2025-2026 William Penn University Education Faculty and Staff Guidebook

Table of Contents

Education Division Contact Information

Chain of Command

Students are expected to follow an established chain of command when addressing questions, concerns, or issues related to their coursework or program requirements. The first point of contact should always be the course instructor, who can provide guidance and clarification on course-related matters. If further support is needed or the concern extends beyond the scope of the course, students should then consult their academic advisor for additional assistance. Should the matter remain unresolved or require administrative attention, students may escalate their concern to the Division Chair or the Director of Distance Learning, depending on the nature of the issue and the mode of instruction. Adhering to this communication protocol ensures that concerns are addressed efficiently and respectfully within the appropriate channels.

Education Division Contacts

Name and Role	Office Location	Extension	Email	Contact for…
Education Administrative Team				
Jamie Nelson, Chair	Penn Hall 110C	1034	jamie.nelson@wmpenn.edu	Contract - Full-time faculty CDF (Curriculum Development Framework) Grievance Process
Dana Oswald, Assessment Coordinator and Licensure Official	Penn Hall 110D	1113	oswaldd@wmpenn.edu	Teacher Licensure Endorsements Elementary and secondary planning and advising
Dawn Sievertsen, Director of DL	Penn Hall 110B	1050	dawn.sievertsen@wmpenn.edu	Distance Learning TPRA Contracts and onboarding for Adjunct Instructors
Faculty				
Betsy Anderson, Instructor	Penn Hall 101B	1051	betsy.anderson@wmpenn.edu	Education Club Special Education
Amy Andreassen, Instructor	Penn Hall 102	1073	amy.andreassen@wmpenn.edu	Elementary student teaching Mental Health

Robb Beane, Assistant Professor	Penn Hall 103	1333	beaner@wmpenn.edu	Secondary student teaching Moodle Technology
Donna Boots, Instructor	Penn Hall 109		donna.boots@wmpenn.edu	Language Arts Social Studies
Stacy Veiseth, Instructor	Penn Hall 109		stacy.veiseth@wmpenn.edu	Literacy
Office Staff				
Tabitha Sinclair, Office Manager	Penn Hall 101	1100	tabitha.sinclair@wmpenn.edu	Teacher Education Program (TEP) application process
Angie Dawson, DL Academic Advisor	Penn Hall 110A	1032	angela.dawson@wmpenn.edu	Distance Learning Advising (last names A-K)
Lindsey James, DL Academic Advisor	Penn Hall 110A	1118	lindsey.james@wmpenn.edu	Distance Learning Advising (last names L-Z)
Myron McReynolds, Placement Coordinator	Penn Hall 110	1193	myron.mcreynolds@wmpenn.edu	Field Experience placements Student teaching placements

Teacher Education Program Information

William Penn University, founded in 1873 by Quaker pioneers, is a liberal arts institution rooted in values of equality, integrity, and community. Known for its inclusive history and perseverance through challenges, the university has continually expanded its academic offerings and campus facilities while maintaining its mission of accessible education for all.

The Education Division began recommending teacher candidates for licensure in 1960 and significantly expanded in 2002 through federal grants that launched the Distance Learning (DL) program. Initially separate from the on-campus program, DL evolved into a fully integrated system offering both synchronous and asynchronous courses. Over time, the division has adapted to improve quality, alignment, and equity across both delivery systems. Today, William Penn's Education Division supports two distinct pathways—on-campus and DL—under one cohesive unit, offering flexible options while maintaining high standards for teacher preparation.

Accreditation Status of William Penn University

The Higher Learning Commission accredits William Penn University and is a member of the North Central Association, 30 North LaSalle Street, Suite 2400, Chicago, IL, 60602, 312/263-0456 or 800/621-7440, www.ncahigherlearningcommission.org. The Iowa State Department of Education also accredits William Penn University, Grimes State Office Building, Des Moines, IA 50319, (515) 281-5849.

University Mission

William Penn University Mission Statement
William Penn University provides the opportunity for an educational experience with a focus on leadership, technology, and the Quaker principles of simplicity, peace-making, integrity, community, and equality.

Teacher Education Division Mission and Vision

William Penn University Education Division Mission
Developing Effective Educational Leaders
Vision

William Penn University Education Division Vision
William Penn University Education Division develops teachers by challenging them to become highly qualified classroom leaders who continue to learn and engage within their diverse learning communities.

Outcomes (Conceptual Framework)

The William Penn University Education Division Develops Effective Educational Leaders who are:
- *Knowledgeable teachers*
  - *In content and pedagogical strategies*
- *Skilled teachers*
  - *In delivery and leadership in diverse educational communities*
- *Dispositionally Effective Teachers*
  - *In professional behavior, initiative, reflection, and problem solving*

See WPU Mission, Principles, Goals, and Objectives for more information.

Education Majors

William Penn University has a long, honored history of having high educational standards. We acknowledge the importance of developing content and pedagogical knowledge, teaching skills, and dispositions to prepare education seekers. The ability to teach goes hand in hand with the ability to lead. With hours of hands-on experience and student teaching opportunities, WPU students are well-prepared to teach when they graduate. The Iowa Department of Education accredits the William Penn Education programs.

Candidates must be officially admitted to TEP before exceeding 30 (Elementary) or 15 (Secondary) education credits. If students are not in the TEP prior to taking the maximum education credits, they must change their majors. See the academic catalog for a list of majors.

79.15(5) Each teacher candidate exhibits competency in all of the following professional core curricula
79.15(8) Each teacher candidate demonstrates competency in content coursework directly related to the Iowa Core.
79.15(9) Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.
1. All Iowa Higher Education educator preparation programs' curriculum exhibits
2. William Penn University's curriculum exhibits - Exhibits are updated when a new program is added and every seven years with the Institutional Review by the IDoE.

Elementary Education Pathways

Candidates may choose from the following elementary education pathways. Academic advisors will assist each candidate in selecting the pathway that best aligns with their goals and program requirements.

Elementary Education (Endorsement #102)
- Elementary Classroom K-6

Elementary Education with Reading (Endorsement #102 & 148)
- Elementary Classroom K-6
- Reading Endorsement K-8

Elementary Education with Special Education (Endorsement #102 & 260)
- Elementary Classroom K-6
- Instructional Strategist I K-8

Elementary Education with Reading and Special Education (Endorsement #102, 148, & 260)
- Elementary Classroom K-6
- Reading Endorsement K-8
- Instructional Strategist K-8

Education General Studies (Non-Teaching)
Note: Students who select this option cannot be recommended for teacher licensure.

Secondary Education Majors

The following secondary education majors are available to candidates pursuing teacher licensure at the 5-12 grade levels. Academic advisors will guide candidates in selecting the appropriate major based on subject area interests, certification requirements, and career goals.

Secondary Business (All) 5-12
      5-12 Business All (Endorsement #1171)
Secondary English Language Arts and Journalism 5-12
      5-12 English Language Arts (Endorsement #120)
      5-12 Journalism (Endorsement # 141)
Secondary Industrial Technology 5-12
      5-12 Industrial Technology (Endorsement #140)
Secondary Math 5-12
      5-12 Math (Endorsement #143)
Secondary Science 5-12
      5-12 Biology (Endorsement #151) & 5-12 Basic Science (Endorsement #1541)
      5-12 Biology (Endorsement #151) & 5-12 Chemistry (Endorsement #152)
      5-12 Biology (Endorsement #151) & 5-12 Physics (Endorsement #156)
Secondary Social Sciences 5-12
      5-12 All Social Sciences (Endorsement #186)
      5-12 American Government (Endorsement #157) & 5-12 American History (Endorsement #158)
      5-12 American Government (Endorsement #157) & 5-12 Psychology (Endorsement #163)
      5-12 American Government (Endorsement #157) & 5-12 Sociology (Endorsement #165)
      5-12 American History (Endorsement #158) & 5-12 Psychology (Endorsement #163)
      5-12 American History (Endorsement #158) & 5-12 Sociology (Endorsement #165)
      5-12 Basic Social Sciences (Endorsement #1861) May add endorsements 160. 163, & 165)

K-12 Secondary Education Majors

The following secondary education majors are available to candidates pursuing teacher licensure at the K-8 and 5-12 grade levels. Academic advisors will guide candidates in selecting the appropriate major based on subject area interests, certification requirements, and career goals.

