



2025-2026 William Penn University Education Student Guidebook



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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	Grievance Process Course specific questions
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
Faculty				
Betsy Anderson, Instructor	Penn Hall 101B	1051	betsy.anderson@wmpenn.edu	Education Club Special Education Course specific questions
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	Course specific questions Language Arts Social Studies
Stacy Veiseth, Instructor	Penn Hall 109		stacy.veiseth@wmpenn.edu	Course specific questions 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

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



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 William Penn Education programs are accredited by the Iowa Department of Education.

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.**

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

- Elementary Classroom K-6

Elementary Education with Reading

- Elementary Classroom K-6
- Reading Endorsement K-8

Elementary Education with Special Education

- Elementary Classroom K-6
- Instructional Strategist I K-8

Elementary Education with Reading and Special Education

- Elementary Classroom K-6
- Reading Endorsement K-8
- Instructional Strategist K-8

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.

Music Education K-12

Physical Education, Health, and Coaching K-12

Secondary Business 5-12

Secondary English Language Arts & Journalism 5-12

Secondary Industrial Technology 5-12

Secondary Math 5-12

Secondary Science 5-12

Secondary Social Sciences 5-12

Add-On Endorsements

Elementary

Athletic Coaching K-12

Health K-8

Math K-8

Secondary

Athletic Coaching K-12

Reading 5-12

Economics 5-12

World History 5-12

Speech Communication/Theater 5-12

Special Education: Instructional Strategist I 5-12

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

Teacher Education Program (TEP)

TEP Overview

The State of Iowa requires all prospective teachers to 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 Document](#). All completed application materials must be submitted to the Education Office Manager by the published deadline; late submissions will not be accepted.

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)	Elementary & Secondary EDUC 100 EDUC 200 EDUC 350 EDUC 355 EDUC 365 EDSP 100 EDSP 385 PSYC 303 EDUC 400-405 Elementary EDUC 370 EDUC 372 Secondary EDUC 380 EDUC 382-397	
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.

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.

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.

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 (Greater than 2,500 students in a district)
- Rural (Less than 2,500 in a 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
6. Be responsible for returning time logs and signed evaluation sheets to the university professor

K-6 Elementary Classroom Required Field Experiences

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 <ul style="list-style-type: none"> Any grade, K-6 preferred General education setting CT may have an initial license 	Placement Requirements <ul style="list-style-type: none"> Any grade, K-8 preferred Special education setting CT may have an initial license 	Placement Requirements <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Grades 3-6 General education math block, may include math intervention CT must hold a standard license
Student Expectations <ul style="list-style-type: none"> Observe instruction 	Student Expectations <ul style="list-style-type: none"> Observe instruction Assist as requested 	Student Expectations <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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

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
<ul style="list-style-type: none"> Any grade, 5-12 preferred General education setting CT may have an initial license 	<ul style="list-style-type: none"> Any grade, 5-12 preferred Special education setting CT may have an initial license 	<ul style="list-style-type: none"> Grades 5-12, designated content area CT must hold a standard license & endorsement in designated content area 	<ul style="list-style-type: none"> Grades 5-12, designated content area CT must hold a standard license & endorsement in designated content area
		<i>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.</i>	
Student Expectations <ul style="list-style-type: none"> Observe instruction 	Student Expectations <ul style="list-style-type: none"> Observe instruction Assist as requested 	Student Expectations <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Any grade K-8 <i>if seeking K-8 endorsement</i> Any grade 5-12 <i>if seeking 5-12 endorsement</i> 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 <ul style="list-style-type: none"> Any grade K-8 <i>if seeking K-8 endorsement</i> Any grade 5-12 <i>if seeking 5-12 endorsement</i> 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 <ul style="list-style-type: none"> Any grade K-8 <i>if seeking K-8 endorsement</i> Any grade 5-12 <i>if seeking 5-12 endorsement</i> 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 <ul style="list-style-type: none"> 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). 	Student Expectations <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Any grade K-8 <i>if seeking K-8 endorsement</i> Any grade 5-12 <i>if seeking 5-12 endorsement</i> 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 <ul style="list-style-type: none"> Any grade K-8 <i>if seeking K-8 endorsement</i> Any grade 5-12 <i>if seeking 5-12 endorsement</i> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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.

