check Fee	30,056.00	35,009.00	28,847.00											-	93,912
BoEE Total Receipts	313,636.50	1,326,993.35	163,034.75	-	-	-	-	-	-	-	-	-	-	-	1,803,665
401 Licensure Fees (GenFund)	60,611.50	77,714.00	44,376.25	-	-	-	-	-	-	-	-	-	-	-	182,702
Expenditures															
101 Personal Services	68,492.36	109,738.61	126,868.44									-			305,099
202 In-State Travel	54.12	13.13	1,528.23									-			1,595
203 Assigned Vechile	-	287.51	523.09									-			811
204 Vehicle Depreciation	-	360.00	360.00									-			720
205 Out-of-State Travel	-	-	-									-			-
301 Office Supplies	5,573.85	291.14	370.12									-			6,235
309 Printing & Binding	-	256.20	5,544.59									-			5,801
313 Postage	-	3,000.53	3,671.38									-			6,672
401 Communications	73.85	704.78	930.89									-			1,710
402 Rentals	615.00	283.02	891.70									-			1,790
405 Professional Services	-	-	200.00									-			200
406 Outside Services	48.60	28.44	78.18									-			155
407 Intra-State Transfers	-	-	-									-			-
408 Advertising	-	-	56.84									-			57
409 Outside Repairs/Services	1.00	181.75	-									-			183
414 Other Agency Reimb	-	298.32	1,079.82									-			1,378
416 ITE Reimbursement	54.60	1,589.72	2,241.08									-			3,885
418 IT Contracted Services	-	-	40,205.60									-			40,206
432 Gov Trfr Attorney Gen	-	-	6,666.66									-			6,667
433 Gov Trfr Auditor	-	-	-									-			-
434 Gov Trfr Other Agencies	-	-	54,212.00									-			54,212
502 Office Equipment	-	-	-									-			-
503 Equipment Non-Inventory	-	844.80	-									-			845
510 IT Equipment & Software	11,305.00	-	339.31									-			11,644
602 SWICAP/Other Expense	-	-	759.86									-			760
Total Expenditures	86,218.38	117,877.95	246,527.79	-	-	-	-	-	-	-	-	-	-	-	450,624
Excess (Deficiency) of Revenue over Expenditures	127,418.12	152,883.05	(83,493.04)	-	-	-	-	-	-	-	-	-	-	-	196,808
Beginning Cash Balance	100,000.00	227,418.12	1,436,533.52	1,353,040.48	1,353,040.48	1,353,040.48	1,353,040.48	1,353,040.48	1,353,040.48	1,353,040.48	1,353,040.48	1,353,040.48	1,353,040.48	-	
Ending Cash Balance	227,418.12	1,436,533.52	1,353,040.48	1,353,040.48	1,353,040.48	1,353,040.48	1,353,040.48	1,353,040.48	1,353,040.48	1,353,040.48	1,353,040.48	1,353,040.48			1,353,040

Licensure Fee Receipts by Accounting Source and Month SFY 14

Acct	Class	Description	July 13	Aug 13	Sept 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	Jun 14	Jun+30	Jun+60	Total
		Brought Fwd not included															
I54	401	Licensure Fees %	183,580.50	235,752.00	134,187.75	-	-	-	-	-	-	-	-	-	-	-	553,520.25
I54	704	DCI Check Fee	30,056.00	35,009.00	28,847.00	-	-	-	-	-	-	-	-	-	-	-	93,912.00
Gen Fund	401	Licensure Fees	60,611.50	77,714.00	44,376.25												182,701.75
		Net Receipts	274,248.00	348,475.00	207,411.00	-	-	-	-	-	-	-	-	-	-	-	830,134.00
0914	401	Refunds	50.00	375.00	968.00												1,393.00

Number of Licenses Issued by Month

Record Year in Green

	July	August	September	October	November	December	January	February	March	April	May	June	Total number of Licenses Issued
FY 2004	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*	
FY 2005	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 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 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 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 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 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 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 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 2013 Actual	2,744	3,375	1,978	2,487	1,848	1,919	2,231	2,065	2,245	2,185	2,953	3,218	29,248
Running Total	*2,744*	*6,119*	*8,097*	*10,584*	*12,432*	*14,351*	*16,582*	*18,647*	*20,892*	*23,077*	*26,030*	*29,248*	
FY 2014 Actual	2,968	3,852	2,119	0	0	0	0	0	0	0	0	0	8,939
Running Total	*2,968*	*6,820*	*8,939*	*8,939*	*8,939*	*8,939*	*8,939*	*8,939*	*8,939*	*8,939*	*8,939*	*8,939*	
Proj FY14 for Budget	2,607	2,959	2,304	2,208	1,683	1,663	1,857	2,059	2,290	1,902	2,227	2,854	26,611
Running Total	*2,607*	*5,565*	*7,869*	*10,077*	*11,760*	*13,422*	*15,279*	*17,338*	*19,628*	*21,530*	*23,757*	*26,611*	

Obligations vs. Budget Report

Budget Fiscal Year: 2014

	Total Obligations FY-To-Date	SY 14 Spending	SY 14 Plan	Budget Balance	Percent of Budget Received /Spent
Resources:					
Balance Forward	$ 100,000	$	-		
Receipts					
Salary adj					
401 Fees, Lic. & Permits	$ 553,520	$	1,739,848		
704 Other	$ 93,912	$	360,000		
Total Resources:	**$ 747,432**	**$**	**2,099,848**	**$ 1,452,416**	**30.83%**
(Total Revenue)	*$ 647,432*				
Expenditures:					
101 Personal Services	$ 305,099	$	1,547,226	$ 1,242,127	19.72%
202 In-State Travel	$ 1,595	$	25,000	$ 23,405	6.38%
203 Assigned Vehicle	$ 811	$	4,000	$ 3,189	20.27%
204 Vehicle Depreciation	$ 720	$	3,000	$ 2,280	24.00%
205 Out-of-State Travel	$ -	$	20,000	$ 20,000	0.00%
301 Office supplies	$ 6,235	$	10,000	$ 3,765	62.35%
309 Printing & Binding	$ 5,801	$	15,000	$ 9,199	38.67%
313 Postage	$ 6,672	$	40,000	$ 33,328	16.68%
401 ICN/Communications	$ 1,710	$	15,000	$ 13,290	11.40%
402 Rentals	$ 1,790	$	3,500	$ 1,710	51.13%
405 Professional Services	$ 200	$	20,000	$ 19,800	1.00%
406 Outside Services	$ 155	$	5,000	$ 4,845	3.10%
407 Trans to Other agency	$ -	$	-	$ -	#DIV/0!
408 Advertising	$ 57	$	3,000	$ 2,943	1.89%
409 Outside Repairs/Ser	$ 183	$	5,000	$ 4,817	3.66%
414 Other Agency Reimb	$ 1,378	$	15,000	$ 13,622	9.19%
416 ITD Reimbursement	$ 3,885	$	20,000	$ 16,115	19.43%
418 IT Contracted services	$ 40,206	$	400,000	$ 359,794	10.05%
432 Gov Transfer AG	$ 6,667	$	35,000	$ 28,333	19.05%
433 Gov Transfer Auditor	$ -	$	10,000	$ 10,000	0.00%
434 Gov Trans Other Agency	$ 54,212	$	300,000	$ 245,788	18.07%
502 Equpment Inventory	$ -	$	5,000	$ 5,000	0.00%
503 Equpment Non-Inven	$ 845	$	3,000	$ 2,155	28.16%
510 IT Equipment	$ 11,644	$	60,000	$ 48,356	19.41%
602 SWICAP	$ 760	$	30,000	$ 29,240	2.53%
705 Refunds	$ 1,393	$	5,000	$ 3,607	27.86%
Carryover		$	-		
Expenditure Subtotal	**$ 452,017**	**$**	**2,598,726**	**$ 2,146,709**	**17.39%**
Revenue Less Expenditures	*$ 195,415*				

(off from Finance report by $5,000+ due to inclusion of refunds)

FY 2014 Actual Revenue for each License Issued

FY 2014 Actual Number of Licenses Issued per Month

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued
Duplicate Lic - Online	23	48	18										89
Late Fees - online	**40**	**39**	**12**										**91**
Master Ed - Online	162	155	81										398
Prof Adm - Online	19	15	13										47
Prof Service License	0	10	5										15
Standard Lic - Online	312	325	169										806
Background	**321**	**408**	**396**										**1,125**
Background In Office	**132**	**138**	**44**										**314**
Initial Teacher lic	149	238	305										**692**
Extended initial	18	22	12										**52**
Standard License	282	410	177										**869**
Master Ed	223	293	169										**685**
Professional Adm	117	79	102										**298**
Coach Authorization	280	442	216										**938**
Substitute License	168	236	131										**535**
Substitute Auth	61	91	69										**221**
Endorsement	169	322	115										**606**
Duplicate Lic	24	36	17										**77**
Tx Evaluation	194	221	80										**495**
Late Payment	**108**	**210**	**139**										**457**
Out-of-state T or A	149	171	81										**401**
Out-of-country	1	1	9										**11**
BTW Driving Instr	11	6	5										**22**
Class A	140	105	100										**345**
Class B	199	323	90										**612**
Calss E	38	48	23										**109**
Class G	4	2	0										**6**
Coach Auth Extend	11	18	6										**35**
Evaluator (New)	4	4	0										**8**
Initial Admn Lic	3	20	6										**29**
Extended initial Adm	0	0	0										**0**
Career & Tech	3	5	6										**14**
Paraeducator	117	138	69										**324**
Para Add Con	19	7	9										**35**
Orientation & Mobility	1	0	0										**1**
SPR	29	32	21										**82**
Teacher Intern Lic	5	3	0										**8**
Initial Prof Service	15	9	4										**28**
Professional Service	13	10	10										**33**
PSL - Class A	3	6	0										**9**
PSL - Class B	0	0	0										**0**
IPREP-Portfolio Review	0	0	0										**0**
SBO	2	1	1										**4**
Native Language Authorization	0	0	1										**1**
Over Payment	10	4	3										**17**
Total # Licenses Issued	**2,968**	**3,852**	**2,119**	-	-	-	-	-	-	-	-	-	**8,939**
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued

