CHAPTER 14
ISSUANCE OF PRACTITIONER'S LICENSES AND ENDORSEMENTS

[Prior to 9/7/88, see Public Instruction Department[670] Ch 70]
[Prior to 10/3/90, see Education Department[281] Ch 73]
[282—14.25 to 14.29 transferred from 281—84.18 to 84.22, IAB 1/9/91, effective 12/21/90]

282—14.1(272) Applicants desiring Iowa licensure. Licenses are issued upon application filed on a form provided by the board of educational examiners.

14.1(1) Effective October 1, 2000, an initial applicant will be required to submit a completed fingerprint packet that accompanies the application to facilitate a national criminal history background check. The fee for the evaluation of the fingerprint packet will be assessed to the applicant.

14.1(2) Effective October 1, 2000, an Iowa department of criminal investigation background check will be conducted on initial applicants. The fee for the evaluation of the DCI background check will be assessed to the applicant.

282—14.2(272) Applicants from recognized Iowa institutions. An applicant for initial licensure who completes the teacher or administrative preparation program from a recognized Iowa institution shall have the recommendation for the specific endorsement(s) from the designated recommending official at the recognized education institution where the preparation was completed. A recognized Iowa institution is one which has its program of preparation approved by the state board of education according to standards established by the board.

282—14.3(272) Applicants from recognized non-Iowa institutions. An applicant for initial licensure who completes the teacher or administrative preparation program from a recognized non-Iowa institution shall have the recommendation for the specific endorsement from the designated recommending official at the recognized institution where the preparation was completed, provided all requirements for Iowa licensure have been met.

Applicants whose preparation was completed through a nontraditional program or through an accumulation of credits from several institutions shall file all transcripts with the board of educational examiners for a determination of eligibility for licensure.

A recognized non-Iowa institution is one which is accredited by the regional accrediting agency for the territory in which the institution is located.

282—14.4(272) Applicants from foreign institutions. An applicant for initial licensure whose preparation was completed in a foreign institution will be required to have all records translated into English and then file these records with the board of educational examiners for a determination of eligibility for licensure.

282—14.5(272) Issue date on original license. A license is valid only from and after the date of issuance.

282—14.6(272) Adding endorsements to licenses. After the issuance of a teaching or administrative license, an individual may add other endorsements to that license upon proper application provided current requirements for that endorsement have been met. An updated license with expiration date unchanged from the original or renewed license will be prepared.

To add an endorsement, the applicant must follow one of these options:

Option 1. Identify with a recognized Iowa teacher preparing institution and meet that institution's current requirements for the endorsement desired and receive that institution's recommendation.

Option 2. Identify with a recognized Iowa teacher education institution and receive a statement that the applicant has completed the equivalent of the institution's approved program for the endorsement sought.

Option 3. Identify with a recognized teacher education institution and receive a statement that based on the institution's evaluation of the individual's preparation the applicant has completed all of the Iowa requirements for the endorsement sought.

Appeal: If an applicant cannot obtain an equivalent statement from an institution and if the applicant believes the Iowa requirements have been met, the applicant may file the transcripts for review. The rejection from the institution must be in writing. In this situation, the staff in the board of educational examiners will review the preparation in terms of the Iowa requirements.

282—14.7(272) Correcting licenses. If at the time of the original issuance or renewal of a certificate, a person does not receive an endorsement for which eligible, a corrected license will be issued. Also, if a person receives an endorsement for which not eligible, a corrected license will be issued.

282—14.8(272) Duplicate licenses. Upon application and fee, duplicate licenses will be issued. The fee for the duplicate license is set out in subrule 14.32(3).

282—14.9(272) Fraud in procurement or renewal of licenses. Fraud in procurement or renewal of a license or falsifying records for licensure purposes will constitute grounds for filing a complaint with the board of educational examiners.

282—14.10(272) Licenses. The following licenses are issued by the board.

Provisional
Educational
Professional Teacher
Professional Administrator
Conditional
Substitute
Area Education Agency Administrator
Alternative Preparation

282—14.11(272) Requirements for a provisional license.