Music Education K-12
> K-8 Music (144)
> 5-12 Music (145)

Physical Education, Health, and Coaching K-12
> Coaching (#101)
> K-8 Health (137)
> 5-12 Health (138)
> K-8 Physical Education (146)
> 5-12 Physical Education (147)
> *Not able to add additional endorsements due to 5 endorsements included in this major*

Add-On Endorsements

Elementary

K-12 Athletic Coaching (101)
K-8 Math (142)

Secondary

K-12 Athletic Coaching (101)
5-12 Reading (149)
5-12 Economics (160)
5-12 World History (166)
5-12 Speech Communication/Theater
5-12 Instructional Strategist I (261) Special Education
> *Updated course requirements since the approved curriculum exhibit:*

5-12 Strategist I (#261) <u>added to a Secondary Education Major</u>		33 hours
EDSP 100	Introduction to Exceptional Learners* (with EDSP 100 FE)............	3
EDUC 203	Foundations of Reading..	3
EDUC 370	Literacy Methods* (with EDUC 370FE)...	3
EDSP 280	Collaboration Strategies...	2
EDSP 358	Behavioral Management..	3
EDSP 290	Transition Education..	2
EDSP 360	Diagnosis and Treatment of Reading Difficulties……………………	3
EDSP 370	Educational Assessment...	3
EDSP 385	Differentiated Instruction Methods and Strategies (K-12)*..............	3
EDSP 390	Special Education Practicum……………………………………………	1
EDSP 401	Student Teaching Special Education 5-12…………………………	7

Teaching

Curriculum Development Frameworks (CDFs)

The Curriculum Development Framework (CDF) is a structured and consistent process centered on alignment of curriculum regardless of delivery mode. In this model, a designated lead instructor develops the course curriculum and a standardized Moodle course shell, ensuring that all students—regardless of delivery mode—receive a coherent and unified learning experience. The focus is on aligning course content, assessments, and instructional design across modalities to support consistency and academic integrity throughout the program. The CDF also maintains a two-year review cycle and provides a stipend to lead instructors to recognize their alignment work. This shift is grounded in best practices for online teaching, student feedback (particularly from distance learners), and the need to reduce variability in course quality and structure across the program.

CDF Google Drive Master Folder

How to Take Attendance

Attendance Overview

Accurate attendance reporting is essential to maintaining compliance with federal regulations and ensuring the integrity of our academic programs. Faculty must mark a student as "Present" only when the student is physically present during a scheduled live class session for courses with designated meeting times. For asynchronous courses, attendance is determined by the student's active engagement each week, such as submitting assignments or participating in discussion forums. Consistently applying these standards is critical for tracking student participation, supporting student success, and upholding institutional accountability.

In accordance with federal guidelines, **any student who is recorded as absent in all classes for a period of two consecutive weeks may be administratively withdrawn from the University**. Presence in intercollegiate athletic participation classes (PHLA 150-170) or fine arts performance ensemble classes will not preclude that withdrawal.

Attendance Categories

- Present - Students are present and actively engaged in class discussions and activities.
- Absent - Not present in class, no attendance points
  - Students who are Absent may be allowed to make up in-class work, tests or quizzes, at the discretion of the instructor. All work must be turned in prior to absence, unless other arrangements have been made.
- Late - Partial attendance, partial attendance points
- Excused - Excused from class for University-sponsored events *only* and notified through the proper channels (instructor receives automated email notification with excuse list)
  - Note: Per the Academic Course Catalog, Students will not be penalized for missing class for university-sponsored events, provided: (a) The student makes prior arrangements with the professor(s) to make up class work and (b) The university-sponsored event is verified through proper channels (e.g., email from coach or event sponsor)

Course Type	Attendance Requirements
Traditional Face-to-Face	Attendance taken in every class session.
Distance Learning Synchronous 8-Week Courses	Attendance taken weekly during live meetings (via Zoom).
Asynchronous 8-Week Courses (DIstance Learning and Online)	Week 1: Attendance taken twice (Wed & Sun). Post/assignment required by 11:59 PM both days. Weeks 2–8: Attendance taken every Sunday based on any post or assignment during the week.
Distance Learning Synchronous 16-Week Courses	Week 1: Intro forum or assignment to establish presence Off Weeks: Some form of engagement (post or assignment). Live Meeting Weeks: Attendance taken only during live meeting. Assignments do not count.
Field Experience (FE Sections; 0 Credits)	No attendance is taken
Arranged Practicums (EDUC 375 & EDSP 390)	Same as Asynchronous: Weekly post or assignment required.
Student Teaching	Same as Asynchronous: Weekly post, assignment, or seminar required.

Education Syllabus Template

All education course syllabi should be submitted to Dana Oswald, who is responsible for reviewing them to ensure that all required components are included and that the course content is aligned across multiple sections of the same course. This process supports consistency and upholds program expectations for aligned instruction. Once syllabi have been reviewed and finalized, Dana will submit them to the Dean's Office on behalf of the department. Education faculty should not send syllabi directly to the Dean's Office, as this centralized process helps maintain clarity and quality control.
FA25 - Education Division Syllabus Template

Artificial Intelligence

Sharing the AI Continuum with Students

1. Purpose: Explain that AI is a tool, not a replacement for their thinking, ideas or effort. The goal is to help them learn how to use it responsibly.
2. Transparency: Highlight that clearly marking the AI levels ensures fairness and consistency across assignments.

3. Expectations: Reinforce that students must document the AI tools used and their contributions to the work for Level 2 assignments.

Example language

Rationale for AI Integration: Include a brief explanation in the syllabus about why AI use is being incorporated, such as: "This course includes guided use of AI tools to develop skills in ethical and effective technology use while enhancing creativity and critical thinking."

"AI tools, like calculators in math, can support your learning when used appropriately. Our goal is to guide you in understanding when and how to use AI to complement your efforts, not replace them. Each assignment will indicate the permitted AI level so you can approach your work confidently and ethically." We ask all faculty to integrate the following into their Spring 2025 syllabi for at least one course:

Overview of the AI Continuum

AI Levels

Level 1: AI-Free – AI is not to be used for assignment.
Level 2: AI-Assisted – Students may use AI tools for brainstorming, editing, or structuring but must ensure the final submission reflects their personal effort.
Level 3: AI-Collaborative – AI is a significant contributor and collaborator.
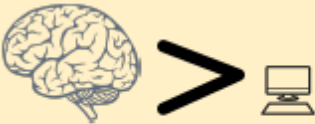
Assignment AI Levels

For each assignment, indicate the permitted level of AI usage (examples)
1. Essay: Level 2 – AI-Assisted.
2. Presentation: Level 3 – AI-Collaborative.
3. Final Exam: Level 1 – AI-Free.
4. Reflection Assignment: Level 1 – AI-Free.

Simplified Three-Point Scale - William Penn AI Continuum

Level	Definition	Examples
Level 1: **AI-Free** **AI is not to be used for assignments.**	Tasks are completed entirely without AI assistance.	-Participating in in-class discussions. -Handwritten essays or technology-free exams. -Brainstorming in groups without digital tools. -Online Course Reflection Assignments: (Forum Discussions, Live Meeting Reflections, Video Reflections, APA Reflection Paper).
Level 2: **AI-Assisted** **AI can improve the clarity of your work. Any AI-*created* content must be cited.** Citation Resource	Students use AI tools to support tasks like brainstorming, editing, or structuring while ensuring that the final work reflects their own effort and understanding.	-Checking grammar and spelling. -Summarizing documents. -Paraphrasing text for clarity. -Organizing or outlining ideas for an assignment.
Level 3: **AI-Collaborative** **You may use AI throughout your assignment to support your work and do not have to specify which content is AI-generated.**	AI plays a significant role in generating and shaping the final product, with students critically engaging with the AI's contributions.	-Creating a first draft of an essay or report. -Generating initial ideas for a presentation or project. -Developing design concepts for visual or creative work. -Write code or create structured content with AI's assistance.

Moodle Tips

WPU uses the Learning Management System called Moodle. Each class has its own Moodle page.

Making Moodle Courses Visible
The default setting for courses on Moodle is that they are not visible to students until the instructor makes them visible. _Courses must be made visible for students no later than the Wednesday before the first week of classes_.
[Making Moodle Courses Visible - Video Tutorial](#)

Moodle Minimum Expectations
Instructors are expected to utilize the Education Division Course Shells which are created and provided for each course. At a minimum, each course should have:
- A current course syllabus
- Current weekly attendance
- Assignment expectations/explanations (as indicated on the CDF and in the course shell)
- Updated grades (within 1-2 weeks)

Advising

Plans of Study

Use the four year plan of study templates for advising. The plan of study is set up for each major. There is a tab with the evaluation checklist that shows the required grades for each course. Students need to own their education and can use the plan of study to track progress of program completion.
- [Plan of Study Folder](#)- *Make a copy to track progress towards licensure*

Transfer Requirements for Teacher Education Program

The Education Division only accepts transfer credits of courses within the major which are ten years old or less with a C- or above. The transferability of coursework in the education professional education core will be determined by the Registrar's Office in consultation with the Education Division Chair and Licensure Official. In addition to the above requirements, transfer students must complete at least nine credits in the Education Division Professional Core and at least nine credits in the teaching major at William Penn University prior to student teaching. ([2024-2025 Academic Catalog](#) – page 20 – point #7)

For internal review - Student coming to complete Teacher Certification or Degree towards licensure
1. Documentation evidencing acceptance into the Education Program at a previous institution
2. Has the student had any disposition situations from the previous institution?
3. Review the cumulative GPA from the previous institution
    - Must be 2.5 or higher for TEP and must be 2.75 if applying to student teach
4. After evaluation of transferred credits, the University policy for education transfer students requires 9 credits of professional core classes and 9 major content courses before student teaching.
5. It is a Ch. 79 requirement that students must complete 10 of those field experience hours before acceptance in the TEP. This is usually accomplished through EDUC 100FE.
    - Source: **79.14(5)** Teacher candidates admitted to a teacher preparation program must complete a minimum of 80 hours of pre-student teaching field experiences, with at least 10 hours occurring prior to acceptance into the program.
4. Application for Student Teaching is to be a year in advance, which might be at the same time they apply for the TEP

If a student is returning to finish the licensure program and they only have the 25-hour field experiences to complete, they must take a class for credit. The purpose is because the 25-hour field experiences are 0 credits. (This is usually only a Teacher Certification student) Students cannot take an FE without another course for credit.