FY 2014 Actual Revenue for each License Issued

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Rev
Duplicate Lic - Online	$ 414	$ 864	$ 324										$ 1,602
Late Fees - online	**$ 1,700**	**$ 2,200**	**$ 875**										**$ 4,775**
Master Ed - Online	$ 14,256	$ 13,640	$ 7,128										$ 35,024
Prof Adm - Online	$ 1,672	$ 1,320	$ 1,144										$ 4,136
Prof Service License		$ 880	$ 440										$ 1,320
Standard Lic - Online	$ 27,456	$ 28,600	$ 14,872										$ 70,928
Background	**$ 20,852.00**	**$ 26,520.00**	**$ 25,727**										**$ 73,099**
Background in Office	**$ 6,864.00**	**$ 7,176.00**	**$ 2,288**										**$ 16,328**
Initial Teacher lic	$ 12,630.00	$ 20,235.00	$ 25,900										$ 58,765
Extended initial	$ 450.00	$ 550.00	$ 300										$ 1,300
Standard License	$ 23,935.00	$ 34,885.00	$ 15,045										$ 73,865
Master Ed	$ 18,955.00	$ 24,905.00	$ 14,365										$ 58,225
Professional Adm	$ 9,935.00	$ 6,715.00	$ 8,670										$ 25,320
Coach Authorization	$ 23,800.00	$ 37,565.00	$ 18,348										$ 79,713
Substitute License	$ 14,280.00	$ 20,060.00	$ 11,135										$ 45,475
Substitute Auth	$ 5,185.00	$ 7,735.00	$ 5,865										$ 18,785
Endorsement	$ 8,445.00	$ 16,110.00	$ 5,750										$ 30,305
Duplicate Lic	$ 360.00	$ 540.00	$ 255										$ 1,155
Tx Evaluation	$ 11,640.00	$ 13,260.00	$ 4,800										$ 29,700
Late Payment	**$ 2,710.00**	**$ 5,250.00**	**$ 3,485**										**$ 11,445**
Out-of-state T or A	$ 12,665.00	$ 14,535.00	$ 6,885										$ 34,085
Out-of-country	$ 85.00	$ 85.00	$ 765										$ 935
BTW Driving Instr	$ 440.00	$ 240.00	$ 200										$ 880
Class A	$ 11,900.00	$ 8,925.00	$ 8,500										$ 29,325
Class B	$ 16,950.00	$ 27,490.00	$ 7,680										$ 52,120
Calss E	$ 5,715.00	$ 7,164.00	$ 3,490										$ 16,369
Class G	$ 340.00	$ 170.00	$ -										$ 510
Coach Auth Extend	$ 440.00	$ 720.00	$ 240										$ 1,400
Evaluator (New)	$ 315.00	$ 340.00	$ -										$ 655
Initial Admn Lic	$ 290.00	$ 1,735.00	$ 510										$ 2,535
Extended initial Adm	$ -	$ -	$ -										$ -
Career & Tech	$ 255.00	$ 425.00	$ 510										$ 1,190
Paraeducator	$ 4,680.00	$ 5,520.00	$ 2,760										$ 12,960
Para Add Con	$ 475.00	$ 175.00	$ 225										$ 875
Orientation & Mobility	$ 85.00	$ -	$ -										$ 85
SPR	$ 2,465.00	$ 2,720.00	$ 1,785										$ 6,970
Teacher Intern Lic	$ 625.00	$ 370.00	$ -										$ 995
Initial Prof Service	$ 1,275.00	$ 765.00	$ 340										$ 2,380
Professional Service	$ 1,105.00	$ 850.00	$ 850										$ 2,805
PSL- Class A	$ 255.00	$ 510.00	$ -										$ 765
PSL- Class B	$ -	$ -	$ -										$ -
IPREP-Portfolio Review	$ -	$ -	$ -										$ -
SBO	$ 170.00	$ 85.00	$ 85										$ 340
Native Language Authorization	$ -	$ -	$ 85										$ 85
Over Payment	**$ 154.00**	**$ 93.00**	**$ 73**										$ 320
Grand Total	$ 266,223	$ 341,927	$ 201,699	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 809,849
Background Total	$ 27,716	$ 33,696	$ 28,015	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 89,427
BoEE Revenue	$ 178,880	$ 231,173	$ 130,263	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 540,317
General Fund Total	$ 59,627	$ 77,058	$ 43,421	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 180,106
BoEE+GenFund	$ 238,507	$ 308,231	$ 173,684	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 720,422

ADOPTION MEMO

Date: October 11, 2013

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282—13.3 and 13.17; *Applicants from non-IA institutions* - Adopt

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The enclosed noticed rules were filed under Notice of Intended Action and published as ARC 0880C on July 24, 2013. The public hearing was held on August 14, 2013, with written comment accepted until August 16, 2013. No one attended the public hearing and no written comments were received. The published notice is attached.

ARC 0880C

EDUCATIONAL EXAMINERS BOARD[282]

Notice of Intended Action

Twenty-five interested persons, a governmental subdivision, an agency or association of 25 or more persons may demand an oral presentation hereon as provided in Iowa Code section 17A.4(1)*"b."*

Notice is also given to the public that the Administrative Rules Review Committee may, on its own motion or on written request by any individual or group, review this proposed action under section 17A.8(6) at a regular or special meeting where the public or interested persons may be heard.

Pursuant to the authority of Iowa Code section 272.2, the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 13, "Issuance of Teacher Licenses and Endorsements," Iowa Administrative Code.

The proposed amendments would remove the requirement that out-of-state applicants for licensure in Iowa provide a current license from another state. The amendments would allow these candidates for licensure to provide an expired out-of-state license.

Any interested person may make written comments or suggestions on the proposed amendments before 4 p.m. on Friday, August 16, 2013. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319-0147, or sent by e-mail to kim.cunningham@iowa.gov, or by fax to (515)281-7669.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, August 14, 2013, at 1 p.m. in Room 3 Southwest, Third Floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

At the hearing, persons will be asked to give their names and addresses for the record and to confine their remarks to the subject of the proposed amendments. Persons who wish to make oral presentations at the public hearing may contact the Executive Director, Board of Educational Examiners, at the above address, or at (515)281-5849, prior to the date of the public hearing.

Any person who intends to attend the public hearing and requires special accommodations for specific needs, such as a sign language interpreter, should contact the office of the Executive Director at (515)281-5849.

These amendments are subject to waiver pursuant to 282—Chapter 6.

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

These amendments are intended to implement Iowa Code section 272.2(1)"a."

The following amendments are proposed.

ITEM 1. Amend paragraph **13.3(2)"b"** as follows:

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

ITEM 2. Amend subrule 13.3(3) as follows:

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. No change.

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

c. to *h.* No change.

ITEM 3. Amend subrule 13.17(1) as follows:

13.17(1) *One-year teacher exchange license.*

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

(1) and (2) No change.

(3) The applicant holds and submits a copy of a valid and current certificate or license in the state in which the preparation was completed or in which the applicant is currently teaching, exclusive of a temporary, emergency or substitute license or certificate;

1. ~~If the applicant's out-of-state license is expired, a one-year teacher exchange license may be issued and the lack of a valid and current out-of-state license will be listed as a deficiency;~~ 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

(4) to (7) No change.

b. No change.

~~*c.* If the lack of a valid and current out-of-state license was listed as a deficiency, the one-year teacher exchange license shall not be converted or extended until a valid and current out-of-state license is presented to remove the deficiency.~~

ADOPTION MEMO

Date: October 11, 2013

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282—18.10; *Superintendent and AEA Administrator* - Adopt

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The enclosed noticed rules were filed under Notice of Intended Action and published as ARC 0988C on September 4, 2013. The public hearing was held on September 25, 2013, with written comment accepted until September 27, 2013. No one attended the public hearing and no written comments were received. The published notice is attached.

ARC 0988C

EDUCATIONAL EXAMINERS BOARD[282]

Notice of Intended Action

Twenty-five interested persons, a governmental subdivision, an agency or association of 25 or more persons may demand an oral presentation hereon as provided in Iowa Code section 17A.4(1)*"b."*

Notice is also given to the public that the Administrative Rules Review Committee may, on its own motion or on written request by any individual or group, review this proposed action under section 17A.8(6) at a regular or special meeting where the public or interested persons may be heard.

Pursuant to the authority of Iowa Code section 272.2, the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 18, "Issuance of Administrator Licenses and Endorsements," Iowa Administrative Code.

The proposed amendment would provide for multiple options for superintendent and AEA chief administrator applicants to demonstrate the required administrative experience.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, September 25, 2013, at 1 p.m. in Room 3 Southwest, Third Floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

At the hearing, persons will be asked to give their names and addresses for the record and to confine their remarks to the subject of the proposed amendment. Persons who wish to make oral presentations at the public hearing may contact the Executive Director, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319-0147, or at (515)281-5849, prior to the date of the public hearing.

Any person who intends to attend the public hearing and requires special accommodations for specific needs, such as a sign language interpreter, should contact the office of the Executive Director at (515)281-5849.

Any interested person may make written comments or suggestions on the proposed amendment before 4 p.m. on Friday, September 27, 2013. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, at the above address, or sent by e-mail to kim.cunningham@iowa.gov, or by fax to (515)281-7669.

This amendment is subject to waiver pursuant to 282—Chapter 6, "Waivers or Variances From Administrative Rules," Iowa Administrative Code.

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."

The following amendment is proposed.

Amend rule 282—18.10(272) as follows:

282—18.10(272) Superintendent/AEA administrator.

18.10(1) *Authorization.* The holder of this endorsement is authorized to serve as a superintendent from the prekindergarten level through grade twelve or as an AEA administrator. NOTE: This authorization does not permit general teaching, school service, or administration at any level except that level or area for which the practitioner holds the specific endorsement(s).

18.10(2) No change.