1. Baccalaureate degree from a regionally accredited institution.
2. Completion of an approved teacher education program.
3. Completion of an approved human relations component.
4. Completion of requirements for one of the teaching endorsements listed under 282—14.18(272), the special education teaching endorsements in 282—Chapter 15, or the secondary level occupational endorsements listed in rule 282—16.1(272).
5. Meet the recency requirement of 14.15"3."

The provisional license is valid for two years and may be renewed under certain prescribed conditions listed in 282—17.8(272).

282—14.12(272) Requirements for an educational license.

1. Completion of items 1, 2, 3, 4 listed under 14.11(272).
2. Evidence of two years' successful teaching experience based on a local evaluation process.
3. Meet the recency requirement of 14.15"3."

The educational license is valid for five years and may be renewed by meeting requirements listed in 282—17.5(272).

282—14.13(272) Requirements for a professional teacher's license.

1. Holder of or eligible for an educational license.
2. Five years of teaching experience.
3. Master's degree in an instructional endorsement area, or in an area of educational or instructional improvement or school curriculum; the master's degree must be related to school-based programming.

The professional teacher's license is valid for five years and may be renewed by meeting requirements listed in 282—17.6(272).

282—14.14(272) Requirements for a professional administrator's license.

1. Holder of or eligible for an educational license.
2. Five years of teaching experience.
3. Completion of an area of endorsement as listed in 282—14.23(272).
4. Meet the requirements for the evaluator approval.

The professional administrator's license is valid for five years and may be renewed by meeting requirements listed in 282—17.7(272).

282—14.15(272) Requirements for a one-year conditional license. A conditional license valid for one year may be issued to an individual under the following conditions:

1. Has not completed all the required courses in the professional core from 14.19(3)*"a"* through *"k."*
2. Has not completed an approved human relations component.
3. Recency—Meets the requirement(s) for a valid license but has had less than 160 days of teaching experience during the five-year period immediately preceding the date of application or has not completed six semester hours of college credit from a recognized institution within the five-year period.

To obtain the desired license, the applicant must complete recent credit, and where recent credits are required, these credits shall be taken in professional education or in the applicant's endorsement area(s).

4. Degree not granted until next regular commencement. An applicant who meets the requirements for a license, with the exception of the degree but whose degree will not be granted until the next regular commencement, may be issued a one-year conditional license.
5. Based on an expired Iowa certificate or license, exclusive of a conditional license. The holder of an expired Iowa license, exclusive of a conditional license or a temporary certificate shall be eligible to receive a conditional license upon application. This license shall be endorsed for the type of service authorized by the expired license on which it is based.
6. Based on an administrative decision. The bureau of practitioner preparation and licensure is authorized to issue a conditional license to applicants whose services are needed to fill positions in unique need circumstances.

The conditional license is valid for one year and not renewable.

For a one-year conditional license with a special education endorsement, see 282—Chapter 15.

282—14.16(272) Requirements for a two-year conditional license. A conditional license valid for two years may be issued to an individual under the following conditions:

If a person is the holder of a valid license and is the holder of one or more endorsements, but is seeking to obtain some other endorsement, a two-year conditional license may be issued if requested by an employer and the individual seeking this endorsement has completed at least two-thirds of the content requirements or one-half of the content requirements in a state-designated shortage area, leading to completion of all requirements for that endorsement.

If teaching experience is a requirement of the endorsement sought, a maximum of one year of teaching experience may be earned within the term of the conditional license by teaching a minimum of one hour per day for a minimum of 160 days per year in a classroom for which the applicant holds the proper endorsement. For the superintendent's endorsement, all experience requirements must have been met prior to applying for the conditional license.

A school district administrator may file a written request with the board for an exception to the minimum content requirements on the basis of documented need and benefit to the instructional program. The board will review the request and provide a written decision either approving or denying the request.

This license is not renewable.

282—14.17(272) Requirements for a substitute teacher's license.