Course	Field Experience Documentation Verification	Key Assignment
EDUC 100FE: Introduction to Education Field Experience	15 hours of observation in a general education room If you completed the hours in your course: 1. Provide a time log signed by the cooperating teacher **OR** the course is available on the transcript. 2. Complete [EDUC 100 Journal](#) to learn about the InTASC Standards. If you need to complete the hours on your own 1. Complete a 15 hour Field Experience Request Placement Google form from DL Coordinator 2. Complete hours & record on [Time Log](#)	[Key Assignment A - Reflection Paper](#) (See Below)

	3. Take notes on the EDUC 100 Journal 4. Turn in documents to the Education Office.	
EDUC 200: Social Foundation of American Education	NA	Key Assignment C - Philosophy of Education (Turn in w/TEP App) Key Assignment D - – Waived
The above courses are required for the Teacher Education Program (TEP)		
EDSP 100FE: Introduction to Exceptional Learners Field Experience	15 hours of observation in a special education room If you completed the hours in your course: 1. Provide a time log signed by the cooperating teacher **OR** the course is available on the transcript. If you need to complete the hours on your own 1. Complete a 15 hour Field Experience Request Placement Google form from DL Coordinator 2. Complete hours & record on Time Log 3. Take notes on the EDSP 100 Journal 4. Turn in documents to the Education Office	Key Assignment E - (SCIL Application) (See Below)
EDSP 100 hours must be completed prior to applying for Student Teaching		

If you transferred in EDUC 100 class AND completed the Field Experience, Key Assignment A is waived.
If you transferred in EDSP 100 class AND completed the Field Experience, Key Assignment E is waived.
If you transferred in EDUC 100 class BUT need to complete the hours, you must complete EDUC 100FE (the field experience) AND Key Assignment A (paper).
If you transferred in EDSP 100 class BUT need to complete the hours, you must complete EDSP 100FE (the field experience) AND Key Assignment E (paper).

Add-On Endorsements to a Major

When advising students who want to add an additional endorsement, refer to the approved curriculum exhibits for the required courses. Add-on endorsement credits must be on top of a student's full-time status (12 credit hours). The purpose is because financial aid only covers courses towards the major.

Elementary

K-12 Athletic Coaching (101) - Curriculum Exhibit listing course requirements for K-12 Coaching endorsement
K-8 Math (142) - Curriculum Exhibit listing course requirements for K-8 Math endorsement

Secondary

K-12 Athletic Coaching (101) - Curriculum Exhibit listing course requirements for K-12 Coaching endorsement
5-12 Reading (149) - Curriculum Exhibit listing course requirements for 5-12 Reading endorsement
5-12 Economics (160) - Curriculum Exhibit listing course requirements for 5-12 Economics endorsement
5-12 World History (166) - Curriculum Exhibit listing course requirements for 5-12 World History endorsement
5-12 Speech Communication/Theater Curriculum Exhibit listing course requirements for 5-12 Speech/Theater

Teacher Licensure Pathway (Non-Degree) OR a Second BA Degree

Some students want to get their teaching license. There are two ways those with transfer credits can enroll at William Penn University to pursue their license. They may pursue the Teacher Licensure Pathway, which is non-degree, or they can pursue a second BA degree (if they are not already a WPU graduate).

The document linked outlines the differences between a prospective student pursuing a Teacher Licensure Only and a second BA Degree.

Out-of-State Licensure

Professional Licensure Information and Disclosure - Out of State Reciprocity.
- It is best practice to obtain the Iowa License.
- Review WPU Licensure Reciprocity Sheet to see the states William Penn University's programs with the Iowa License meets and does not meet.
- Apply for the state's credential. You will have time to complete additional testing and/or coursework.
- If the state requires verification of completion, please contact Dana Oswald, licensure official, at William Penn University for help. (oswaldd@wmpenn.edu or 641-673-1113

Forgivable Loans

Iowa teacher shortage areas are designated annually by the Iowa Department of Education.

Teachers in shortage areas may be eligible for college student forgivable loans through both state and federal programs. Information regarding application for forgivable loans is available at the Iowa College Student Aid Commission website. The Teacher Loan Forgiveness | Federal Student Aid by the government offers additional loan forgiveness options, especially to math, science and special education educators.

Advising Endorsement Students

An Endorsement student is a person who holds a teaching license through the BoEE and who wants to add an endorsement to the teaching license. Licensed teachers may go directly through the BoEE for recommendation. If WPU completes the audit and recommends the endorsement be added to the license, official transcripts are required. The Licensure Official will review the final audit and complete the recommendation once all coursework, certifications, and official transcripts are received.

> Endorsement Plan of Study Templates
> Endorsement Process

Note: The Registrar's Office needs a copy of the plan of study and application

Understanding Financial Aid

For all financial aid information, review the Financial Aid Guide on the following website: https://www.wmpenn.edu/admissions-aid/financial-aid/. All Financial Aid questions should be directed to the financial aid office.

Notes:
- Financial aid can only be offered for one retake of a specific course unless the course was failed in the previous attempts.
  - If the student passed the 1st attempt but failed the 2nd attempt, that failure counts as a paid retake.

- If the student takes the course for a third time or more, it will not be eligible for financial aid, and **the credits will not be included in their enrollment status** for financial aid purposes.
- Financial aid may be available but must contact the Financial Aid office to know for sure.
- Financial Aid is available ONLY for credit needed to fulfill the student's primary major.
  - Once that major is finished (gen ed core, major requirements, 124 hours, GPA) financial aid IS NO LONGER available.
  - Save LDRS 390: Contemporary Leadership for the last semester (no major is complete without it).
- Satisfactory Academic Progress (SAP)
  - Students must make progress towards their degree to be eligible for financial aid.
  - All students must earn a minimum of 67% of the total number of their cumulative credits attempted
    - To determine the 67%, a student would take their cumulative earned credits and divide it by their cumulative attempted credits.
  - Eligible undergraduate or graduate-seeking students may receive financial aid while attempting up to, but not exceeding, 150% of the published normal completion length of the student's program. Students enrolled at either a part-time or full-time pace at William Penn University as an undergraduate may have a maximum of 186 attempted credits.
- Work Study Eligibile students can find job on the following website: https://www.wmpenn.edu/admissions-aid/work-study-program/

Advising Tips

Leadership Core

- The checksheet lists LDRS 220 or 221: Arts & Society I or II as a requirement. However, students can take any humanities elective other than ENGL courses.
  - HUMA electives: ART, MUSI, or THEA
  - Elementary Education students will take an additional Humanities course: EDUC 265 Children's Literature.
  - Secondary Students will have an additional Humanities elective.
- LDRS 290: Quaker Values is not currently recommended for freshmen
- Religion
  - Students can take any RELI course
    - Each spring a religion special topic is offered and coincides with the Beane Lecture. This can sometimes be more interesting for students.

Prerequisites

- LDRS 200: Principles of Communication
  - Prereq: LDRS 101 grade C- or above (*Reminder: education students must earn a C or higher in LDRS 101*)
- LRDS 220 or 221: Arts & Society I or II
  - Prereq: LDRS 102 grade C- or above (*Reminder: education students must earn a C or higher in LDRS 101*)

Elementary Education

Students need 9 credits Social Studies

- Required Social Studies:
    - EDUC 378: Elementary Social Studies Methods
    - HIST 130, 132, 151, or 152
- Choice of one of the following:
    - HIST 216, 217
    - PLSC 100, 125, of 210
        - PLSC 210: State and Local Government is recommended for first semester if offered
    - SOCI 101, 123
    - ECON 211, 212

Students need 9 Science Credits

- Required Science:
    - EDUC 376: Elementary Science Methods
    - PHSC 100: Physical Science for Elementary Education Teachers
- Choice of a lab science:
    - BIOL 101: General Biology I
        - Recommended
    - BIOL 102: General biology II
        - Typically for medical-track students, but an okay option
    - BIOL 216: Anatomy and Physiology
        - This is required for a coaching endorsement and will fulfill both requirements

Changing Majors

If a student elects to change their major, they must complete the change of major form from the Registrar's office. This can also be found in the employee portal.