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 <i>Asynchronous</i>	Distance Learning <i>Asynchronous</i>	Distance Learning <i>Synchronous</i>
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	<ul style="list-style-type: none"> Asynchronous 30-minute weekly live TEAMS meeting 	<ul style="list-style-type: none"> Asynchronous No weekly live meeting 	<ul style="list-style-type: none"> Synchronous Evenings OR Weekends live on Zoom
Attendance Requirement	<p>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.</p> <p>Weekly Attendance Any content-related submission via Moodle or Cengage will result in being marked <i>present</i> for the week.</p>	<p>Distance Learning Asynchronous Attendance Any content-related submission via Moodle or Cengage will result in being marked <i>present</i> for the week.</p>	<p>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.</p>
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. <i>Note:</i> 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 .
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

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 [Department of Education Rules. 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.

Application Process

**All application materials must be submitted by the due date. Late applications will not be accepted.*

Step 1: Set up a meeting with your academic advisor to review your Degree Audit along with endorsements by spring of Sophomore year.

- Prior acceptance into the Teacher Education Program
- Successful completion of 75 semester hours or second semester junior status
- Successful completion of the First Field Experiences
- Proficiency of at least "C-" in all course work in the major •
- Proficiency of at least "C" in all course work in the Education Division Professional Core
- Cumulative Grade Point Average of 2.75
- Completion of all major and Education Division Professional Core requirements
- Complete Key Assignments A-K prior to student teaching

Step 2: Complete the [William Penn University Student Teaching Plan](#) Google Form.

- This includes reviewing the [WPU Prior Work Credit ST Criteria Flowchart](#)

Step 3: Review [Student Teaching Policy and Student Teaching Placement Policy](#)

Step 4: Apply for student teaching using the [Student Teaching Application](#) Google Form

- Fall Student Teachers must apply prior to September 15 a year in advance.
- Spring student teaching must apply prior to February 15 a year in advance.
- Application can be found on the Education Division Information Moodle Page.
- Submit the Degree Audit to the Licensure Official, include all additional endorsement coursework plans.

Step 5: Complete the [William Penn University Prior Work Experience Student Teaching Application](#) if you meet the criteria to apply prior work experience as a paraeducator or substitute teacher towards student teaching.

- The form needs to be submitted prior to 11:59 PM February 15 for Fall Student Teachers.
- The form needs to be submitted prior to 11:59 PM September 15 for Spring Student Teacher.

Step 6: The Licensure Official will review the degree audit to make sure all course requirements will be met to receive the endorsement(s) desired.

Step 7: Prior Work Placement Review Team will review all evidence submitted to determine student teachers who qualify. An email will be sent out with the final determination.

Step 8: The Placement Coordinator will contact administrators to make placements.

- Contracts must be in place with each school district hosting student teachers

Step 9: Placement confirmations will be sent out once placements are confirmed

Step 10: A Pre-Student Teaching Seminar will be held to explain expectations.

Student Teaching Responsibilities

Student teachers should contact their university supervisor immediately if problems begin to arise. The sooner assistance is requested, the easier it is to correct problems. (Source: [2025-26 WPU ST Guidebook](#))

- Complete [Mandatory Child Abuse Reporter Training](#) before student teaching
- Student teaching is a minimum of 16 weeks
 - Those assigned one 16-week student teaching assignment will assume the cooperating teacher's full teaching responsibilities for a **minimum of six weeks**
 - Those assigned two eight-week student teaching assignments will complete a **minimum of three weeks** in each assignment.
 - Those credited with prior work experiences will assume full teaching responsibilities as outlined in the assignment emails (Track A or Track B).
- Student teaching is a full-time experience. Student teachers are to maintain the same working hours as their cooperating teachers. Student teachers are not permitted to miss days or leave school early to accommodate athletics or any other non-student teaching related function.
 - Student teachers may participate in athletics or other non-student teaching-related functions provided the coach or supervisor understands that students may be late to practice/meetings and may not leave early for "away" events.
 - Student teaching begins when professional development starts in the school district in August and at the beginning of the year in January.
 - Follow the [STUDENT TEACHING CALENDARS](#)
 - It is expected that student teachers will be in attendance for the duration of student teaching.
 - All absences shall be reported to the Student Teaching Coordinator, Supervisor, and Cooperating Teacher.
 - An absence form shall be submitted to the Student Teaching Coordinator.
 - Excessive absences will result in termination of the clinical experience.
- Full time teaching responsibilities include planning, instructing, assessing, attending workshops, in-services, parent/teacher conferences, and overseeing student supervision.
 - Student teachers should note the cooperating teacher's methods, strategies, questioning techniques, corrective practices, and classroom management and implement strategies that fit the student teacher's teaching style.
 - Adjustments made should be discussed with the cooperating teacher before classroom implementation.
 - Student teachers must have detailed written lesson plans.
 - Student teachers must have an up-to-date [reflective journal](#) available always. Students will collect artifacts to provide evidence on how the Iowa Standards were met.
 - Student teachers should engage in a variety of teacher supervisory responsibilities, including, but not limited to, recess, study hall, lunchroom, hall, and/or bus duty.
 - Student teachers will write a communication to provide interaction with parents or guardians.
 - Student teachers should acquaint themselves with special areas such as art, music, physical education, and special education; varied classrooms; and the duties and responsibilities of non-teaching professional staff.
 - Complete a Mock-Evaluation over the Iowa Standards with an administrator or the cooperating teacher for a formative assessment.
- Professionalism: Student teachers are expected to dress and act professionally always, maintaining ethical standards ([Iowa Code of Professional Conduct & Ethics](#)).
- Seminars: All student teachers must attend scheduled seminars, including a one-day session dealing with certification and employment.
- Substitute Teaching:
 - Students **may** substitute teach within the classroom assigned (with a Substitute Authorization) after the first 2 weeks of placement. Student teachers are limited to 4 days in a row and 10 days maximum during the 16 weeks. An Absence Leave form must be filled out. [Substitute Policy](#).
 - Student teachers credited with prior work experiences on a **reduced placement may not** sub.
- University Fees:
 - Student Teaching fee - \$500.00 (Cooperating Teacher Stipend & Supervisor Payment)
 - Students will be charged a \$100.00 graduation fee.