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.

b. Other The applicant must have three years of administrative experience.~~—PK-12 or area education agency administrative experience is acceptable if the applicant acquires the three years' experience while holding a valid administrator license.~~ in any of the following areas: PK-12 regional education agency administrative experience, PK-12 state department of education administrative experience, PK-12 educational licensing board administrative experience or PK-12 building/district administrative experience while holding a valid Iowa administrator 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 experience.

ADOPTION MEMO

Date: October 11, 2013

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282—13.8; *Requirements for Master Educator License* - Adopt

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The enclosed noticed rules were filed under Notice of Intended Action and published as ARC 0987C on September 4, 2013. The public hearing was held on September 25, 2013, with written comment accepted until September 27, 2013. No one attended the public hearing and no written comments were received. The published notice is attached.

ARC 0987C

EDUCATIONAL EXAMINERS BOARD[282]

Notice of Intended Action

Twenty-five interested persons, a governmental subdivision, an agency or association of 25 or more persons may demand an oral presentation hereon as provided in Iowa Code section 17A.4(1)*"b."*

Notice is also given to the public that the Administrative Rules Review Committee may, on its own motion or on written request by any individual or group, review this proposed action under section 17A.8(6) at a regular or special meeting where the public or interested persons may be heard.

Pursuant to the authority of Iowa Code section 272.2, the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 13, "Issuance of Teacher Licenses and Endorsements," Iowa Administrative Code.

Current language in the rule regarding the master educator license does not indicate that the required master's degree needs to be earned from a regionally accredited college or university. The proposed amendment provides clarity and consistency with the other existing requirements for degrees earned.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, September 25, 2013, at 1 p.m. in Room 3 Southwest, Third Floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

At the hearing, persons will be asked to give their names and addresses for the record and to confine their remarks to the subject of the proposed amendment. Persons who wish to make oral presentations at the public hearing may contact the Executive Director, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319-0147, or at (515)281-5849, prior to the date of the public hearing.

Any person who intends to attend the public hearing and requires special accommodations for specific needs, such as a sign language interpreter, should contact the office of the Executive Director at (515)281-5849.

Any interested person may make written comments or suggestions on the proposed amendment before 4 p.m. on Friday, September 27, 2013. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, at the above address, or sent by e-mail to kim.cunningham@iowa.gov, or by fax to (515)281-7669.

This amendment is subject to waiver pursuant to 282—Chapter 6, "Waivers or Variances From Administrative Rules," Iowa Administrative Code.

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."

The following amendment is proposed.

Amend rule 282—13.8(272) as follows:

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. 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.

ADOPTION MEMO

Date: October 11, 2013

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282—25.3(1)(e) *Student Abuse* - Adopt

The enclosed noticed rules were filed under Notice of Intended Action and published as ARC 0992C on September 4, 2013. The public hearing was held on September 25, 2013, with written comment accepted until September 27, 2013. No one attended the public hearing and Board staff received one written comment (attached) in favor of the noticed rule change. The published notice is attached.

Iowa Girls' High School Athletic Union

5000 Westown Pkwy, Ste 150 West Des Moines, Iowa 50266
Phone: (515) 288-9741 Fax: (515) 284-1969
www.ighsau.org

RECEIVED
EXECUTIVE DIRECTOR
BOARD OF EDUCATIONAL EXAMINERS

SEP 12 2013

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Craig Ihnen
Associate Director

September 11, 2013

Mr. Duane T. Magee
Executive Director
Iowa Board of Educational Examiners
4000 East 14th Street
Des Moines, Iowa 50319-0147

Dear Duane:

The Iowa Girls' High School Athletic Union Board of Directors appreciated the opportunity to hear your presentation yesterday regarding the revised proposal of Administrative Code 282-25.3(1) e (7). After hearing your presentation and having the opportunity to ask questions, offer input, and share dialogue, the Board of Directors showed unanimous consensus in support of the intent of the proposed rule. The information shared regarding the fact that each case is reviewed on a case-by-case basis was also favorable.

The IGHSAU staff and Board of Directors appreciate the work that you do and the positive working relationship that has been established between our organizations. Thanks for sharing this information and asking for our input.

Respectfully,

Mike Dick

Mike Dick
Executive Director

ARC 0992C

EDUCATIONAL EXAMINERS BOARD[282]

Notice of Intended Action

Twenty-five interested persons, a governmental subdivision, an agency or association of 25 or more persons may demand an oral presentation hereon as provided in Iowa Code section 17A.4(1)*"b."*

Notice is also given to the public that the Administrative Rules Review Committee may, on its own motion or on written request by any individual or group, review this proposed action under section 17A.8(6) at a regular or special meeting where the public or interested persons may be heard.

Pursuant to the authority of Iowa Code section 272.2, the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 25, "Code of Professional Conduct and Ethics," Iowa Administrative Code.

The proposed amendment would prohibit romantic or sexual relationships between licensees and former students for 90 days following the student's last date of enrollment, if the licensee and the student previously had a direct and supervisory relationship. The proposed amendment adds an additional ethics violation under paragraph 25.3(1)"e" ("Student abuse") specifically for students no longer enrolled in a school district.

The Board previously proposed a Notice of Intended Action (**ARC 0678C**, IAB 4/3/13) setting forth a more broadly written amendment to this rule. Instead of adopting that Notice, the Board considered input from stakeholders and the Administrative Rules Review Committee. The amendment proposed herein reflects changes based on this input; the Board reduced the number of days in the proposed amendment from 180 to 90, provided a statutory cross reference defining "sexual conduct," and narrowed the prohibited conduct. The Board intends to terminate the rule making initiated by **ARC 0678C**.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, September 25, 2013, at 1 p.m. in Room 3 Southwest, Third Floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

At the hearing, persons will be asked to give their names and addresses for the record and to confine their remarks to the subject of the proposed amendment. Persons who wish to make oral presentations at the public hearing may contact the Executive Director, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319-0147, or at (515)281-5849, prior to the date of the public hearing.

Any person who intends to attend the public hearing and requires special accommodations for specific needs, such as a sign language interpreter, should contact the office of the Executive Director at (515)281-5849.

Any interested person may make written comments or suggestions on the proposed amendment before 4 p.m. on Friday, September 27, 2013. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, at the above address, or sent by e-mail to kim.cunningham@iowa.gov, or by fax to (515)281-7669.

This amendment is subject to waiver pursuant to 282—Chapter 6, "Waivers or Variances From Administrative Rules," Iowa Administrative Code.

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."

The following amendment is proposed.

Amend subrule 25.3(1) as follows:

25.3(1) *Standard I—conviction of crimes, sexual or other immoral conduct with or toward a student, and child and dependent adult abuse.* Violation of this standard includes:

a. to *d.* No change.

e. *Student abuse.* Licensees shall maintain professional relationships with all students, both inside and outside the classroom. The following acts or behavior constitutes unethical conduct without regard to the existence of a criminal charge or conviction:

(1) to (4) No change.

(5) Furnishing alcohol or illegal or unauthorized drugs or drug paraphernalia to any student or knowingly allowing a student to consume alcohol or illegal or unauthorized drugs in the presence of the licensee; ~~or~~

(6) Failing to report any suspected act of child or dependent adult abuse as required by state law~~.~~; or

(7) Committing or soliciting any sexual conduct as defined in Iowa Code section 709.15(3)*"b"* or soliciting, encouraging, or consummating a romantic relationship with any person who was a student within 90 days prior to any conduct alleged in the complaint, if that person was taught by the practitioner or was supervised by the practitioner in any school activity when that person was a student.

ADOPTION MEMO

Date: October 11, 2013

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282—13.28(30) and (31); 17.1; *STEM endorsements* - Adopt

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The enclosed noticed rules were filed under Notice of Intended Action and published as ARC 0993C on September 4, 2013. The public hearing was held on September 25, 2013, with written comment accepted until September 27, 2013. No one attended the public hearing and no written comments were received. The published notice is attached.

ARC 0993C

EDUCATIONAL EXAMINERS BOARD[282]

Notice of Intended Action

Twenty-five interested persons, a governmental subdivision, an agency or association of 25 or more persons may demand an oral presentation hereon as provided in Iowa Code section 17A.4(1)*"b."*

Notice is also given to the public that the Administrative Rules Review Committee may, on its own motion or on written request by any individual or group, review this proposed action under section 17A.8(6) at a regular or special meeting where the public or interested persons may be heard.

Pursuant to the authority of Iowa Code section 272.2, the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 13, "Issuance of Teacher Licenses and Endorsements," and Chapter 17, "Career and Technical Endorsements and Licenses," Iowa Administrative Code.

In December 2012, a licensure subcommittee of the Governor's STEM Advisory Council, consisting of science, math, and industrial technology practitioners and administrators as well as higher education, Department of Education, and Board of Educational Examiners representatives met to recommend licensure rules to support implementation of Iowa's Science, Technology, Engineering, and Mathematics (STEM) initiative. The STEM initiative is based on Executive Order 74, signed by Governor Branstad on July 26, 2011. The subcommittee recommended the proposed amendments, which will create K-8 and 5-8 STEM endorsements, a K-12 STEM specialist, a career and technical license for engineering, and a 5-12 engineering endorsement.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, September 25, 2013, at 1 p.m. in Room 3 Southwest, Third Floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

At the hearing, persons will be asked to give their names and addresses for the record and to confine their remarks to the subject of the proposed amendments. Persons who wish to make oral presentations at the public hearing may contact the Executive Director, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319-0147, or at (515)281-5849, prior to the date of the public hearing.

Any person who intends to attend the public hearing and requires special accommodations for specific needs, such as a sign language interpreter, should contact the office of the Executive Director at (515)281-5849.

Any interested person may make written comments or suggestions on the proposed amendments before 4 p.m. on Friday, September 27, 2013. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, at the above address, or sent by e-mail to kim.cunningham@iowa.gov, or by fax to (515)281-7669.

These amendments are subject to waiver pursuant to 282—Chapter 6, "Waivers or Variances From Administrative Rules," Iowa Administrative Code.

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

These amendments are intended to implement Iowa Code section 272.2(1)"a."