Changing Delivery Systems

If a student elects to change from one delivery system to another (ex. Change from Face-to-Face to Distance Learning), they must complete the Change of Delivery System form from the Registrar's office. Changing of delivery systems may result in financial aid differences.

Distance Learning and Online Expectations

The William Penn University Education Division offers two pathways for completing the Teacher Education Program: the traditional on-campus pathway and the Distance Learning (DL) pathway. While campus students primarily attend face-to-face classes, they may also enroll in DL or online courses as part of their program. Distance Learning courses are offered in two formats: asynchronous (independent, no set meeting times) and synchronous (live, scheduled sessions via Zoom). Students enrolled in synchronous DL courses are expected to attend and engage in the live sessions. Students must do so from a distraction-free environment with reliable internet access, camera, and microphone capabilities.

	Online Learning *Asynchronous*	**Distance Learning** *Asynchronous*	**Distance Learning** *Synchronous*
Contact Person	Online Studies, Georgetta Myhlhousen Leak georgetta.myhlhousenleak@wmpenn.edu	Distance Learning, Education Department	Distance Learning, Education Department
Section Numbers	30s Example: LDRS 101-**31**	20s or 70s Example: EDUC 374-**20** or EDUC 100-**71**	20s or 70s Example: EDUC 374-**20** or EDUC 100-**71**
Delivery Format	● Asynchronous ● 30-minute weekly live TEAMS meeting	● Asynchronous ● No weekly live meeting	● Synchronous ● Evenings OR Weekends live on Zoom
Attendance Requirement	**Weekly TEAMS Meeting** Students are not required to attend the live weekly TEAMS meeting; however, they are responsible for watching the recording and completing the LIVE Meeting Reflective Response Activity. **Weekly Attendance** Any content-related submission via Moodle or Cengage will result in being marked *present* for the week.	**Distance Learning Asynchronous Attendance** Any content-related submission via Moodle or Cengage will result in being marked *present* for the week.	**Distance Learning Synchronous/Live Class Attendance Expectation** Students are expected to attend all live Zoom classes on time and in their entirety from a distraction-free environment. It is at the discretion of the instructor to mark a student as absent if the student is not following the outlined Distance Learning Attendance Policies.
Textbooks	Online Learning classes that have a text requirement will require the student to purchase access to Cengage. Additional information will be provided by each course instructor. *Note:* Students only need to purchase the Cengage subscription and not the textbook.	Distance Learning courses that have a text requirement may be purchased through the William Penn University Bookstore.	Distance Learning courses that have a text requirement may be purchased through the William Penn University Bookstore.
Moodle Course Visibility	Moodle pages for Online Learning courses will be made visible on or before the start date of the course.	Moodle pages for DL courses will be made visible by 11:59 PM the Friday before classes begin.	Moodle pages for Distance Learning courses will be made visible by 11:59 PM the Friday before classes begin.
Misc.	Students must complete SS 002: Online Orientation before they begin their first online course. The Online Orientation takes approximately one hour and is available 7 days before the semester begins.	NA	NA

DL/Online Course Minimums for Asynchronous Classes

Overview: Faculty teaching DL Asynchronous Classes must include the following requirements. This was created by the Director for Online Learning and the Director of Distance Learning and presented to the VPAA and formally adopted on April 23, 2025. This was created to ensure consistency for all asynchronous classes due to the VPAA's administrative decision that all education courses regardless of format would fall under the purview of the Education Division beginning Fall 2025.

1. Weekly Discussion Forum

2. Midterm component (does not have to be an exam)
3. Final (does not have to be an exam)
4. Weekly content video (Goal 3-5 minutes)
5. Moodle Page Access - Course made visible so students can access syllabus, textbook information, and instructor information no less than 48 hours prior to the start of the semester
6. Federal Guideline Compliance – Impose availability dates and/or do not show all weekly content upfront so that students must engage (submit) with the course weekly

Online Course Offerings

1. Any course with a section number that starts with '3' (31, 32, etc) is an online class. Section numbers 31, 33, 35, etc. are MOD 1 courses and Section numbers 32, 34, 3 etc. are MOD 2 courses.
2. First year students don't take online courses unless they request and obtain approval from Dr. Stahle.
3. Students must have to have a cum GPA of 2.5 or higher, or also need to request and obtain approval.
4. Except for the rare high-achieving student who wants to do so, your students should never take more than two of these online courses in the same mod.
5. The Orientation course (SS 002) will be open in Moodle one week before the class starts and will get them set up in Cengage and started strong.
6. Always try to register students for the SS 002 course. If a box pops up saying that they have already taken it with an earned grade of 'CR', then don't add it. OTHERWISE, they need it on their schedule.

Program Benchmarks

The Education Program at William Penn University is structured around four key benchmarks that guide candidates from program entry through licensure. The established Program Benchmarks ensure candidates are meeting minimum requirements aligned with Knowledge, Skills, and Dispositions to be an effective educational leader.

Benchmark I - Teacher Education Program Application Requirements

To be eligible for admission into the Teacher Education Program (TEP), candidates must complete the following Benchmark I requirements:
- 15-hour field experience in EDUC 100FE: Introduction to Education
- Key Assignments A, B, and C
- Minimum course grade requirements
- Cumulative GPA of 2.5 or above
- TEP application materials

TEP Admittance approval must come from the Teacher Education Committee. Candidates must be officially admitted to TEP before beginning their first 25-hour field experience and may not exceed 30 (Elementary) or 15 (Secondary) education credits if not yet in TEP. If students are not in the TEP before taking the maximum education credits they must change their majors.

Benchmark II - Student Teaching Application Requirements

To be eligible to student teach, candidates must meet Benchmark II requirements after admittance into the TEP and before student teaching. The following are the Benchmark II requirements:

- EDSP 100FE: Introduction to Exceptional Learner
- Completion of two 25-hour field experiences
- Minimum course grade requirements
- Cumulative GPA of 2.75 or above
- Key Assignments D-K
- Submission of Student Teaching application
- Complete Mandatory Reporter training

All requirements must be fulfilled and documented before the candidate is approved to student teach.

Benchmark III - Program Completion

To be eligible to be recommended for licensure, candidates must complete the following Benchmark III requirements:
- Student teaching documentation and passing final grade
- Iowa Teaching Standard Mock Evaluation
- Key Assignment L (Student Teaching InTASC Evaluation)
- Licensure & ethics workshop
- Application for licensure & fingerprints
- Completing all university graduation requirements
- Foundations of Reading Test (Elem Classroom K-6, Reading K-8 and Instructional Strategist I K-8)

Benchmark IV - Recommendation for Licensure

See [2025-2026 WPU Education Student Guidebook](#) for more Licensure information (pg 21).

Teacher Education Program (TEP)

TEP Overview

The State of Iowa mandates that all prospective teachers gain formal admission into a state-approved Teacher Education Program (TEP). At William Penn University, students are first admitted to the university and, upon meeting designated academic and professional benchmarks, may apply for admission to the TEP. This process ensures candidates possess the foundational competencies required for success in the teaching profession.

Detailed information regarding eligibility criteria and application requirements can be found in the [TEP Overview Information Documen](#)t. All completed application materials must be submitted to the Education Office Manager by the published deadline; late submissions will not be accepted.

If you are an advisor, it is your responsibility to review the application process with your advisees.

TEP Requirements

To be eligible for admission into the Teacher Education Program (TEP), candidates must complete the following:
- 15-hour field experience in EDUC 100FE: Introduction to Education
- Key Assignments A, B, and C
- Minimum course grade requirements
  - C or higher: Comp I, Comp II, Math, EDUC 100
- A cumulative GPA of 2.5 or above

- TEP application materials
  - Application form,
  - Background check, and
  - Three TEP Application Faculty Disposition forms

TEP Application Process

Step 1: Complete the [TEP Application](#) Google Form
- Fall Due Date: September 15
- Spring Due Date: February 15

Step 2: TEP Background Check
- Forms can be found on the Education Division Information Moodle Page

Step 3: [TEP Application Faculty Disposition Form](#)
- Students must request 3 faculty (full-time faculty or adjuncts) to complete a TEP Application Faculty Disposition form.
  - One TEP Application Faculty Disposition form must be completed by an education faculty member.
  - The completed TEP Application Faculty Disposition form will be submitted to the Education Division Office Manager by the faculty member completing the form.