14.17(1) A substitute teacher's license may be issued to an individual who has met the following:

a. Has been the holder of, or presently holds, a license in Iowa; or holds or held a regular teacher's license or certificate in another state, exclusive of temporary, emergency, substitute certificate or license, or a certificate based on an alternative certification program.

b. Has successfully completed all requirements of an approved teacher education program and is eligible for the provisional license, but has not applied for and been issued this license, or who meets all requirements for the provisional license with the exception of the degree but whose degree will be granted at the next regular commencement.

14.17(2) A substitute license is valid for five years and for not more than 90 days of teaching in any one assignment during any one school year.

A school district administrator may file a written request with the board for an extension of the 90-day limit in one assignment on the basis of documented need and benefit to the instructional program. The board will review the request and provide a written decision either approving or denying the request.

14.17(3) The holder of a substitute license is authorized to teach in any school system in any position in which a regularly licensed teacher was employed to begin the school year.

In addition to the authority inherent in the provisional, educational, professional teacher, two-year exchange, and permanent professional licenses and the endorsement(s) held, the holder of one of these regular licenses may substitute on the same basis as the holder of a substitute license while the regular license is in effect.

This license may be renewed by meeting requirements listed in 282—17.9(272).

282—14.18(272) Areas and grade levels of teaching endorsements.

1. Teaching—Subject areas.

Endorsements	**Grade Levels**	
	K-6*	**7-12****
Agriculture		X
Art	X	X
Business — General		X
Business — Office and Business — Marketing/Management		X
Driver and Safety Education		X
English/Language Arts	X	X
Foreign Language	X	X
Health	X	X
Home Economics		X
Industrial Technology		X
Journalism		X
Mathematics	X	X
Music	X	X
Physical Education	X	X
Reading	X	X

Science		
Basic	X	
Biological		X
Chemistry		X
Earth Science		X
General Science		X
Physical Science		X
Physics		X
Social Sciences		
American Government		X
American History		X
Anthropology		X
Economics		X
Geography		X
History	X	
Psychology		X
Social Studies	X	
Sociology		X
World History		X
Speech Communication/Theatre	X	X

2. Teaching—Other areas.

Endorsements	**Grade Levels**			
	Pk-K	**K-6***	**7-12****	**K-12**
Coach				X
School Media Specialist		X	X	X
General Elementary Teacher		X		
General Pk-K Teacher	X			
ESL Teacher				X
Counselor		X	X	
Reading Specialist				X
School Nurse				X

*The holder of this endorsement may be assigned by local school board action to fulfill this assignment at the 7-8 grade level.
**The holder of this endorsement may be assigned by local school board action to fulfill this assignment at the 5-6 grade level.

282—14.19(272) Requirements for an original teaching subject area endorsement.

14.19(1) *Baccalaureate degree from a regionally accredited institution.*

14.19(2) *Completion of an approved human relations component.*

14.19(3) *Professional education core.* Completed coursework or evidence of competency in:

a. Structure of American education.

b. Philosophies of education.

c. Professional ethics and legal responsibilities.

d. Psychology of teaching.

e. Audiovisual/media/computer technology.

f. Evaluation techniques.

g. Human growth and development related to the grade level endorsement desired.

h. Exceptional learner (the program must include preparation that contributes to the education of the handicapped and the gifted and talented).

i. Classroom management with an emphasis related to the grade level endorsement desired.

j. Instructional planning and strategies for teaching related to the grade level endorsement desired.

k. Curriculum organization, development with an emphasis on the subject and grade level endorsement desired.

l. Completion of pre-student teaching field-based experiences.

m. Methods of teaching with an emphasis on the subject and grade level endorsement desired.

n. Student teaching in the subject area and grade level endorsement desired.

14.19(4) *Content.* Completion of a 30-semester-hour teaching major which must minimally include the requirements for at least one of the endorsement areas listed in rule 14.18(272), the special education teaching endorsements in 282—Chapter 15, or the secondary level occupational endorsements listed in rule 282—16.1(272).

282—14.20(272) Requirements for other teaching endorsements.

14.20(1) *Athletic coach.* K-12.

a. The holder of this endorsement may serve as a head coach or an assistant coach in kindergarten and grades one through twelve.

b. Program requirements.