Licensure

Step 1: Complete all Key Assignments

Step 2: Complete [WPU Reading Foundations Protocol](#) approved by WPU Literacy Committee 11.12.2024

- Graduates seeking elementary K-6 classroom, Instructional Strategist I, or Reading K-8 endorsements.

Step 3: Complete Student Teaching successfully (must be a C or higher)

Step 4: Complete all Certifications

- [CPR](#) and [Concussion](#) Training (BoEE)
- [Mandatory Child Abuse Reporter Training](#)

Step 5: Completed Teaching License Application

- Choose for one of the two licenses: [Initial Teaching License](#) or [Substitute Teaching License](#)

Step 6: Completed Fingerprints for background check

- Check www.iowacourts.state.ia.us for your record. Include all situations

Step 7: Completed payment for license and fingerprints

Step 8: Pay all final bills

Step 9: Graduation Degree conferred by the Registrar

- At the close of your junior year, you should file a *Declaration of Intent to Graduate*.
- Parchment will send an email with instructions to claim your diploma confirming the mailing address and deliver the e-diploma. The diplomas are printed and mailed. Allow for up to two weeks.

Step 10: Final Audit conducted by Licensure Official

Step 11: Recommendation for Licensure by Licensure Official

Step 12: Board of Educational Examiner's Office sends a PDF copy of the License

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.

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)

Recommended Application Documents

1. Create a resume and cover letter
2. Request references who have seen you teach and interact with children and youth
3. Keep a copy of your mandatory reporter training certificate
4. Apply for jobs at [IowaWorks and TeachIowa](#)

**Note: Your WPU email account is yours indefinitely.*

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.

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, the Due Process procedures.

Policies

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.