Minimum Grade Requirements Chart

Grade Requirements	WPU Mission & Liberal Arts Core	WPU Education Professional Core	WPU all other Major Courses
C or above	LDRS 101 LDRS 102 MATH 205 or 206 (Elementary) MATH 105 (Secondary)	EDUC 100 EDUC 200 EDUC 350 EDUC 355 EDUC 365 EDUC 370 (Elementary) EDUC 372 (Elementary) EDUC 380 (Secondary) EDUC 382-397 (Secondary) EDSP 100 EDSP 385 PSYC 303 EDUC 400-405	
C- or above	LDRS 105 LDRS 200 Any Lab science Survey History Course		**Elementary Content:** EDSP 280 EDSP 370 EDUC 203 EDUC 218 EDUC 240 EDUC 250 EDUC 265 EDUC 374 EDUC 376 EDUC 378 MATH 205 or 206 PHSC 100 Social Studies Elective **Secondary Content:** All content required coursework **Endorsement Courses:** EDSP 290 EDSP 358 EDSP 360 EDSP 390 EDUC 375
(D- or above)	LDRS 100 LDRS 220/221 or Humanities elective LDRS 290 LDRS 390 Religion		

Field Experience

All education majors are required to complete field experiences as part of their teacher preparation. Prior to admission into the Teacher Education Program (TEP), students must complete a minimum of 15 hours of field experience for Introduction to Education. A total of 80 field experience hours are required. Students pursuing endorsements may need to complete additional field experience hours to meet specific licensure requirements.

Field Experience Placement Protocol

The WPU Placement Coordinator initiates placements for all Field Experiences. Students complete the Placement Request Form, which guides the Placement Coordinator's requests. Students do not make nor initiate placements unless explicitly instructed to.

1. William Penn University maintains contracts with schools initiated, approved, & maintained by the DL Placement Coordinator & Office Manager. 79.14(6)a
2. The Placement Coordinator will provide the Field Experience Request form to all course instructors to make placements for candidates in schools where contracts are held and to ensure candidates meet the *diverse field experience policy*.
3. All instructors will include expectation information from the document *Pre-Student Teaching Clinical Expectations* on course syllabi. 79.14(6)
4. Cooperating teachers who host field experience, practicum, and student teachers may submit a form to receive renewal unit for their teaching license. The [Renewal Units for Cooperating Teacher document](#) should be filled out and submitted to the Licensure Official.

Field Experience Required Documentation

Successful completion of field experiences requires completing and submitting all required documentation. Documentation for each field experience is listed in the field experience course syllabus.

1. All instructors will submit the appropriate documentation to the WPU Education Office, as outlined on the *[Field (Clinical) Experience](#)* document
2. The Office Administrator will record all diverse placement information in the Education Web Portal to manage and track diverse field experiences for the candidate. Copies of documents will be placed in candidate files if not available electronically.

Diverse Field Experience Policy:

All candidates will experience at least four out of six diverse field experience settings in no less than two school districts unless all four criteria can be met in one diverse district (one placement still needs to be in a different building). Opportunities for experiences will be in at least four of the following settings:
- Lower elementary K-4 (Middle School for secondary)
- Upper elementary 3-6 (High School for secondary)
- Low SES (above 45% Free & Reduced)
- High diversity (above 20% Ethnic diversity)
- Urban (2,500 or greater district enrollment)
- Rural (2,499 or less district enrollment)

Diverse placements are determined by the building placement (not the overall district). To view the demographics of school districts in the state of Iowa, visit the [Iowa School Performance Profiles on the Iowa Department of Education Website](#). Some candidates may have the opportunity to experience a private school setting, but we cannot guarantee that all candidates will have this opportunity.

Field Experience Expectations

The William Penn University Education Division requires a number of field experiences; opportunities to work with students and teachers in local schools. While each professor will designate specific requirements for their class, students participating in field experiences should:

1. Dress and groom professionally
2. Adhere to school district and building policies
3. Exhibit appropriate conduct
4. Follow established observation schedule, notifying professor and cooperating teacher if problems arise
5. Complete assigned tasks accurately and in a timely fashion

Be responsible for returning time logs and signed evaluation sheets to the university professor

K-6 Elementary Classroom Required Field Experience Courses

EDUC 100FE: Intro to Education	EDSP 100FE: Intro to Exceptional Learners	EDUC 370FE: Literacy	EDUC 372FE: Math
15 Hours	15 Hours	25 Hours	25 Hours
Placement Requirements ● Any grade, K-6 preferred ● General education setting ● CT may have an initial license	**Placement Requirements** ● Any grade, K-8 preferred ● Special education setting ● CT may have an initial license	**Placement Requirements** ● Grades K-2 ● General education literacy block, may include literacy intervention ● Literacy includes: phonemic awareness, phonics, fluency, vocabulary, comprehension, handwriting, writing, morphology, and/or spelling ● CT must hold a standard license	**Placement Requirements** ● Grades 3-6 ● General education math block, may include math intervention ● CT must hold a standard license
Student Expectations ● Observe instruction	**Student Expectations** ● Observe instruction ● Assist as requested	**Student Expectations** ● Observe instruction ● Assist as requested ● Teach a minimum of 3 lessons ● CT evaluates a minimum of 2 lessons ● May complete up to 5 hours with another CT in grades K-3 and must submit a separate signed time log	**Student Expectations** ● Observe instruction ● Assist as requested ● Teach a minimum of 3 lessons ● CT evaluates a minimum of 2 lessons ● May complete up to 5 hours with another CT in grades 3-6 and must submit a separate signed time log

Secondary 5-12 Required Field Experiences Courses

EDUC 100FE: Intro to Education	EDSP 100FE: Intro to Exceptional Learners	EDUC 380FE: Secondary General Methods	EDUC 381-97FE: Sec. Special Methods
15 Hours	15 Hours	25 Hours	25 Hours
• Any grade, 5-12 preferred • General education setting • CT may have an initial license	• Any grade, 5-12 preferred • Special education setting • CT may have an initial license	• Grades 5-12, designated content area • CT must hold a standard license & endorsement in designated content area *Note: One placement should occur in a MS setting (grades 5-8) and one in a HS setting (grades 9-12) in the content area of the endorsement the student is seeking.*	• Grades 5-12, designated content area • CT must hold a standard license & endorsement in designated content area
Student Expectations • Observe instruction	**Student Expectations** • Observe instruction • Assist as requested	**Student Expectations** • Observe instruction • Assist as requested • Teach a minimum of 3 lessons • CT evaluates a minimum of 2 lessons • Students must complete all hours with their assigned CT	**Student Expectations** • Observe instruction • Assist as requested • Teach a minimum of 3 lessons • CT evaluates a minimum of 2 lessons • Students must complete all hours with their assigned CT

Endorsement Field Experience Requirements

Students pursuing endorsements must complete additional field experience hours to meet specific licensure requirements.

K-8 Instructional Strategist I or 5-12 Instructional Strategist I Endorsement Courses

EDSP 358: Behavior Management	EDSP 360 Diagnosis and Treatment of Reading Difficulties	EDSP 390: Special Education Practicum
10 Hours	20 Hours	20 Hours
Placement Requirements • Any grade K-8 *if seeking K-8 endorsement* • Any grade 5-12 *if seeking 5-12 endorsement* • Any Special Education Setting • CT may have an initial license, but standard license is preferred • CT must hold an endorsement in Instructional Strategist I or Instructional Strategist II (K-8 if seeking K-8 endorsement, or 5-12 if seeking 5-12 endorsement)	**Placement Requirements** • Any grade K-8 *if seeking K-8 endorsement* • Any grade 5-12 *if seeking 5-12 endorsement* • General education, Title I reading, or Special Education Level I or II Setting • CT must have a standard license • CT must hold a reading, Instructional Strategist I, or Instructional Strategist II endorsement (K-8 if seeking K-8 endorsement, or 5-12 if seeking 5-12 endorsement)	**Placement Requirements** • Any grade K-8 *if seeking K-8 endorsement* • Any grade 5-12 *if seeking 5-12 endorsement* • CT must have a standard license • Special Education Level I Setting • CT must hold an endorsement in Instructional Strategist I or Instructional Strategist II (K-8 if seeking K-8 endorsement, or 5-12 if seeking 5-12 endorsement)
Student Expectations	**Student Expectations**	**Student Expectations**

● Observation ● Student secures their own placement ● Recommendation: The WPU student observes Specially Designed Instruction (SDI) for behavior or observe the implementation of a Behavior Intervention Plan (BIP).	● Assessment administration/analysis ● Weekly planning and instruction ● Maximum of 2-3 hours of observation and collaboration ● Deliver interventions 2-3 times per week ● Students must complete all hours with their assigned CT	● Observe instruction ● Assist as requested ● Teach a minimum of 3 lessons ● CT evaluates a minimum of 2 lessons ● Students must complete all hours with their assigned CT