(1) One semester hour college or university course in the structure and function of the human body in relation to physical activity.

(2) One semester hour college or university course in human growth and development of children and youth as related to physical activity.

(3) Two semester hour college or university course in athletic conditioning, care and prevention of injuries and first aid as related to physical activity.

(4) One semester hour college or university course in the theory of coaching interscholastic athletics.

NOTE: An applicant for the coaching endorsement must hold a teacher's license with one of the teaching endorsements.

14.20(2) *Teacher—elementary classroom.*

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

b. *Program requirements.*

(1) Degree—baccalaureate.

(2) Completion of an approved human relations component.

(3) Completion of the professional education core. See 14.19(3).

(4) Content:

1. Child growth and development with emphasis on the emotional, physical and mental characteristics of elementary age children, unless completed as part of the professional education core. See 14.19(3).

2. Methods and materials of teaching elementary language arts.

3. Methods and materials of teaching elementary reading.

4. Elementary curriculum (methods and materials).

5. Methods and materials of teaching elementary mathematics.

6. Methods and materials of teaching elementary science.

7. Children's literature.

8. Methods and materials of teaching elementary social studies.

9. Methods and materials in two of the following areas:
Methods and materials of teaching elementary health.
Methods and materials of teaching elementary physical education.
Methods and materials of teaching elementary art.
Methods and materials of teaching elementary music.

10. Pre-student teaching field experience in at least two different grades.

11. A field of specialization in a single discipline or a formal interdisciplinary program of at least twelve semester hours.

14.20(3) *Teacher—prekindergarten-kindergarten.*

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

b. *Program requirements.*

(1) Degree—baccalaureate.

(2) Completion of an approved human relations program.

(3) Completion of the professional education core. See 14.19(3).

(4) Content:

1. Human growth and development: infancy and early childhood, unless completed as part of the professional education core. See 14.19(3).

2. Curriculum development and methodology for young children.

3. Child-family-school-community relationships (community agencies).

4. Guidance of young children three to six years of age.

5. Organization of prekindergarten-kindergarten programs.

6. Child and family nutrition.

7. Language development and learning.

8. Kindergarten: programs and curriculum development.

14.20(4) *ESL.* K-12.

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

b. *Program requirements.*

(1) Degree—baccalaureate.

(2) Completion of an approved human relations program.

(3) Completion of the professional education core. See 14.19(3).

(4) Content. Completion of 24 semester hours of coursework in English as a second language to include the following:

1. Teaching English as a second language.
2. Applied linguistics.
3. Language in culture.
4. Bilingual education.
5. Nature of language.
6. Process of language acquisition.

14.20(5) *Elementary counselor.*

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

b. *Program requirements.*

(1) Degree—master's.

(2) Content. Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. This sequence is to be at least 27 semester hours to include the following:

1. Human development (career, personal and social development of children and youth).
2. Elementary school guidance.
3. Theory of counseling.
4. Individual and group appraisal.
5. Group methods in guidance and counseling.
6. Educational psychology/learning theory/elementary curriculum.
7. Social, philosophical, or psychological foundations.
8. Child developmental studies.
9. Practicum in elementary school counseling.

c. *Other.*

(1) Have had one year of successful teaching experience.

(2) Be the holder of or eligible for one other teaching endorsement listed in 14.18(272).

14.20(6) *Secondary counselor.*

a. *Authorization.* The holder of this endorsement is authorized to serve as a counselor in grades seven through twelve.

b. *Program requirements.*

(1) Degree—master's.

(2) Content. Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. This sequence is to be at least 27 semester hours to include the following:

1. Human development (career, personal and social development of children and youth).
2. Secondary school guidance.
3. Theory of counseling.
4. Individual and group appraisal.
5. Group methods in guidance and counseling.

6. Educational psychology/learning theory/secondary curriculum.
7. Social, philosophical, or psychological foundations.
8. Adolescent developmental studies.
9. Practicum in secondary school counseling.

c. Other.

(1) Have had one year of successful teaching experience.