The following amendments are proposed.

ITEM 1. Adopt the following new subrule 13.28(31):

13.28(31) *Engineering.* 5-12.

a. Completion of 24 semester hours in engineering coursework.

b. Methods and strategies of STEM instruction or methods of teaching science or mathematics.

ITEM 2. Adopt the following new subrule 13.28(32):

13.28(32) *STEM.*

a. *K-8.*

(1) Authorization. The holder of this endorsement is authorized to teach science, mathematics, and integrated STEM courses in kindergarten through grade eight.

(2) Program requirements. Be the holder of the teacher—elementary classroom endorsement.

(3) Content.

1. Completion of a minimum of 12 semester hours of college-level science.

2. Completion of a minimum of 12 semester hours of college-level math (or the completion of Calculus I) to include coursework in computer programming.

3. Completion of a minimum of three semester hours of coursework in content or pedagogy of engineering and technological design that includes engineering design processes or programming logic and problem-solving models and that may be met through either of the following:

- Engineering and technological design courses for education majors;
- Technology or engineering content coursework.

4. Completion of a minimum of 6 semester hours of required coursework in STEM curriculum and methods to include the following essential concepts and skills:

- Comparing and contrasting the nature and goals of each of the STEM disciplines;
- Promoting learning through purposeful, authentic, real-world connections;
- Integration of content and context of each of the STEM disciplines;
- Interdisciplinary/transdisciplinary approaches to teaching (including but not limited to problem-based learning and project-based learning);
- Curriculum and standards mapping;
- Engaging subject-matter experts (including but not limited to colleagues, parents, higher education faculty/students, business partners, and informal education agencies) in STEM experiences in and out of the classroom;
- Assessment of integrative learning approaches;
- Information literacy skills in STEM;
- Processes of science and scientific inquiry;
- Mathematical problem-solving models;
- Communicating to a variety of audiences;
- Classroom management in project-based classrooms;
- Instructional strategies for the inclusive classroom;
- Computational thinking;
- Mathematical and technological modeling.

5. Completion of a STEM field experience of a minimum of 30 contact hours that may be met through the following:

- Completing a STEM research experience;
- Participating in a STEM internship at a STEM business or informal education organization; or
- Leading a STEM extracurricular activity.

b. 5-8.

(1) Authorization. The holder of this endorsement is authorized to teach science, mathematics, and integrated STEM courses in grades five through eight.

(2) Program requirements. Be the holder a 5-12 science, mathematics, or industrial technology endorsement or 5-8 middle school mathematics or science endorsement.

(3) Content.

1. Completion of a minimum of 12 semester hours of college-level science.

2. Completion of a minimum of 12 semester hours of college-level math (or the completion of Calculus I) to include coursework in computer programming.

3. Completion of a minimum of 3 semester hours of coursework in content or pedagogy of engineering and technological design that includes engineering design processes or programming logic and problem-solving models and that may be met through either of the following:

- Engineering and technological design courses for education majors;
- Technology or engineering content coursework.

4. Completion of a minimum of 6 semester hours of required coursework in STEM curriculum and methods to include the following essential concepts and skills:

- Comparing and contrasting the nature and goals of each of the STEM disciplines;
- Promoting learning through purposeful, authentic, real-world connections;

- Integration of content and context of each of the STEM disciplines;
- Interdisciplinary/transdisciplinary approaches to teaching (including but not limited to problem-based learning and project-based learning);
- Curriculum and standards mapping;
- Engaging subject-matter experts (including but not limited to colleagues, parents, higher education faculty/students, business partners, and informal education agencies) in STEM experiences in and out of the classroom;
- Assessment of integrative learning approaches;
- Information literacy skills in STEM;
- Processes of science and scientific inquiry;
- Mathematical problem-solving models;
- Communicating to a variety of audiences;
- Classroom management in project-based classrooms;
- Instructional strategies for the inclusive classroom;
- Computational thinking;
- Mathematical and technological modeling.

5. Completion of a STEM field experience of a minimum of 30 contact hours that may be met through the following:

- Completing a STEM research experience;
- Participating in a STEM internship at a STEM business or informal education organization; or
- Leading a STEM extracurricular activity

c. Specialist/coach, K-12.

(1) Authorization. The holder of this endorsement is authorized to serve as a STEM specialist in kindergarten and grades one through twelve.

(2) Program requirements.

1. The applicant must have met the requirements for a standard Iowa teaching license and a teaching endorsement in mathematics, science, engineering, industrial technology, or agriculture.

2. The applicant must hold a master's degree from a regionally accredited institution. The master's degree must be in math, science, engineering or technology or another area with at least 12 hours of college-level science and at least 12 hours of college-level math (or completion of Calculus I) to include coursework in computer programming.

(3) Content.

1. Completion of a minimum of 3 semester hours of coursework in content or pedagogy of engineering and technological design that includes engineering design processes or programming logic and problem-solving models and that may be met through either of the following:

- Engineering and technological design courses for education majors;
- Technology or engineering content coursework.

2. Completion of 9 semester hours in professional development to include the following essential concepts and skills:

- STEM curriculum and methods:

- Comparing and contrasting the nature and goals of each of the STEM disciplines;
- Promoting learning through purposeful, authentic, real-world connections;
- Integration of content and context of each of the STEM disciplines;
- Interdisciplinary/transdisciplinary approaches to teaching (including but not limited to problem-based learning and project-based learning);
- Curriculum/standards mapping;
- Assessment of integrative learning approaches;
- Information literacy skills in STEM;
- Processes of science/scientific inquiry;
- Mathematical problem-solving models;
- Classroom management in project-based classrooms;
- Instructional strategies for the inclusive classroom;

- Computational thinking;
- Mathematical and technological modeling.

- STEM experiential learning:

- Engaging subject-matter experts (including but not limited to colleagues, parents, higher education faculty/students, business partners, and informal education agencies) in STEM experiences in and out of the classroom;
- STEM research experiences;
- STEM internship at a STEM business or informal education organization;
- STEM extracurricular activity;
- Communicating to a variety of audiences.

- Leadership in STEM:

- STEM curriculum development and assessment;
- Curriculum mapping;
- Assessment of student engagement;
- STEM across the curriculum;
- Research on best practices in STEM;
- STEM curriculum accessibility for all students.

3. Completion of an internship/externship professional experience or prior professional experience in STEM for a minimum of 90 contact hours.

ITEM 3. Adopt the following new paragraph **17.1(3)"c"**:

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.

NOTICE MEMO

Date: October 11, 2013

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 22(6) iJAG Authorization

Currently, the iJAG program employs both certified and non-certified staff throughout the state. High school credit is given in most cases. This authorization will allow all iJAG employees to have some level of certification. The required education coursework is offered by iJAG annually through mandatory training, and iJAG will be seeking a credit option. The BoEE will assist to ensure that the coursework meets the stated requirements. Candidates complete 18 days of training in their first year and 7-10 days annually in subsequent years.

282-22.6 iJAG Authorization

22.6(1) Authorization. The iJAG authorization is provided to non-educators entering the education profession to teach iJAG coursework in grades 7-12.

22.6(2) Application process. Any person interested in the iJAG 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.

22.6(3) Requirements.

a. The applicant must have completed a baccalaureate degree.

b. Iowa divisional of criminal investigation background check. The applicant must have successfully completed an Iowa division of criminal investigation background check. The background check fee will be assessed to the applicant.

c. National criminal history background check. The applicant must have successfully completed a national criminal history background check. The background check fee will be assessed to the applicant.

d. The applicant must complete a board of educational examiners-approved iJAG training program consisting of the following components and totaling a minimum of 40 clock hours annually:

1. Instructional methods. Develop skills to effectively deliver project-based instruction in the iJAG core competencies.
2. Curriculum. Develop skills to effectively develop curriculum, projects and/or other educational opportunities consistent with the goals of iJAG.
3. Measurement and evaluation of programs and students. Analyze student data, administer testing, and monitor the following: basic skills, individualized development plans, attendance, graduation requirements, and course enrollment.
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.
5. Diversity training for educators. Develop an understanding of and sensitivity to the values, beliefs, lifestyles and attitudes of individuals and the diverse groups found in a pluralistic society, including preparation that contributes to the education of individuals with disabilities and the gifted and talented.

e. The applicant must obtain a recommendation from an iJAG administrator verifying that the organization wishes to hire the applicant.

f. The applicant must be assigned a mentor by the hiring school district. The mentor must have four years of teaching experience.

NOTICE MEMO

Date: October 11, 2013

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 13.9(3)—Teacher Intern License Requirements

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Our current rules state that there is a minimum bachelor's degree GPA requirement in order for the teacher intern license to be issued. The Chapter 77 rules within the Department of Education address GPA for admission to the program, and the rules make an allowance that candidates may be admitted conditionally if they have not met the minimum GPA. This change will allow our rules to mirror the DE language.

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:
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 281-11(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).
c. 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.

NOTICE MEMO

Date: October 11, 2013

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 13.16(1)—Requirements for a Substitute Teacher License

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Currently, Iowa graduates after January 1, 2013 who do not pass the required assessments are not eligible for substitute licensure (only a substitute authorization). Out-of-state graduates are currently eligible for a substitute license because they have completed a teacher preparation program and have obtained licensure in another state. This change will create equity for both Iowa graduates and out-of-state graduates by requiring the passing of the required assessments for substitute licensure.

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:
a. Has completed a traditional teacher preparation program and been the holder of, or presently holds, 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
c. 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.

NOTICE MEMO

Date: October 11, 2013

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 13.17(3)—International Exchange License

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We have had several teachers brought to Iowa under the auspices of exchanges arranged through either the U.S. Department of Education or the U.S. Department of State. In past years, we have been able to evaluate their transcripts and issue Regional Exchange licenses. Due to changes in the out-of-country rules that now require successful completion of both content and pedagogy PRAXIS testing, we are no longer able to license these teachers. The following rule change would allow them to be licensed using the International Exchange license rules, which do not require testing. NOTE: If individuals desire to stay beyond their exchange, they would then have to meet the requirements for the out-of-country licensure.