K-8 Reading or 5-12 Reading Endorsement Courses

EDSP 360 Diagnosis & Treatment of Reading Difficulties	EDUC 375: Reading Practicum
20 Hours	40 Hours
Placement Requirements ● Any grade K-8 *if seeking K-8 endorsement* ● Any grade 5-12 *if seeking 5-12 endorsement* ● General education, Title I reading, or Special Education Level I or II Setting ● CT must have a standard license ● CT must hold a reading, Instructional Strategist I, or Instructional Strategist II endorsement (K-8 if seeking K-8 endorsement, or 5-12 if seeking 5-12 endorsement)	**Placement Requirements** ● Any grade K-8 *if seeking K-8 endorsement* ● Any grade 5-12 *if seeking 5-12 endorsement* ● Literacy includes: phonemic awareness, phonics, fluency, vocabulary, comprehension, handwriting, writing, morphology, and/or spelling ● CT must hold a standard license ● CT must hold a reading endorsement in the area the WPU candidate is seeking (K-8 if seeking K-8 endorsement, or 5-12 if seeking 5-12 endorsement)
Student Expectations ● Assessment administration/analysis ● Weekly planning and instruction ● Maximum of 2-3 hours of observation and collaboration ● Deliver interventions 2-3 times per week ● Students must complete all hours with their assigned CT	**Student Expectations** ● Students must complete all hours with their assigned CT ● Minimum of 15 visits ● Work with students for a minimum of 12 sessions and is formally evaluated on a minimum of 2 lessons ● Up to 5 hours of observation may be documented; all remaining hours must be working directly with students ● The William Penn candidate will work directly with one student to evaluate for a final case study report

Field Experiences: Frequently Asked Questions

● Are there additional requirements when completing a field experience?
  ○ Yes - Students must complete and submit a signed time log, the field experience journal, and a reflection paper for *all* field experiences.
● Do hours worked as a paraeducator count towards field experience hours?
  ○ Yes - 15 hours for EDUC 100FE to be documented on the WPU time log. No other hours may be replaced by experience working as a paraeducator.
● Do hours worked as a substitute teacher count towards field experience hours?
  ○ No - Field experience hours require oversight by an appropriately licensed Cooperating Teacher, therefore, hours worked as a substitute do not count.
● Can I do all field experience placements in my building?
  ○ No - All students are required to complete a minimum of one placement outside of their designated building *and* meet a minimum of 4 out of 6 diverse placement categories.
● Can I do all placements in my district?

- - Maybe - Students must meet a minimum of 4 of the 6 diverse placement categories during their four required field experience placements. If 4 out of 6 diverse placement categories can be met within one district, then a student may complete their experiences in one district.
- How many times do I have to leave my building?
  - Depends - Every student must leave their building a minimum of once; however, the number of times a student must leave their building is based on whether or not they have met 4 out of 6 diverse placement categories.
- Can I meet multiple diverse requirements in one placement?
  - Yes - A placement in 1st grade at a building with greater than 20% ethnic diversity and a district enrollment of 2,876 would meet the following three diverse placements: lower elementary, high diversity, and urban.
- Will my field experiences from previous institutions count?
  - Yes - as long as it is noted on the official transcript from the institution and the time log to confirm the diverse experience of the placement.

Substitute Teaching Authorization

In Iowa, a Substitute Authorization provides individuals with the opportunity to gain valuable classroom experience by serving as a substitute teacher in grades PK–12. This authorization permits individuals to teach for a limited duration, typically up to 10 consecutive days in a 30-day period, in the absence of a regularly assigned teacher. It is important to note that this credential differs from a full substitute teaching license, which qualifies an individual for long-term or contracted teaching assignments. The Substitute Authorization is an excellent way for future educators to build confidence, strengthen classroom management skills, and contribute to local schools while completing their teacher preparation program.

Application Requirements

To apply for a [Substitute Authorization](#) you must meet the requirements:
1. Associate of Arts Degree or 60 hours at an accredited institution
   a. [Steps to order a Transcript](#) from Parchment
2. Substitute Authorization Course **OR** documentation of your coursework at William Penn University
   a. Substitute Authorization Courses: Click here to enter the [AEA online system](#) to search for the AEA substitute authorization course. All course questions may be directed to the AEA.
   b. Submit the document ***Sub Authorization Course Requirements – met by WPU*** *Courses* showing you have met all requirements covered in the Substitute Authorization Course.
3. Mandatory Reporter Training Course (Child Abuse)
4. Submit fingerprints (Approximately $75) and application ($85)
   a. If you already hold a coaching authorization or a para certification, you will not need to redo your fingerprints and background check.

Substitute Authorization Application Process

Step 1: Go to www.boee.iowa.gov
Step 2: Choose "License Types and Applications"
Step 3: Choose "Apply for a License"
Step 4: Follow the application process [– slides of the Online Application System](#)
- I Agree (create an account) if you have never had a folder number by the BOEE.
- I Agree (continue to log in) if you hold a folder number because of a Para Educator certification or a coaching authorization.

Course Requirements

- Classroom management. This component includes an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
  - (WPU EDUC 355: Classroom Management)
- Strategies for learning. This component includes understanding and using a variety of learning strategies to encourage students' development of critical thinking, problem-solving, and performance skills.
  - (WPU Methods courses – EDSP 385 or EDUC 240, 372, 374, 376, 378, or 380)
- Diversity. This component includes understanding how students differ in their approaches to learning and creating learning opportunities that are equitable and are adaptable to diverse learners.
  - (WPU EDSP 100: Intro to Exceptional Learner or EDUC 365: Human relations for Teachers)
- Ethics. This component includes fostering relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development and to be aware of the board's rules of professional practice and competent performance.
  - (WPU EDUC 200: Social Foundations or EDSP 280 Collaboration Strategies)

Student Teaching

Student Teaching Overview

William Penn University is approved by the Iowa Department of Education to recommend teacher licensure to students who meet the qualifications specified in the <u>Department of Education Rules</u>. ***79.13(10)*** *The student teaching experience for initial licensure includes full-time experience for a minimum of 14 weeks during the student's final year of the practitioner preparation program.* While the state requires a minimum of 14 weeks of student teaching, William Penn University requires 16 weeks of student teaching. Six of those weeks are to be full-time experiences planning, instructing, and assessing student learning. See <u>2025-2026 WPU Education Student Guidebook</u> for more Student Teaching Application Process (pg 18).

Contract Advice

You cannot sign a contract until you have your license. School districts technically cannot even offer one to you without a license. You could sign an "intent to sign" to show your intent to be hired by the district upon completion of your program and issue of your license.

Standards of professional conduct and ethics [Iowa Code 282—25.3(272)]
25.3(5) Standard V—violations of contractual obligations.
    (3) As an employer, executing a written professional employment contract with a practitioner which requires the performance of duties that the practitioner is not legally qualified to perform.
    (4) As a practitioner, executing a written professional employment contract which requires the performance of duties that the practitioner is not legally qualified to perform

Job Search

Effective July 1, all Iowa school districts, public charter schools and Area Education Agencies must return to the TeachIowa platform for open job postings. Schools and AEAs are no longer required to use the IowaWORKS system.

Cooperating Teacher (CT) Responsibilities Ch. 79.14(7)

1. Attend the Cooperating Teacher Seminar held before the student teaching experience.
   - Watch the recording if unable to attend
   - Complete the W-9 Form and return to the Education Office
2. Mentoring student teachers
   - Orient the student teacher to the school, classroom, pupils, teachers, and administration.
   - Provide the student teacher with support materials including texts, teacher's manuals, class roll, seating arrangement, school calendar, classroom rules/regulations, list of teacher responsibilities, district curriculum guidelines, access to school website, assistance in videotaping, faculty and student handbooks, as well as any other school and district policies.
3. Supervise and monitor the writing and implementation of lesson plans.
   - Written lesson plans must be available to the cooperating and supervising teachers at all times.
   - Plans should be written in a manner agreeable to both evaluators.
4. Provide feedback
   - Meet regularly with the student teacher to discuss strengths and weaknesses and to process various aspects of the student teaching experience.
   - Conferences should occur at least weekly.
   - Written feedback is necessary for student teacher reflection and learning.

5. Determine a plan for the release of responsibilities & the degree of supervision needed for the student teacher.
    ● Student teachers should begin accepting full responsibility for classes as soon as the cooperating teacher and the university supervisor feel they are ready.
    ● Student teachers assigned one 16-week student teaching assignment will assume the cooperating teacher's full teaching responsibilities for a **minimum** of six weeks
    ● Student teachers assigned two eight-week student teaching assignments will complete a **minimum** of three weeks in each assignment.
    ● Student teachers credited with prior work experiences will assume full teaching responsibilities as outlined in the assignment emails (Track A or Track B).
    ● Full time teaching responsibilities include planning, instructing, assessing, attending workshops, in-services, parent/teacher conferences, and overseeing student supervision.
6. Conference with the William Penn University supervisor regarding the student teacher's performance and evaluation reports. Communicate immediately if concerns arise.
7. Complete all required evaluation forms:
    ● Dispositions, Mid-term, & Final Evaluation (Follow the STUDENT TEACHING CALENDARS).
8. The cooperating teacher may assist in arranging the Mock-Evaluation over the Iowa Standards, which can be completed by the administrator or reviewed with the student teacher for a formative assessment.