(2) Be the holder of or eligible for one other teaching endorsement listed in 14.18(272).

14.20(7) *Reading specialist.* K-12.

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

b. Program requirements.

(1) Degree—master's.

(2) Content. Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. This sequence is to be at least 27 semester hours to include the following:

1. Educational psychology/human growth and development.
2. Educational measurement and evaluation.
3. Foundations of reading.
4. Diagnosis of reading problems.
5. Remedial reading.
6. Psychology of reading.
7. Language learning and reading disabilities.
8. Practicum in reading.
9. Administration and supervision of reading programs at the elementary and secondary levels.

NOTE: The applicant must have met the requirements for the educational license and a teaching endorsement, and present evidence of at least one year of experience which included the teaching of reading as a significant part of the responsibility.

14.20(8) *Elementary school media specialist.*

a. Authorization. The holder of this endorsement is authorized to serve as a school media specialist in kindergarten and grades one through six.

b. Program requirements.

(1) Degree—baccalaureate.

(2) Completion of an approved human relations program.

(3) Completion of the professional education core. See 14.19(3).

(4) Content. Completion of 24 semester hours in school media coursework to include the following:

1. Knowledge of materials and literature in all formats for elementary children.
2. Selection, utilization and evaluation of library media materials and equipment.
3. Design and production of instructional materials.
4. Acquisition, cataloging and classification of materials and organization of equipment.
5. Information retrieval, reference services and networking.
6. Planning, evaluation and administration of media programs.
7. Practicum in an elementary school media center.

14.20(9) *Secondary school media specialist.*

a. *Authorization.* The holder of this endorsement is authorized to serve as a school media specialist in grades seven through twelve.

b. *Program requirements.*

(1) Degree—baccalaureate.

(2) Completion of an approved human relations program.

(3) Completion of the professional education core. See 14.19(3).

(4) Content. Completion of 24 semester hours in school media coursework to include the following:

1. Knowledge of materials and literature in all formats for adolescents.
2. Selection, utilization and evaluation of library media materials and equipment.
3. Design and production of instructional materials.
4. Acquisition, cataloging and classification of materials and organization of equipment.
5. Information retrieval, reference services and networking.
6. Planning, evaluation and administration of media programs.
7. Practicum in a secondary school media center.

14.20(10) *School media specialist.* K-12.

a. *Authorization.* The holder of this endorsement is authorized to serve as a school media specialist in kindergarten and grades one through twelve.

b. *Program requirements:*

(1) Degree—master's.

(2) Content. Completion of a sequence of courses and experiences which may have been part of, or in addition to, the degree requirements. This sequence is to be at least 30 semester hours in school media coursework, to include the following:

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

NOTE: The applicant must be the holder of or eligible for the provisional license.

14.20(11) *School nurse.*

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

b. *Program requirements.*

(1) Degree—baccalaureate.

(2) Completion of an approved human relations program.

(3) Completion of the professional education core. See 14.19(3).

(4) Content:

1. Organization and administration of school nurse services including the appraisal of the health needs of children and youth.

2. School-community relationships and resources/coordination of school and community resources to serve the health needs of children and youth.

3. Knowledge and understanding of the health needs of exceptional children.

4. Health education.

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

NOTE: Although the school nurse endorsement does not authorize general classroom teaching, it does authorize the holder to teach health at all grade levels.

14.20(12) *Teacher—prekindergarten through grade three.*

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

b. Program requirements.

(1) Degree—baccalaureate.

(2) Completion of an approved human relations program.

(3) Completion of the professional education core. See 14.19(3).

(4) Content:

1. Child growth and development with emphasis on cognitive, language, physical, social, and emotional development, both typical and atypical, for infants and toddlers, preprimary, and primary school children (grades one through three), unless combined as part of the professional education core. See 14.19(3) of the licensure rules for the professional core.

2. Historical, philosophical, and social foundations of early childhood education.

3. Developmentally appropriate curriculum with emphasis on integrated multicultural and nonsexist content including language, mathematics, science, social studies, health, safety, nutrition, visual and expressive arts, social skills, higher-thinking skills, and developmentally appropriate methodology, including adaptations for individual needs, for infants and toddlers, preprimary, and primary school children.