13.17(3) International Exchange License

(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.

DISCUSSION MEMO

Date: October 11, 2013

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapters 13.28(26 and 27) and Chapters 27.3(1 and 2)—Elementary and Secondary Counselor

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Under the new American School Counseling Association National Model, the term Guidance Counselor has been replaced with Professional School Counselor.

- These changes address both the name change and a move in the model from individual and small group counseling to classroom and large group counseling.
- This corrects a mistake in chapter 13 under Class G licenses. Current rules require that the individual be in an approved program for a Class G license. Only programs within the state are approved. In practice, we issue Class G licenses to individuals in out of state counseling programs.
- This corrects a mistake in chapter 13 where it states that the holder of this endorsement *has not completed the professional education core.* Endorsements under chapter 13 are issued to teachers who have completed the professional education core.
- This change also uses references to eliminate approximately 9 pages of rules.

282—13.15(272) Specific requirements for a Class G license. A nonrenewable Class G license valid for one year may be issued to an individual who must complete a school ~~guidance~~ counseling practicum or internship in an approved program in preparation for the school professional school ~~guidance~~ counselor endorsement. The Class G license may be issued under the following limited conditions:

1. Verification of a baccalaureate degree from a regionally accredited institution.
2. Verification from the institution that the individual is admitted and enrolled in a ~~an approved~~ school ~~guidance~~ counseling program.
3. Verification that the individual has completed the coursework and competencies required prior to the practicum or internship.
4. Written documentation of the requirements listed in "1" to "3" above, provided by the official at the institution where the individual is completing the approved school ~~guidance~~ counseling program and forwarded to the Iowa board of educational examiners with the application form for licensure.

Chapter 13: Teacher Licensure/Endorsements

13.28(26) *Elementary professional school counselor.*

a. Authorization. The holder of this endorsement ~~has not completed the professional education core (subrule 13.18(4)) but~~ is authorized to serve as a professional school ~~guidance~~ counselor in kindergarten and grades one through eight.

b. Program requirements.

(1) Master's degree from an accredited institution of higher education.

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

~~(3) Completion of an approved exceptional learner component.~~

c. Content. Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements to include the following:

(1) Nature and needs of individuals at all developmental levels.

1. Develop strategies for facilitating development through the transition from childhood to adolescence and from adolescence to young adulthood.

2. Apply knowledge of learning and personality development to assist students in developing their full potential.

(2) Social and cultural foundations.

1. Demonstrate awareness of and sensitivity to the unique social, cultural, and economic circumstances of students and their racial/ethnic, gender, age, physical, and learning differences.

2. Demonstrate sensitivity to the nature and the functioning of the student within the family, school and community contexts.

3. Demonstrate the counseling and consultation skills needed to facilitate informed and appropriate action in response to the needs of students.

(3) Fostering of relationships.

1. Employ effective counseling and consultation skills with students, parents, colleagues, administrators, and others.

2. Communicate effectively with parents, colleagues, students and administrators.

3. Counsel students in the areas of personal, social, academic, and career development.

4. Assist families in helping their children address the personal, social, and emotional concerns and problems that may impede educational progress.

5. Implement developmentally appropriate counseling interventions with children and adolescents.

6. Demonstrate the ability to negotiate and move individuals and groups toward consensus or conflict resolution or both.

7. Refer students for specialized help when appropriate.

8. Value the well-being of the students as paramount in the counseling relationship.

(4) Group work.

1. Implement developmentally appropriate interventions involving group dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

2. Apply knowledge of group counseling in implementing appropriate group processes for elementary, middle school, and secondary students.

(5) Career development, education, and postsecondary planning.

1. Assist students in the assessment of their individual strengths, weaknesses, and differences, including those that relate to academic achievement and future plans.

2. Apply knowledge of career assessment and career choice programs.

3. Implement occupational and educational placement, follow-up and evaluation.

4. Develop a counseling network and provide resources for use by students in personalizing the exploration of postsecondary educational opportunities.

(6) Assessment and evaluation.

1. Demonstrate individual and group approaches to assessment and evaluation.

2. Demonstrate an understanding of the proper administration and uses of standardized tests.

3. Apply knowledge of test administration, scoring, and measurement concerns.

4. Apply evaluation procedures for monitoring student achievement.

5. Apply assessment information in program design and program modifications to address students' needs.

6. Apply knowledge of legal and ethical issues related to assessment and student records.

(7) Professional orientation.

1. Apply knowledge of history, roles, organizational structures, ethics, standards, and credentialing.

2. Maintain a high level of professional knowledge and skills.

3. Apply knowledge of professional and ethical standards to the practice of school counseling.

4. Articulate the professional school counselor role to school personnel, parents, community, and students.

(8) School counseling skills.

1. Design, implement, and evaluate a comprehensive, developmental school ~~guidance~~ counseling program.

2. Implement and evaluate specific strategies designed to meet program goals and objectives.

3. Consult and coordinate efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.

4. Provide information appropriate to the particular educational transition and assist students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.

5. Assist parents and families in order to provide a supportive environment in which students can become effective learners and achieve success in pursuit of appropriate educational goals.

6. Provide training, orientation, and consultation assistance to faculty, administrators, staff, and school officials to assist them in responding to the social, emotional, and educational development of all students.

7. Collaborate with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided that allow all students to achieve success.

8. Assist in the process of identifying and addressing the needs of the exceptional student.

9. Apply knowledge of legal and ethical issues related to child abuse and mandatory reporting.

10. Advocate for the educational needs of students and work to ensure that these needs are addressed at every level of the school experience.

11. Promote use of school counseling and ~~guidance~~ educational and career planning activities and programs involving the total school community to provide a positive school climate.

(9) Classroom management.

1. Apply effective classroom management strategies as demonstrated in delivery of classroom ~~guidance~~ and large group ~~guidance lessons~~ school counseling curriculum.

2. Consult with teachers and parents about effective classroom management and behavior management strategies.

(10) Curriculum.

1. Write classroom lessons including objectives, learning activities, and discussion questions.

2. Utilize various methods of evaluating what students have learned in classroom lessons.

3. Demonstrate competency in conducting classroom and other large group activities, utilizing an effective lesson plan design, engaging students in the learning process, and employing age-appropriate classroom management strategies.

4. Design a classroom unit of developmentally appropriate learning experiences.

5. Demonstrate knowledge in writing standards and benchmarks for curriculum.

(11) Learning theory.

1. Identify and consult with teachers about how to create a positive learning environment utilizing such factors as effective classroom management strategies, building a sense of community in the classroom, and cooperative learning experiences.

2. Identify and consult with teachers regarding teaching strategies designed to motivate students using small group learning activities, experiential learning activities, student mentoring programs, and shared decision-making opportunities.

3. Demonstrate knowledge of child and adolescent development and identify developmentally appropriate teaching and learning strategies.

(12) Teaching and counseling practicum. The school counselor demonstrates competency in conducting classroom sessions with elementary and middle school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group counseling, developmental classroom guidance, and consultation.

13.28(27) *Secondary* *professional* school counselor.

a. Authorization. The holder of this endorsement ~~has not completed the professional education core (subrule 13.18(4)) but~~ is authorized to serve as a school ~~guidance~~ counselor in grades five through twelve.

b. Program requirements.

(1) Master's degree from an accredited institution of higher education.

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

~~(3) Completion of an approved exceptional learner component~~.

c. Content. Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements to include the ~~following:~~ competancies listed in 13.28(26)*c*(1)-(11).

~~(1) Nature and needs of individuals at all developmental levels.~~

~~1. Develop strategies for facilitating development through the transition from childhood to adolescence and from adolescence to young adulthood.~~

~~2. Apply knowledge of learning and personality development to assist students in developing their full potential.~~

~~(2) Social and cultural foundations~~

~~1. Demonstrate awareness of and sensitivity to the unique social , cultural, and economic circumstances of students and their racial/ethnic, gender, age, physical, and learning differences.~~

~~2. Demonstrate sensitivity to the nature and the functioning of the student within the family, school and community contexts.~~

~~3. Demonstrate the counseling and consultation skills needed to facilitate informed and appropriate action in response to the needs of students.~~

~~(3) Fostering of relationships.~~

~~1. Employ effective counseling and consultation skills with students, parents, colleagues, administrators, and others.~~

~~2. Communicate effectively with parents, colleagues, students and administrators.~~

~~3. Counsel students in the areas of personal, social, academic, and career development.~~

~~4. Assist families in helping their children address the personal, social, and emotional concerns and problems that may impede educational progress.~~

~~5. Implement developmentally appropriate counseling interventions with children and adolescents.~~

~~6. Demonstrate the ability to negotiate and move individuals and groups toward consensus or conflict resolution or both.~~

~~7. Refer students for specialized help when appropriate.~~

~~8. Value the well-being of the students as paramount in the counseling relationship.~~

~~(4) Group work.~~

~~1. Implement developmentally appropriate interventions involving group dynamics, counseling theories, group counseling methods and skills, and other group work approaches.~~

~~2. Apply knowledge of group counseling in implementing appropriate group processes for elementary, middle school, and secondary students.~~

~~(5) Career development, education, and postsecondary planning.~~

~~1. Assist students in the assessment of their individual strengths, weaknesses, and differences, including those that relate to academic achievement and future plans.~~

~~2. Apply knowledge of career assessment and career choice programs.~~

~~3. Implement occupational and educational placement, follow-up and evaluation.~~

~~4. Develop a counseling network and provide resources for use by students in personalizing the exploration of postsecondary educational opportunities.~~

~~(6) Assessment and evaluation.~~

~~1. Demonstrate individual and group approaches to assessment and evaluation.~~

~~2. Demonstrate an understanding of the proper administration and uses of standardized tests.~~

~~3. Apply knowledge of test administration, scoring, and measurement concerns.~~

~~4. Apply evaluation procedures for monitoring student achievement.~~

~~5. Apply assessment information in program design and program modifications to address students' needs.~~

~~6. Apply knowledge of legal and ethical issues related to assessment and student records.~~