See 2025-2026 WPU Education Student Guidebook for more Student Teacher Responsibilities (pg 19).

WPU Supervisor (SV) Responsibilities Ch. 79.14(7)

1. WPU supervisors must have teaching experience and knowledge of Iowa's teaching standards.
2. Complete the Supervisor Contact Form and sign the Articles of Agreement
3. Conduct a drop-in visit to introduce (this may be a Zoom meeting if needed)
4. Conduct formal observations once every 10 school days.
    ● Formal observations should include a full lesson with an attempt to see every subject or content taught during the placement.
    ● Drop-in visits are allowed.
    ● Written feedback will be provided to the student teacher, cooperating teacher, and placement coordinator.
    ● Conferences should occur following formal observations with the student teacher.
    ● Conference with the cooperating teachers and the William Penn University placement coordinator regarding the student teacher's performance and evaluation reports.
    ● Enter the dates observed in the reflective journal, page 1.
5. Read/respond to the student teacher's weekly reflective journal.
6. Provide feedback on weekly lesson plans.
    ● Work with the cooperating teacher to approve any modification of written lessons. Lesson plans must be available to the cooperating and supervising teacher at all times.
7. Evaluation support
    ● Communicate with the cooperating teacher about the mid-term and final evaluation performance. Evaluations will be completed by the cooperating teacher.
    ● Supervisors and cooperating teachers should communicate if the final grade is questionable and report to the placement coordinator. The site supervisor should be available to meet and conference with the student, and/or the cooperating teacher for the mid-term and final evaluations.

Note: The WPU placement coordinator may conduct school visits. Site supervisors and cooperating teachers should contact the university placement coordinator immediately if concerns arise.

Conflict Resolution and Withdrawal of a Student from a Student Teaching Placement

When a student teacher, supervising faculty, cooperating teacher, and/or principal have concerns about a student teacher's performance, a conference to discuss the issue should be arranged. A written plan of action to aid in resolution of the problem(s) should be developed. This plan should clearly stipulate the problem(s), articulate methods of resolution, and specify an appropriate time frame in which a change of performance should occur. If problems persist to the degree that termination of a student teacher's experience is warranted, the steps listed below should be followed and documented in writing. A student teacher's unprofessional or unethical behavior may result in the immediate termination of their student teaching experience. The cooperating teacher, building principal, or district administrator may also request immediate termination of the experience as a result of other extreme circumstances or because the student teacher is unable or unwilling to implement the agreed upon plan of action.

1. The party(ies) requesting termination should contact the university supervising faculty member to discuss their request.
2. The university supervising teacher should meet with the student teaching coordinator to discuss termination of the student teaching experience. The student teaching coordinator and the education division chair will determine which of the following options should be taken.
   - The student teaching coordinator will request an administrative withdrawal from student teaching for the student in question. If the withdrawal date has passed, the student teaching coordinator and division chair will work with the academic dean to determine if there are acceptable alternatives.
   - The student teacher will receive a failing grade for the student teaching experience.
3. The student teaching coordinator and division chair should meet with the cooperating teacher, principal (or designee), and the student teacher to clearly articulate and discuss the reasons for removal. The best way for the student teacher to formally terminate this experience with his or her students should also be addressed.
4. The student teaching coordinator and/or Division chair should provide written documentation of any student teaching termination. One copy should be placed in the student's Education Division file. Additional copies should be given to:
   - the student teacher
   - the student teacher's academic advisor
   - the William Penn University Academic Dean
5. If a student wishes to appeal the withdrawal decision, follow the Due Process procedures.

Policies

Attendance

No-Show Policy and Process
Definition: A No Show is a student who does not begin participation in a class. This includes students who may view course content in Moodle but do not post, submit assignments, or attend sessions (e.g., Zoom or Teams) within the first two weeks of the term.

University Policy Compliance: In accordance with federal guidelines from the Department of Education, students must demonstrate participation in each registered course within the first two weeks of the term.
- The Academic Calendar includes official No Show reporting deadlines.
- Failure to participate may result in removal from the course and loss of financial aid eligibility for that class.

Process
Step 1: Early Identification of No Shows
- Attendance Monitor, Bob Morris, checks whether each student has:
  - Participated in an activity (e.g., discussion post, assignment, quiz) for asynchronous courses, or
  - Attended class synchronously (via Zoom/Teams)
- Attendance Monitor makes contact ASAP with students to encourage participation
  - Contact Academic Advisors: Advisors assist in contacting students and encouraging participation
    - Cc: Director of DL and Attendance Monitor
  - If Bob contacts the student directly, he will copy in the advisor
Step 2: Students Dropped from Course
- Attendance Monitor notifies Registrar to Drop from the course
  - Students can be Dropped from a single course
    - The Drop may result in a fall below full-time status with possible financial aid ramifications

No Present Policy and Process
Definition: A No Present student is one who began a course but is no longer actively participating (e.g., stopped submitting work, attending class, or engaging in Moodle activities).

University Policy Compliance per Department of Education regulations:
- Students may not be absent for two or more consecutive weeks (in all classes) without official action.
  - This includes excused absences (e.g., university-sponsored events)
- Ongoing non-attendance may lead to Administrative Withdrawal from the university..

Process
Step 1: Identification of No Present Student
- If a student has not participated for two or more consecutive weeks, then Bob, Attendance Monitor, alerts all stakeholders
  - Cyndi, Financial Aid
  - DeAnne, Registrar
  - DL Advisors

    ○ Director of DL

Step 2: Determine Student Action

A. If the Student Voluntarily Withdraws:
- Students must complete official Withdrawal paperwork.
  - If a student has only one course in a module and chooses to Withdraw, the case is directed to Cyndi in Financial Aid (not through the standard Withdrawal form).
- If Withdrawing from Mod I only, students may continue with Mod II.
  - If a student intends to complete Mod II, written documentation of intent to continue is required for financial aid.

B. If the Student is Non-Responsive (Administrative Withdrawal):
- Students cannot be Withdrawn from only one course via administrative action.
- If no participation continues, the student will be Administratively Withdrawn from the university.
- Formal notification of Withdrawal will be issued by the university (DeAnne is managing this process).
- The student must wait until the next academic term to re-enroll.
  - Example: If a student is Administratively Withdrawn from Mod I, they cannot begin Mod II

Step 3: Re-enrollment Process
- Students who are Withdrawn (voluntarily or Administratively) must reapply to the university.
  - It is recommended to wait at least two weeks before applying.
- A brief processing period is expected before they can be reinstated.

Step 4: Advisor Follow-Up
- If a student is Withdrawn from the university, advisors will be notified to help determine next steps in the student's academic plan.
  - Students lose access to university access (email); Contact should be made via phone or students' personal email

Disposition Protocol

To be an effective educator, preservice teachers must demonstrate not only strong content knowledge and instructional skills but also positive professional dispositions. These include professional behaviors, taking initiative, and reflection and problem-solving. At William Penn University, disposition forms are completed at key benchmarks throughout the Teacher Education Program to support the development of these essential qualities. If concerns arise between benchmarks, additional forms may be completed to document and address the issue. The protocol for monitoring and responding to disposition concerns is outlined below.

1. The following courses require a completed disposition form:
   a. EDUC 100: Intro to Education
   b. TEP Application
   c. EDUC 355: Classroom Management
   d. EDUC 370FE: Literacy Field or EDUC 380FE: General Methods Field
   e. EDUC 372FE: Math Field or Special Methods Field
   f. Student Teaching Application
   g. EDUC 400-405: Elementary or Secondary Student Teaching
2. Disposition may be completed when a concern arises by any instructor in any course at any time.
3. Completed forms are submitted to the Office Manager in the Education Office and filed in the student file.

a. If a concern is noted, the Office Manager documents the concern on the Disposition Concern Tracking Chart.

b. A "concern" is defined as a rating of a 0 or a 1 on the Disposition Form.

4. Disposition forms identified with concerns enact the following process:

a. The professor schedules a meeting with the student, and if necessary, their advisor to discuss concerns.

b. The professor documents the meeting, and the notes are placed in the student's file.

i. The student will be invited to add their response to the meeting to be included in their file along with the meeting notes.

5. Three concerning dispositions moves the student to the Serious Concern Process

a. When the Office Manager documents three Concerning Dispositions or one egregious concern, they notify the Division Chair.

6. A Serious Concern Meeting is called and follows the process outlined below.

Serious Concern Process

1. The Division Chair notifies the student that a Serious Concern Meeting has been enacted due to three concerning dispositions documented in their student file.

2. The Student Assessment Team (SAT), consisting of the Education Division Chair, advisor, and if necessary, the Director of Distance Learning, meets with the student.

a. The office manager will be present as a third party notetaker.

i. A representative from the Division may act as notetaker if the Office Manager is unavailable.