4. Characteristics of play and creativity, and their contributions to the cognitive, language, physical, social and emotional development and learning of infants and toddlers, preprimary, and primary school children.

5. Classroom organization and individual interactions to create positive learning environments for infants and toddlers, preprimary, and primary school children based on child development theory emphasizing guidance techniques.

6. Observation and application of developmentally appropriate assessments for infants and toddlers, preprimary, and primary school children recognizing, referring, and making adaptations for children who are at risk or who have exceptional educational needs and talents.

7. Home-school-community relationships and interactions designed to promote and support parent, family and community involvement, and interagency collaboration.

8. Family systems, cultural diversity, and factors which place families at risk.

9. Child and family health and nutrition.

10. Advocacy, legislation, and public policy as they affect children and families.

11. Administration of child care programs to include staff and program development and supervision and evaluation of support staff.

12. Pre-student teaching field experience with three age levels in infant and toddler, preprimary, and primary programs, with no less than 100 clock hours, and in different settings, such as rural and urban, socioeconomic status, cultural diversity, program types, and program sponsorship.

(5) Student teaching experiences with two different age levels, one before kindergarten and one from kindergarten through grade three.

14.20(13) *Talented and gifted teacher-coordinator.*

a. Authorization. The holder of this endorsement is authorized to serve as a teacher or a coordinator of programs for the gifted and talented from the prekindergarten level through grade twelve. This authorization does not permit general classroom teaching at any level except that level or area for which the holder is eligible or holds the specific endorsement.

b. Program requirements—content. Completion of 12 graduate semester hours of coursework in the area of the gifted and talented to include the following:

(1) Psychology of the gifted.

(2) Programming for the gifted.

(3) Administration and supervision of gifted programs.

(4) Practicum experience in gifted programs.

NOTE: Teachers in specific subject areas will not be required to hold this endorsement if they teach gifted students in their respective endorsement areas.

Practitioners licensed and employed after August 31, 1995, and assigned as teachers or coordinators in programs for the talented and gifted will be required to hold this endorsement.

14.20(14) *American Sign Language endorsement.*

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

b. Program requirements.

(1) Degree—baccalaureate.

(2) Completion of an approved human relations program.

(3) Completion of the professional education core.

(4) Content. Completion of 18 semester hours of coursework in American Sign Language to include the following:

1. Second language acquisition.
2. Sociology of the deaf community.
3. Linguistic structure of American Sign Language.
4. Language teaching methodology specific to American Sign Language.
5. Teaching the culture of deaf people.
6. Assessment of students in an American Sign Language program.

c. Other. Be the holder of or eligible for one other teaching endorsement listed in rule 14.18(272).

14.20(15) *Middle school endorsement.*

a. Authorization. The holder of this endorsement is authorized to teach all subjects in grades five through eight with the exception of art, industrial arts, music, reading, physical education and special education.

b. Program requirements.

(1) Be the holder of a currently valid Iowa teacher's license with either the general elementary endorsement or one of the subject matter secondary level endorsements set out in subrules 14.18(1) or 16.1(1) to 16.1(5).

(2) Required coursework.

1. Three semester hours of coursework in the growth and development of the middle school age child, specifically addressing the emotional, physical and mental characteristics and needs of middle school age children in addition to related studies completed as part of the professional education core in 14.19(3).

2. Three semester hours of coursework in middle school design, instruction, and curriculum including, but not limited to, instruction in interdisciplinary teaming, pedagogy, and methods in addition to related studies completed as part of the professional education core in 14.19(3).

3. Six semester hours of coursework in the social studies to include coursework in American history, world history, and geography.

4. Six semester hours in mathematics to include coursework in algebra.

5. Six semester hours in science to include coursework in life science and physical science.

6. Six semester hours in language arts to include coursework in grammar, composition, and speech.

14.20(16) *Teacher—prekindergarten through grade three, including special education.*

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

b. Program requirements.

(1) Degree—baccalaureate.