~~(7) Professional orientation.~~

~~1. Apply knowledge of history, roles, organizational structures, ethics, standards, and credentialing.~~

~~2. Maintain a high level of professional knowledge and skills.~~

~~3. Apply knowledge of professional and ethical standards to the practice of school counseling.~~

~~4. Articulate the counselor role to school personnel, parents, community, and students.~~

~~(8) School counseling skills.~~

~~1. Design, implement, and evaluate a comprehensive, developmental school guidance program.~~

~~2. Implement and evaluate specific strategies designed to meet program goals and objectives.~~

~~3. Consult and coordinate efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.~~
~~understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.~~

~~5. Assist parents and families in order to provide a supportive environment in which students can become effective learners and achieve success in pursuit of appropriate educational goals.~~

~~6. Provide training, orientation, and consultation assistance to faculty, administrators, staff, and school officials to assist them in responding to the social, emotional, and educational development of all students.~~

~~7. Collaborate with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided that allow all students to achieve success.~~

~~8. Assist in the process of identifying and addressing the needs of the exceptional student.~~

~~9. Apply knowledge of legal and ethical issues related to child abuse and mandatory reporting.~~

~~10. Advocate for the educational needs of students and work to ensure that these needs are addressed at every level of the school experience.~~

~~11. Promote use of counseling and guidance activities and programs involving the total school community to provide a positive school climate.~~

~~(9) Classroom management.~~

~~1. Apply effective classroom management strategies as demonstrated in classroom guidance and large group guidance lessons.~~

~~2. Consult with teachers and parents about effective classroom management and behavior management strategies.~~

~~(10) Curriculum.~~

~~1. Write classroom lessons including objectives, learning activities, and discussion questions.~~

~~2. Utilize various methods of evaluating what students have learned in classroom lessons.~~

~~3. Demonstrate competency in conducting classroom and other large group activities, utilizing an effective lesson plan design, engaging students in the learning process, and employing age-appropriate classroom management strategies.~~

~~4. Design a classroom unit of developmentally appropriate learning experiences.~~

~~5. Demonstrate knowledge in writing standards and benchmarks for curriculum.~~

~~(11) Learning theory.~~

~~1. Identify and consult with teachers about how to create a positive learning environment utilizing such factors as effective classroom management strategies, building a sense of community in the classroom, and cooperative learning experiences.~~

~~2. Identify and consult with teachers regarding teaching strategies designed to motivate students using small group learning activities, experiential learning activities, student mentoring programs, and shared decision-making opportunities.~~

~~3. Demonstrate knowledge of child and adolescent development and identify developmentally appropriate teaching and learning strategies.~~

~~(12)~~ 1. Teaching and counseling practicum. The school counselor demonstrates competency in conducting classroom sessions with middle and secondary school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group work, developmental classroom guidance and consultation.

Chapter 27: Professional Service Licenses

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

27.3(1) *Elementary professional counselor.*

a. Authorization. The holder of this endorsement has not completed the professional education core (subrule 13.18(4)) but is authorized to serve as a professional school ~~guidance~~ counselor in kindergarten and grades one through eight.

b. Program requirements.

(1) Master's degree from an accredited institution of higher education.

(2) Completion of an approved human relations component.

(3) Completion of an approved exceptional learner component.

c. Content. Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements to include the ~~following:~~ competancies listed in 13.28(26)*c*(1)-(11).

~~(1) Nature and needs of individuals at all developmental levels.~~

~~1. Develop strategies for facilitating development through the transition from childhood to adolescence and from adolescence to young adulthood.~~

~~2. Apply knowledge of learning and personality development to assist students in developing their full potential.~~

~~(2) Social and cultural foundations.~~

~~1. Demonstrate awareness of and sensitivity to the unique social, cultural, and economic circumstances of students and their racial/ethnic, gender, age, physical, and learning differences.~~

~~2. Demonstrate sensitivity to the nature and the functioning of the student within the family, school and community contexts.~~

~~3. Demonstrate the counseling and consultation skills needed to facilitate informed and appropriate action in response to the needs of students.~~

~~(3) Fostering of relationships.~~

~~1. Employ effective counseling and consultation skills with students, parents, colleagues, administrators, and others.~~

~~2. Communicate effectively with parents, colleagues, students and administrators.~~

~~3. Counsel students in the areas of personal, social, academic, and career development.~~

~~4. Assist families in helping their children address the personal, social, and emotional concerns and problems that may impede educational progress.~~

~~5. Implement developmentally appropriate counseling interventions with children and adolescents.~~

~~6. Demonstrate the ability to negotiate and move individuals and groups toward consensus or conflict resolution or both.~~

~~7. Refer students for specialized help when appropriate.~~

~~8. Value the well-being of the students as paramount in the counseling relationship.~~

~~(4) Group work.~~

~~1. Implement developmentally appropriate interventions involving group dynamics, counseling theories, group counseling methods and skills, and other group work approaches.~~

~~2. Apply knowledge of group counseling in implementing appropriate group processes for elementary, middle school, and secondary students.~~

~~(5) Career development, education, and postsecondary planning.~~

~~1. Assist students in the assessment of their individual strengths, weaknesses, and differences, including those that relate to academic achievement and future plans.~~

~~2. Apply knowledge of career assessment and career choice programs.~~

~~3. Implement occupational and educational placement, follow-up and evaluation.~~

~~4. Develop a counseling network and provide resources for use by students in personalizing the exploration of postsecondary educational opportunities.~~

~~(6) Assessment and evaluation.~~

~~1. Demonstrate individual and group approaches to assessment and evaluation.~~

~~2. Demonstrate an understanding of the proper administration and uses of standardized tests.~~

~~3. Apply knowledge of test administration, scoring, and measurement concerns.~~

~~4. Apply evaluation procedures for monitoring student achievement.~~

~~5. Apply assessment information in program design and program modifications to address students' needs.~~

~~6. Apply knowledge of legal and ethical issues related to assessment and student records.~~

~~(7) Professional orientation.~~

~~1. Apply knowledge of history, roles, organizational structures, ethics, standards, and credentialing.~~

~~2. Maintain a high level of professional knowledge and skills.~~

~~3. Apply knowledge of professional and ethical standards to the practice of school counseling.~~

~~4. Articulate the counselor role to school personnel, parents, community, and students.~~

~~(8) School counseling skills.~~

~~1. Design, implement, and evaluate a comprehensive, developmental school guidance program.~~

~~2. Implement and evaluate specific strategies designed to meet program goals and objectives.~~

~~3. Consult and coordinate efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.~~

~~4. Provide information appropriate to the particular educational transition and assist students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.~~

~~5. Assist parents and families in order to provide a supportive environment in which students can become effective learners and achieve success in pursuit of appropriate educational goals.~~

~~6. Provide training, orientation, and consultation assistance to faculty, administrators, staff, and school officials to assist them in responding to the social, emotional, and educational development of all students.~~

~~7. Collaborate with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided that allow all students to achieve success.~~

~~8. Assist in the process of identifying and addressing the needs of the exceptional student.~~

~~9. Apply knowledge of legal and ethical issues related to child abuse and mandatory reporting.~~

~~10. Advocate for the educational needs of students and work to ensure that these needs are addressed at every level of the school experience.~~

~~11. Promote use of counseling and guidance activities and programs involving the total school community to provide a positive school climate.~~

~~(9) Classroom management.~~

~~1. Apply effective classroom management strategies as demonstrated in classroom guidance and large group guidance lessons.~~

~~2. Consult with teachers and parents about effective classroom management and behavior management strategies.~~

~~(10) Curriculum.~~

~~1. Write classroom lessons including objectives, learning activities, and discussion questions.~~

~~2. Utilize various methods of evaluating what students have learned in classroom lessons.~~

~~3. Demonstrate competency in conducting classroom and other large group activities, utilizing an effective lesson plan design, engaging students in the learning process, and employing age-appropriate classroom management strategies.~~

~~4. Design a classroom unit of developmentally appropriate learning experiences.~~

~~5. Demonstrate knowledge in writing standards and benchmarks for curriculum.~~

~~(11) Learning theory.~~

~~1. Identify and consult with teachers about how to create a positive learning environment utilizing such factors as effective classroom management strategies, building a sense of community in the classroom, and cooperative learning experiences.~~

~~2. Identify and consult with teachers regarding teaching strategies designed to motivate students using small group learning activities, experiential learning activities, student mentoring programs, and shared decision-making opportunities.~~

~~3. Demonstrate knowledge of child and adolescent development and identify developmentally appropriate teaching and learning strategies.~~

(12) Teaching and counseling practicum. The school counselor demonstrates competency in conducting classroom sessions with elementary and middle school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group counseling, developmental classroom guidance, and consultation.

27.3(2) *Secondary counselor.*

a. Authorization. The holder of this endorsement has not completed the professional education core (subrule 13.18(4)) but is authorized to serve as a professional school ~~guidance~~ counselor in grades five through twelve.

b. Program requirements.

(1) Master's degree from an accredited institution of higher education.

(2) Completion of an approved human relations component.

(3) Completion of an approved exceptional learner component.

c. Content. Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements to include the ~~following:~~ competancies listed in 13.28(26)*c*(1)-(11).