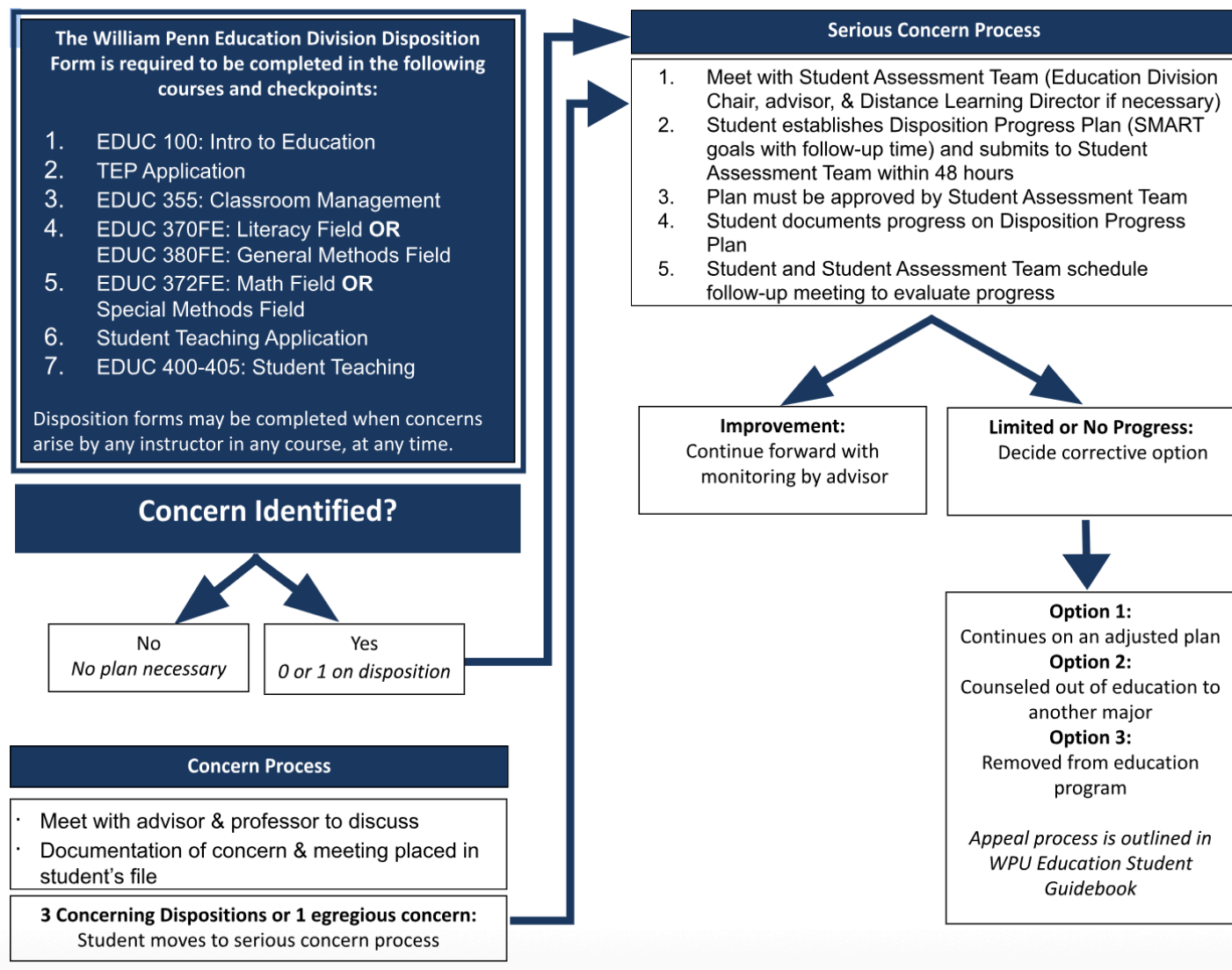
1. The following courses require a completed disposition form:
 - a. EDUC 100: Intro to Education
 - b. TEP Application
 - c. EDUC 355: Classroom Management
 - d. EDUC 370FE: Literacy Field or EDUC 380FE: General Methods Field
 - e. EDUC 372FE: Math Field or Special Methods Field
 - f. Student Teaching 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.

William Penn University Equivalencies of the Credit Hour

The institutionally established equivalencies to the Federal definition of the credit hour at William Penn University are given below. These standards apply to both undergraduate and graduate courses.

1. For each semester hour of credit, classes that meet face-to-face must include one 50-minute period with the instructor and two hours of outside of class work for 15 weeks.
 - a. 1 credit hour = 50 minutes contact + 120 minutes outside work over 15 weeks for a total of 2,550 minutes of student effort.
2. One hour of credit may be awarded for laboratory and discussion sections that meet a minimum of 50 minutes per week and a maximum of 150 minutes per week. No more than one credit may be awarded for lab and discussion sections without documented approval of the Division and the Academic Dean.
 - a. 1 credit hour = 1 to 3 lab and discussion sessions ranging from a total of 50 to 150 minutes.
3. Classes that do not meet the required face-to-face contact time (for example, hybrid or online courses) will meet the credit hour standard if they meet all four (4) of the following criteria;
 - a. The course covers the same material in the same depth as a face-to-face version of the same course;
 - b. The course has been evaluated by the division for content and rigor; and
 - c. the Division has approved the credit to be awarded;
 - d. Approval must be documented.

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)

Course	Field Experience Documentation Verification	Key Assignment
EDUC 100FE: Introduction to Education Field Experience	15 hours of observation in a general education room <u>If you completed</u> 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. <u>If you need to complete</u> 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 EDUC 100 Journal 4. Turn in documents to the Education Office.	Key Assignment A - Reflection Paper (See Below)
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 <u>If you completed</u> the hours in your course: 1. Provide a time log signed by the cooperating teacher OR the course is available on the transcript. <u>If you need to complete</u> 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).