(2) Completion of an approved human relations program.

(3) Completion of the professional education core. See 14.19(3).

c. Content.

(1) Child growth and development.

1. Understand the nature of child growth and development for infants and toddlers (birth through age 2), preprimary (age 3 through age 5) and primary school children (age 6 through age 8), both typical and atypical, in areas of cognition, language development, physical motor, social-emotional, aesthetics, and adaptive behavior.

2. Understand individual differences in development and learning including risk factors, developmental variations and developmental patterns of specific disabilities and special abilities.

3. Recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity influences development and learning.

(2) Developmentally appropriate learning environment and curriculum implementation.

1. Establish learning environments with social support, from the teacher and from other students, for all children to meet their optimal potential, with a climate characterized by mutual respect, encouraging and valuing the efforts of all regardless of proficiency.

2. Appropriately use informal and formal assessment to monitor development of children and to plan and evaluate curriculum and teaching practices to meet individual needs of children and families.

3. Plan, implement, and continuously evaluate developmentally and individually appropriate curriculum goals, content, and teaching practices for infants, toddlers, preprimary and primary children based on the needs and interests of individual children, their families and community.

4. Use both child-initiated and teacher-directed instructional methods, including strategies such as small and large group projects, unstructured and structured play, systematic instruction, group discussion and cooperative decision making.

5. Develop and implement integrated learning experiences for home-, center- and school-based environments for infants, toddlers, preprimary and primary children:

- Develop and implement integrated learning experiences that facilitate cognition, communication, social and physical development of infants and toddlers within the context of parent-child and caregiver-child relationships.
- Develop and implement learning experiences for preprimary and primary children with focus on multicultural and nonsexist content that includes development of responsibility, aesthetic and artistic development, physical development and well-being, cognitive development, and emotional and social development.
- Develop and implement learning experiences for infants, toddlers, preprimary, and primary children with a focus on language, mathematics, science, social studies, visual and expressive arts, social skills, higher-thinking skills, and developmentally appropriate methodology.
- Develop adaptations and accommodations for infants, toddlers, preprimary, and primary-aged children to meet their individual needs.

6. Adapt materials, equipment, the environment, programs and use of human resources to meet social, cognitive, physical motor, communication, and medical needs of children and diverse learning needs.

(3) Health, safety and nutrition.

1. Design and implement physically and psychologically safe and healthy indoor and outdoor environments to promote development and learning.

2. Promote nutritional practices that support cognitive, social, cultural and physical development of young children.

3. Implement appropriate appraisal and management of health concerns of young children including procedures for children with special health care needs.

4. Recognize signs of emotional distress, physical and mental abuse and neglect in young children and understand mandatory reporting procedures.

5. Demonstrate proficiency in infant-child cardiopulmonary resuscitation, emergency procedures and first aid.

(4) Family and community collaboration.

1. Apply theories and knowledge of dynamic roles and relationships within and between families, schools, and communities.

2. Assist families in identifying resources, priorities, and concerns in relation to the child's development.

3. Link families, based on identified needs, priorities and concerns, with a variety of resources.

4. Use communication, problem-solving and help-giving skills in collaboration with families and other professionals to support the development, learning and well-being of young children.

5. Participate as an effective member of a team with other professionals and families to develop and implement learning plans and environments for young children.

(5) Professionalism.

1. Understand legislation and public policy that affect all young children, with and without disabilities, and their families.

2. Understand legal aspects, historical, philosophical, and social foundations of early childhood education and special education.

3. Understand principles of administration, organization and operation of programs for children aged birth to 8 and their families, including staff and program development, supervision and evaluation of staff, and continuing improvement of programs and services.

4. Identify current trends and issues of the profession to inform and improve practices and advocate for quality programs for young children and their families.

5. Adhere to professional and ethical codes.

6. Engage in reflective inquiry and demonstration of professional self-knowledge.

(6) Pre-student teaching field experiences. Complete 100 clock hours of pre-student teaching field experience with three age levels in infant and toddler, preprimary and primary programs and in different settings, such as rural and urban, encompassing differing socioeconomic status, ability levels, cultural and linguistic diversity and program types and sponsorship.