~~(1) Nature and needs of individuals at all developmental levels.~~

~~1. Develop strategies for facilitating development through the transition from childhood to adolescence and from adolescence to young adulthood.~~

~~2. Apply knowledge of learning and personality development to assist students in developing their full potential.~~

~~(2) Social and cultural foundations~~

~~1. Demonstrate awareness of and sensitivity to the unique social , cultural, and economic circumstances of students and their racial/ethnic, gender, age, physical, and learning differences.~~

~~2. Demonstrate sensitivity to the nature and the functioning of the student within the family, school and community contexts.~~

~~3. Demonstrate the counseling and consultation skills needed to facilitate informed and appropriate action in response to the needs of students.~~

~~(3) Fostering of relationships.~~

~~1. Employ effective counseling and consultation skills with students, parents, colleagues, administrators, and others.~~

~~2. Communicate effectively with parents, colleagues, students and administrators.~~

~~3. Counsel students in the areas of personal, social, academic, and career development.~~

~~4. Assist families in helping their children address the personal, social, and emotional concerns and problems that may impede educational progress.~~

~~5. Implement developmentally appropriate counseling interventions with children and adolescents.~~

~~6. Demonstrate the ability to negotiate and move individuals and groups toward consensus or conflict resolution or both.~~

~~7. Refer students for specialized help when appropriate.~~

~~8. Value the well-being of the students as paramount in the counseling relationship.~~

~~(4) Group work.~~

~~1. Implement developmentally appropriate interventions involving group dynamics, counseling theories, group counseling methods and skills, and other group work approaches.~~

~~2. Apply knowledge of group counseling in implementing appropriate group processes for elementary, middle school, and secondary students.~~

~~(5) Career development, education, and postsecondary planning.~~

~~1. Assist students in the assessment of their individual strengths, weaknesses, and differences, including those that relate to academic achievement and future plans.~~

~~2. Apply knowledge of career assessment and career choice programs.~~

~~3. Implement occupational and educational placement, follow-up and evaluation.~~

~~4. Develop a counseling network and provide resources for use by students in personalizing the exploration of postsecondary educational opportunities.~~

~~(6) Assessment and evaluation.~~

~~1. Demonstrate individual and group approaches to assessment and evaluation.~~

~~2. Demonstrate an understanding of the proper administration and uses of standardized tests.~~

~~3. Apply knowledge of test administration, scoring, and measurement concerns.~~

~~4. Apply evaluation procedures for monitoring student achievement.~~

~~5. Apply assessment information in program design and program modifications to address students' needs.~~

~~6. Apply knowledge of legal and ethical issues related to assessment and student records.~~

~~(7) Professional orientation.~~

~~1. Apply knowledge of history, roles, organizational structures, ethics, standards, and credentialing.~~

~~2. Maintain a high level of professional knowledge and skills.~~

~~3. Apply knowledge of professional and ethical standards to the practice of school counseling.~~

~~4. Articulate the counselor role to school personnel, parents, community, and students.~~

~~(8) School counseling skills.~~

~~1. Design, implement, and evaluate a comprehensive, developmental school guidance program.~~

~~2. Implement and evaluate specific strategies designed to meet program goals and objectives.~~

~~3. Consult and coordinate efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.~~
~~understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.~~

~~5. Assist parents and families in order to provide a supportive environment in which students can become effective learners and achieve success in pursuit of appropriate educational goals.~~

~~6. Provide training, orientation, and consultation assistance to faculty, administrators, staff, and school officials to assist them in responding to the social, emotional, and educational development of all students.~~

~~7. Collaborate with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided that allow all students to achieve success.~~

~~8. Assist in the process of identifying and addressing the needs of the exceptional student.~~

~~9. Apply knowledge of legal and ethical issues related to child abuse and mandatory reporting.~~

~~10. Advocate for the educational needs of students and work to ensure that these needs are addressed at every level of the school experience.~~

~~11. Promote use of counseling and guidance activities and programs involving the total school community to provide a positive school climate.~~

~~(9) Classroom management.~~

~~1. Apply effective classroom management strategies as demonstrated in classroom guidance and large group guidance lessons.~~

~~2. Consult with teachers and parents about effective classroom management and behavior management strategies.~~

~~(10) Curriculum.~~

~~1. Write classroom lessons including objectives, learning activities, and discussion questions.~~

~~2. Utilize various methods of evaluating what students have learned in classroom lessons.~~

~~3. Demonstrate competency in conducting classroom and other large group activities, utilizing an effective lesson plan design, engaging students in the learning process, and employing age-appropriate classroom management strategies.~~

~~4. Design a classroom unit of developmentally appropriate learning experiences.~~

~~5. Demonstrate knowledge in writing standards and benchmarks for curriculum.~~

~~(11) Learning theory.~~

~~1. Identify and consult with teachers about how to create a positive learning environment utilizing such factors as effective classroom management strategies, building a sense of community in the classroom, and cooperative learning experiences.~~

~~2. Identify and consult with teachers regarding teaching strategies designed to motivate students using small group learning activities, experiential learning activities, student mentoring programs, and shared decision-making opportunities.~~

~~3. Demonstrate knowledge of child and adolescent development and identify developmentally appropriate teaching and learning strategies.~~

~~(12)~~ 1. Teaching and counseling practicum. The school counselor demonstrates competency in conducting classroom sessions with middle and secondary school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group work, developmental classroom guidance and consultation.

DISCUSSION MEMO

Date: October 11, 2013

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 13.28(9)—FCS endorsement requirements

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The current Family and Consumer Sciences language needs to be updated to reflect 21st century skills and capacities. These changes also reflect updated career pathways and national standards for family and consumer sciences in career and technical education. The primary FCS endorsement below already has the instructional authority for endorsements 303 and 304, thus the proposal to eliminate those endorsements.

282—13.28 (272) Minimum content requirements for teaching endorsements.
13.28(9) *Family and consumer sciences—general.* 5-12. Completion of 24 semester hours in family and consumer sciences to include coursework in ~~human~~ lifespan development, ~~parenthood~~ parenting and child development education, family studies, consumer resource management, textiles ~~and~~ or apparel design and merchandising, housing, ~~and~~ foods and nutrition, and foundations of career and technical education as related to family and consumer sciences.

282—17.1 (272) Requirements for secondary level (grades 7-12) license
17.1(1) a. through c. no change

~~*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 include methods and techniques of instruction, foundations of career and technical 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.~~

cor/jt

DISCUSSION MEMO

Date: October 11, 2013

To: Board Members

From: Duane T. Magee, Executive Director

RE: Amend IAC 282 Chapter 18.4 (272) — General requirements for an administrator license.

- As the rule reads the BOEE shall not issue Initial Administrator license to any applicant unless they are assuming an administrative position.
- This has not been the practice and we have encouraged applicants to apply for their first license as soon as they complete an administrative program.
- The BOEE suggests striking d. from the rule.

IAC Ch 18, p.1
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.* 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~~
d. ~~*e.*~~ Has completed an approved human relations component; and
e. ~~*f.*~~ Has completed an exceptional learner component; and
f. ~~*g.*~~ Has completed an evaluator approval program.
18.4(3) *Eligibility for applicants who have completed a professional service endorsement program.* Applicants for the administrator license must first comply with the requirements set out in

282—Chapter 27.

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.

[**ARC 8248B**, IAB 11/4/09, effective 10/12/09; **ARC 8958B**, IAB 7/28/10, effective 9/1/10]

Date: October 11, 2013

To: Board Members

From: Darcy Lane

Re: Reminders regarding petitions for waiver

The administrative rule that sets forth the criteria you must consider in deciding whether to grant a petition for waiver is as follows:

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.

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.

The attached summary has been prepared by Board staff to aid in your discussion, and any recommendations it may contain are not binding.

Petition for Waiver

Name: Jessica Sherwood

License: Folder # 980514
Dr. Sherwood holds a Master Educator License with endorsements in American Government, Sociology, and Psychology. She also holds an Administrative Decision License in ESL that is valid until June 30, 2014. Her application to add the ESL endorsement was denied in 2012 per an email from Dr. Mary Lou Nosco.

Reason for Waiver: Dr. Sherwood asks the Board to waive the required 18 hours of coursework for the ESL endorsement based on experience in the field and the hardship of completing coursework while continuing in her current position.

Rule Citation:

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).
c. Content. Completion of 18 semester hours of coursework in English as a second language to include the following:
(1) Knowledge of pedagogy to include the following:
1. Methods and curriculum to include the following:
- Bilingual and ESL methods.
- Literacy in native and second language.
- Methods for subject matter content.
- Adaptation and modification of curriculum.

2. Assessment to include language proficiency and academic content.
(2) Knowledge of linguistics to include the following:
1. Psycholinguistics and sociolinguistics.
2. Language acquisition and proficiency to include the following:
- Knowledge of first and second language proficiency.
- Knowledge of first and second language acquisition.
- Language to include structure and grammar of English.

(3) Knowledge of cultural and linguistic diversity to include the following:
1. History.
2. Theory, models, and research.
3. Policy and legislation.
(4) Current issues with transient populations.

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.

Rationale: Dr. Sherwood states that she has taught ESL for seven years, three of which have been in Iowa. She believes the Board should waive the requirement of credit hours based on this experience and her licensure to teach ESL in Texas and Florida.

Hardship: The petition cites financial and familial hardships if Dr. Sherwood were required to take the 18 credit hours necessary for the ESL endorsement. She believes these hardships are undue based on her previous work experience.

Prejudice to Others: Dr. Sherwood states there would be no prejudice to others because her circumstances are unique.

Safety and welfare of others: The petition includes attached letters of recommendation stating Dr. Sherwood is a strong teacher in the area of ESL.

Staff recommendation: Deny the waiver

Rationale: While the Board has previously waived individual class requirements based on experience, Dr. Sherwood asks the Board to now waive an entire endorsement (18 credit hours) based on experience. The staff believes this would not set a good precedent for future applicants.

Hardship: Time and expense required to complete necessary coursework has generally not been considered an undue hardship. Dr. Sherwood could obtain a Class B license in ESL and would then have two years to complete the necessary coursework.

Prejudice to Others: Dr. Sherwood cites four previous waiver rulings in her petition:

- In 06-18, the applicant for the teacher intern program needed a course in oral communication for the English endorsement. The applicant had been a poet-in-residence and creativity instructor for 18 years. Without the course, the applicant would be able to condense the course load and begin the internship sooner. The Board granted the waiver.
- In 07-09, the Board waived the requirement of an oral communication course for the English endorsement. The applicant had helped design and teach an oral communication course at a community college, and had completed other coursework that involved giving presentations.
- In 07-20, the applicant was denied the general business endorsement because he was missing coursework in business law (6 hours). The Board granted the waiver of this requirement because the applicant had experience in contract law within the financial services industry.

- In 12-16, the Board granted a waiver of the business communications course for the general business endorsement. The applicant had experience in corporate training, sales, and personal banking.