1. It is preferred that a member of the Distance Learning Team sit in if the student is a campus student, or vice versa.

b. The meeting will consist of the following agenda items:

i. Review historical records of negative dispositions

ii. Understand the student's perspective

iii. Outline the student's options moving forward.

1. The student and Student Assessment Team will determine 1 or more goals to address the student's disposition concerns if the student chooses to remain in Education

iv. SAT provides suggestions for what the student may include in the Disposition Progress Plan

3. After the meeting, the student establishes a Disposition Progress Plan

a. The student has 48 hours to complete, utilizing the suggestions offered during the SAT meeting, and submit the Disposition Progress Plan to the Student Assessment Team (complete Problematic Behavior and Goal on Disposition Progress Plan).

i. If a student fails to submit their Disposition Progress Plan within 48 hours then they automatically move to Limited or No Progress on the Disposition Flowchart.

ii. Students may be removed from the education program for violating university and/or education division guidelines. It is within the discretion of the education division for a single offense or for a series of behaviors depending on the nature of the behaviors and the circumstances surrounding the behaviors to be removed from the education program.

b. The Disposition Progress Plan must be approved by the Student Assessment Team.

i. If necessary, the SAT provides feedback on the student's drafted Disposition Progress Plan. The student will then provide an updated draft within 48 hours. Revisions will continue to be made until the plan is approved by the SAT.
    ii. The plan must include a timeline for corrected behavior - timeline is established during the initial SAT meeting
    iii. The timeline may roll over to the next semester if the SAT meeting occurs toward the end of the semester.
        1. In the event that the timeline rolls over into the next semester, the student will still get feedback from current professors per Professor Check on the Disposition Progress Plan
    iv. The advisor or member from SAT will notify the student's current professors of the student's goals outlined on the Disposition Progress Plan and the process to collect feedback related to the goal at the conclusion of the established timeline.

4. The student documents corrected behavior through the end of the identified timeline on the Disposition Progress Plan.
    a. Student will check in weekly with advisor regarding progress on Disposition Progress Plan
    b. At the conclusion of the established timeline, the advisor or member from SAT will share the Disposition Progress Plan via email with the student's professors to request feedback based on the Disposition Progress Plan

5. SAT comes back together to reevaluate.

6. SAT team informs the student of their decision.
    a. Decision added to the Disposition Concern Tracking Chart.

7. If a student who has entered the Serious Concern Process continues to have documented concerning dispositions, they fall under No Progress and the student is presented with Options 2 and 3, which are:
    a. Option 2: Required switch to Educational Studies or another major
    b. Option 3: The student is removed from the Education Program.
        i. *Note: Educational Studies is not an option*

8. At the conclusion of the established timeline documentation of this plan will be placed in the student's file
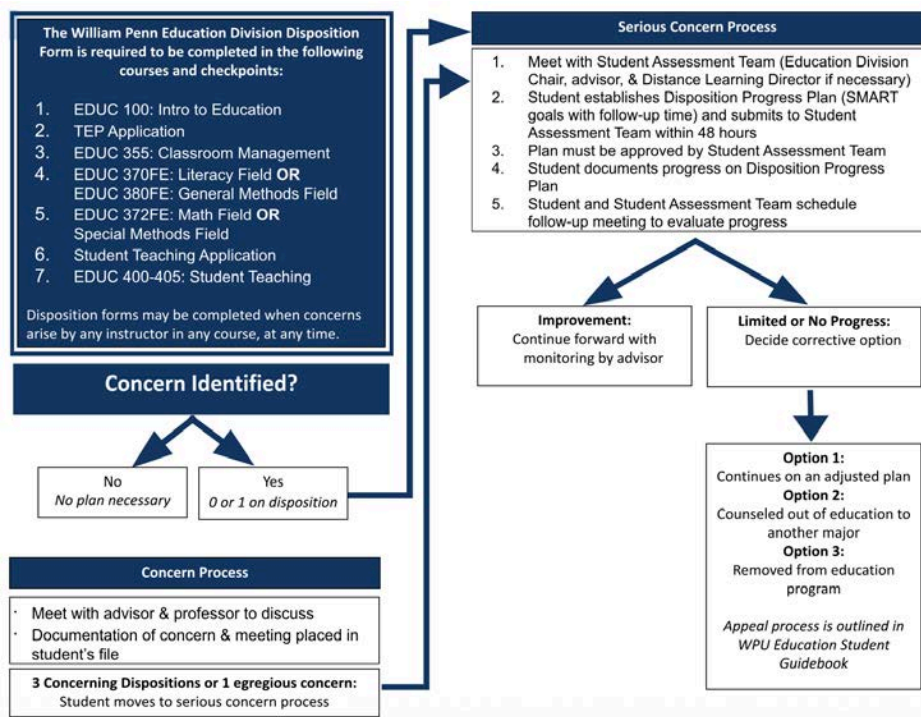
Due Process

Informal Process

William Penn University Education Division students who feel academically aggrieved shall make every reasonable effort to resolve the grievance informally with the faculty member following the outlined informal process:

- The student must inform the faculty member of his/her grievance in writing, via electronic communication, within ten class days in which the alleged offense occurred.
- The faculty member must respond within ten class days from the date notification of the grievance is sent by the student unless both the student and the faculty member agree in writing to continue the informal process.

If the student remains dissatisfied with the resolution of the grievance proposed by the faculty member or with the solution offered through the mediated process described above, the student may initiate the first stage of a formal appeal, using the procedures described below.

Formal Process

- Students may appeal the following Education Division decisions:
  - Teacher Education Program (TEP) Acceptance
  - Student Teaching Decisions & Placement
  - Reduced Student Teaching Decisions & Placement
- When appealing state the following:
  - The decision you are appealing
  - The rationale why you are appealing
  - The evidence to support your rationale

Formal Student Appeal Procedures

Education Division students have the right to appeal the above outlined decisions. A student may appeal the decision in the following manner:

1. The student must write a letter outlining the objection within five calendar days of the decision and send it to the Chair of the Education Division for review and action. The decision is then communicated to the student and the student's academic advisor within ten calendar days. If the Chair of the Education Division fails to respond within ten calendar days, the student may move the grievance to Step 2 in the process.
2. If the student rejects the decision of the Division Chair, the student has five calendar days to further appeal the decision to the entire Education Division for review and action. The decision is then communicated by the Chair to the student, the academic advisor, and the Vice President of Academic Affairs.
3. If the student rejects the decision of the Education Division, the student has five calendar days to further appeal the decision to the Academic Council for review and action. The decision of the Academic Council is communicated to the student, the academic advisor, and the Education Division. This decision is final.
4. If a student fails to respond by the deadline specified in the process, the grievance shall be closed and documentation stating such shall be prepared by the relevant academic administrator, sent to the department and kept in the student's departmental file.

Teacher Education Program Student Records

The William Penn University Education Division is required to maintain accurate and up-to-date documentation and student records aligned with the Benchmark Schedule to ensure compliance with program, licensure, and accreditation standards. These records include evidence of completed requirements for admission to the Teacher Education Program, benchmark evaluations, field experiences, student teaching, and overall program completion. The files also include essential academic records, evaluations, dispositions, and licensure documentation. Maintaining these records supports a clear, comprehensive view of each student's progress and readiness for licensure and professional practice.

The Education Web Portal contains course grades, GPA, Key Assignments, and benchmark acceptance into the TEP, Student teaching, Licensure, endorsements, and recommendation for a license.

University Reports Overview

Course Assessment Reports and Program Assessment Reports are the University's method for evidencing continuous improvement to our accrediting body, the Higher Learning Commission (HLC) and federal compliance.

Course Assessments

Every class at William Penn University is offered on a rotating basis and periodically these classes must complete Course Assessment Reports. Courses are evaluated on a five-year rotating basis.

[Course Assessment Rotation 2025-2030](#)
[Course Assessment Report Template](#)
[Example Completed Course Assessment Report](#)

Program Assessments

Each year the University will select one Principle for assessment. Each program at William Penn has aligned program objectives and courses with university principles. The courses and areas connected to the identified Principle (in each Program and Department), complete a program assessment. Divisions submit program assessments for courses that align with the university principle each spring. The data provides Programs, Departments, Divisions, and the University-at-large a picture of how the students are performing the University's Mission and guide decisions that will improve that performance.

[William Penn Mission Principle](#)
Program Assessment Template
[Example Completed Program Assessment Report](#)

University HLC Liaison: Jared Pierce

Other Helpful Information

Room Reservations

1. Send email to Calendar@wmpenn.edu with your request.
2. Calendar is a group email address, so the person in charge of reservations for that building or situation will respond to you. In general, Bailey Rimes schedules the PAC, Sheila Mackaig schedules all other buildings for WPU extracurricular groups & groups outside WPU. Lori Fowler schedules anything related to academics/classes.
3. The appropriate person will let you know if the space requested is available.
4. If the requested space is not available, that person will help you find an alternative space.
5. You will receive an email confirmation of your reservation.