Granting Dr. Sherwood's petition for waiver could cause prejudice to the rights of others who are required to complete coursework to obtain the corresponding endorsements.

Safety and welfare of others: It appears from the materials submitted that Dr. Sherwood is highly regarded as an ESL instructor. The issue for the Board to determine is whether substantially equal protection of students' health, safety, and welfare can be afforded by a means other than that prescribed in the particular rule for which the waiver is requested—i.e., by Dr. Sherwood's experience in lieu of coursework for credit.

Date: October 11, 2013

To: Board Members

From: Darcy Lane

Re: Reminders regarding petitions for waiver

The administrative rule that sets forth the criteria you must consider in deciding whether to grant a petition for waiver is as follows:

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.

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.

The attached summary has been prepared by Board staff to aid in your discussion, and any recommendations it may contain are not binding.

Petition for Waiver

Name: Alan Dicks

License: Folder # 1013013
Dicks applied for a substitute authorization. The application was denied in a letter from Joanne Tubbs dated September 13, 2013.

Reason for Waiver: The rule for the substitute authorization requires a baccalaureate degree from a regionally accredited institution. Dicks received a degree from a religious institution that is accredited through a Christian agency.

Rule Citation:

282—22.2 (272) Substitute authorization. A substitute authorization allows an individual to substitute in a middle school, junior high school, or high school for no more than five consecutive days in one job assignment. An individual who holds a paraeducator certificate and completes the substitute authorization program is authorized to substitute only in the special education classroom in which the individual paraeducator is employed. This special education classroom may be on the preschool or elementary school level as well as the middle school, junior high school or high school level.
….

(2) Degree or certificate. Applicants must have achieved at least one of the following:
1. Hold a baccalaureate degree from a regionally accredited institution.

Rationale: Dicks has been driving a school bus in the Waverly Shell Rock district and would like to begin substitute teaching. He received a secondary education degree from Calvary Bible College and has experience teaching and coaching.

Hardship: In his petition, Dicks explains that he would be able to make more money as a substitute teacher than he currently makes driving a school bus, and this would help him to cover medical bills for his son.

Prejudice to Others: Dicks believes there would be no prejudice to the rights of others if the Board were to grant the waiver.

Safety and welfare of others: The petition states that Dicks has 22 years of experience in the classroom and he believes he is well-qualified to be a substitute teacher.

Staff recommendation: Grant the waiver

Rationale: The Board has previously granted several requests for waiver of the substitute authorization rule to individuals who have a bachelor's degree from a college that is

accredited by a religious accrediting agency. Dicks attended a college that is accredited by the Association of Biblical Higher Education.

Hardship: If he is unable to receive the substitute authorization, Dicks will be unable to take advantage of certain employment opportunities in the district where he is currently working as a bus driver. The Board must determine whether this hardship is undue.

Prejudice to Others: The Board has granted waivers in similar cases, including:

- 10-28: waiver for substitute authorization granted; petitioner attended Nebraska Christian College, accredited by Association of Biblical Higher Education.
- 11-01: waiver for substitute authorization granted; petitioner attended Zion Bible College, accredited by Association of Biblical Higher Education.
- 11-26: waiver for substitute authorization granted; petitioner attended Columbia Southern University, an accredited member of the Distance Education and Training Council.
- 12-03: waiver for substitute authorization granted; petitioner attended Barclay College, accredited by Association of Biblical Higher Education.

Safety and welfare of others: The substitute authorization provides limited authority: the holder cannot substitute teach at the elementary level. Granting the waiver as requested would not compromise public health, safety, and welfare because Dicks holds a degree and has experience in secondary education.

MEMORANDUM

Date: October 1, 2013

To: Linda Fandel; Adam Gregg

From: Duane T. Magee, Executive Director; Phil Wise, Board legislative liaison; Darcy Lane, Board attorney

RE: Board of Educational Examiners 2014 Legislative Proposal

The Board of Educational Examiners ("the board") has articulated three proposals for the 2014 legislative session. These proposals are intended to advance the Governor's goal of making Iowa's schools the best in the nation by (1) making what the board believes to be a necessary change to code regarding ethics complaints against licensed practitioners, (2) providing flexibility to local districts in hiring athletic coaches while still ensuring these coaches pursue necessary coursework, and (3) bringing all school employees under the board's Code of Professional Conduct and Ethics.

There would be no cost to the General Fund for these three proposals, because the board is a fee-funded agency.

I. Amendment of timeline for resolution of ethics complaints

Iowa Code section 272.2(15) currently requires the board to adopt rules which "require complaints to be resolved within one hundred eighty days unless good cause can be shown for an extension of this limitation." In accordance with this section, the board's administrative rules currently provide that "[c]omplaints filed with the board must be resolved within 180 days unless good cause can be shown for an extension of this limitation." Iowa Admin. Code r. 282—11.4(8)(272).

Although timely resolution of disciplinary complaints is a valid concern, in practice it is often impossible for the board to resolve complaints within 180 days of receipt. Many procedural steps precede the issuance of a final board decision. Even if each of these steps is completed promptly by the board and board staff, the *minimum* time reasonably necessary to arrive at a final decision often exceeds 180 days based on factors beyond the board's control.

Currently, the board must extend this deadline in nearly every proceeding that goes forward to hearing. It does not seem to be in the public interest to have a statutory provision setting forth an unrealistic time frame for resolution of complaints. Many other licensing boards, including the Iowa Board of Medicine and the Iowa Board of Pharmacy, do not have any time limit for the resolution of disciplinary proceedings. The proposed change to section 272.2(15) requires the board to complete its investigation and determination of probable cause within 180 days unless criminal charges against the practitioner are unresolved or there is other good cause for extension of the deadline.

This deadline is much more realistic, and still advances the practitioner's interest in timely and efficient resolution of complaints.

This proposal was passed by the House during the 2013 legislative session as House File 279. The board remains interested in amending the statutory requirements for resolution of ethics complaints and would again urge the Senate to consider this proposal during the upcoming session. The language passed by the House is as follows:

Section 1. Section 272.2, subsection 15, Code 2013, is amended to read as follows:
15. Adopt rules that require specificity in written complaints that are filed by individuals who have personal knowledge of an alleged violation and which are accepted by the board, provide that the jurisdictional requirements as set by the board in administrative rule are met on the face of the complaint before initiating an investigation of allegations, provide that any investigation be limited to the allegations contained on the face of the complaint, provide for an adequate interval between the receipt of a complaint and public notice of the complaint, permit parties to a complaint to mutually agree to a resolution of the complaint filed with the board, allow the respondent the right to review any investigative report upon a finding of probable cause for further action by the board, require that the conduct providing the basis for the complaint occurred within three years of discovery of the event by the complainant unless good cause can be shown for an extension of this limitation, and require the board to complete its investigation of complaints ~~to be resolved~~ and determination of probable cause within one hundred eighty days unless criminal charges relevant to the complaint are pending against the respondent or other good cause can be shown for an extension of this limitation.

II. Transitional coaching authorization

Iowa Code section 272.31 currently sets forth the minimum requirements for the board to award a coaching authorization. These requirements include coursework in structure and function of the human body, human growth and development, prevention and care of athletic injuries, and techniques and theory of coaching. The board has received numerous requests from local districts to create a transitional coaching authorization that would allow a district to place someone who has not yet completed the necessary coursework in a coaching position. Districts often struggle to fill coaching positions with qualified candidates, and the board believes it would be beneficial to create a limited, nonrenewable authorization that would allow someone to begin coaching while requiring them to complete the necessary coursework within one year. The authorization would require a job offer and a request to the board from a local district. The board believes this proposal would expand local control in athletic coach hiring decisions, while still ensuring that holders of the authorization complete the relevant coursework in a timely fashion. The proposed language is underlined below:

272.31 Authorizations — coaching — school business officials.
1. The board shall issue a transitional coaching authorization to an individual who provides verification of an offer of a coaching position in a school district, but has not completed the coursework required for the coaching authorization. The transitional coaching authorization shall be valid for one year, may not be renewed, and is only valid

in the hiring district or districts. The minimum requirements for the board to award a coaching authorization to an applicant are:
a. Successful completion of one semester credit hour or ten contact hours in a course relating to knowledge and understanding of the structure and function of the human body in relation to physical activity.
b. Successful completion of one semester credit hour or ten contact hours in a course relating to knowledge and understanding of human growth and development of children and youth in relation to physical activity.
c. Successful completion of two semester credit hours or twenty contact hours in a course relating to knowledge and understanding of the prevention and care of athletic injuries and medical and safety problems relating to physical activity.
d. Successful completion of one semester credit hour or ten contact hours relating to knowledge and understanding of the techniques and theory of coaching interscholastic athletics.
e. Attainment of at least eighteen years of age.

III. School employee authorization

Under its authority pursuant to Section 272.2, Subsection 1, the board has developed "a code of professional rights and responsibilities, practices, and ethics." IAC Chapter 25 is that Code of Professional Conduct and Ethics. That Code of Professional Conduct and Ethics only applies to school employees licensed by the board. Such licensed employees are "practitioners," meaning administrators, teachers, and other licensed professionals.

The Board of Educational Examiners proposes to establish a license to include all school employees who are not "practitioners." Through the creation of a "school employee authorization," meaning any employee not otherwise licensed by Chapter 272, all school employees would be accountable to the same Code of Professional Conduct and Ethics.

The rationale for this proposal is that there have been incidences of school employees not licensed by the board having an inappropriate relationship with a student that did not allow for an ethics complaint to be filed with the board. One such example has been brought to the board by a State Representative who is responding to a complaint from the parents of a student who had such an inappropriate relationship with a school employee. While that employee's employment relationship with the school district has been severed, there is nothing in that employee's record that would alert another school district of such past behavior.

The board desires to bring all school employees under its Code of Professional Conduct and Ethics so that the revocation or suspension of licensure could be a potential outcome of an inappropriate relationship with a student. Such a revocation or suspension would become a part of such an employee's permanent record. Such licensure could be done at a minimal cost to an applicant for employment.