(7) Student teaching. Complete a supervised student teaching experience of at least 12 weeks' total in at least two different settings in two of three age levels: infant and toddler, preprimary, primary and with children with and without disabilities.

282—14.21(272) Minimum content requirements for teaching endorsements.

14.21(1) *Agriculture.* 7-12. Completion of 24 semester hours in agriculture to include coursework in agronomy, animal science, agricultural mechanics, and agricultural economics.

14.21(2) *Art.* K-6 or 7-12. Completion of 24 semester hours in art to include coursework in art history, studio art, and two- and three-dimensional art.

14.21(3) *Business—general.* 7-12. Completion of 24 semester hours in business to include 6 semester hours in accounting, 6 semester hours in business law, and coursework in computer applications, and coursework in consumer studies.

14.21(4) *Business—office.* 7-12. Completion of 24 semester hours in business to include advanced coursework in typewriting, computer applications or word processing, and office management.

14.21(5) *Business—marketing/management.* 7-12. Completion of 24 semester hours in business to include a minimum of 6 semester hours each in marketing, management, and economics.

14.21(6) *Driver and safety education.* 7-12. Completion of 15 semester hours in driver and safety education to include coursework in accident prevention, vehicle safety, and behind-the-wheel driving.

14.21(7) *English/language arts.*

a. *K-6.* Completion of 24 semester hours in English and language arts to include coursework in oral communication, written communication, language development, reading, children's literature, creative drama or oral interpretation of literature, and American literature.

b. *7-12.* Completion of 24 semester hours in English to include coursework in oral communication, written communication, language development, reading, American literature, English literature and adolescent literature.

14.21(8) *Foreign language.* K-6 and 7-12. Completion of 24 semester hours in each foreign language.

14.21(9) *Health.* K-6 and 7-12. Completion of 24 semester hours in health to include coursework in public or community health, consumer health, substance abuse, family life education, mental/emotional health, and human nutrition.

14.21(10) *Home economics—general.* 7-12. Completion of 24 semester hours in home economics to include coursework in family life development, clothing and textiles, housing, and foods and nutrition.

14.21(11) *Industrial technology.* 7-12. Completion of 24 semester hours in industrial technology to include coursework in manufacturing, construction, energy and power, graphic communications and transportation. The coursework is to include at least 6 semester hours in three different areas.

14.21(12) *Journalism.* 7-12. Completion of 15 semester hours in journalism to include coursework in writing, editing, production and visual communications.

14.21(13) *Mathematics.*

a. *K-6.* Completion of 24 semester hours in mathematics to include coursework in algebra, geometry, number theory, measurement, computer programming, and probability and statistics.

b. *7-12.* Completion of 24 semester hours in mathematics to include coursework in algebra, geometry, calculus, computer programming, and probability and statistics.

14.21(14) *Music.*

a. *K-6.* Completion of 24 semester hours in music to include coursework in music theory (at least two courses), music history, and applied music.

b. *7-12.* Completion of 24 semester hours in music to include coursework in music theory (at least two courses), music history (at least two courses), applied music, and conducting.

14.21(15) *Physical education.*

a. *K-6.* Completion of 24 semester hours in physical education to include coursework in human anatomy, human physiology, movement education, adapted physical education, physical education in the elementary school, human growth and development of children related to physical education, and first aid and emergency care.

b. *7-12.* Completion of 24 semester hours in physical education to include coursework in human anatomy, kinesiology, human physiology, human growth and development related to maturational and motor learning, adapted physical education, curriculum and administration of physical education, assessment processes in physical education, and first aid and emergency care.

14.21(16) *Reading.*

a. *K-6.* Completion of 20 semester hours in reading to include at least 12 semester hours specifically in reading by course title which must include foundations in methods and materials for teaching reading in the elementary classroom, corrective reading, remedial reading, a supervised tutoring experience, and at least 8 hours of coursework from oral and written communication, language development, children's literature, and tests and measurement.

b. *7-12.* Completion of 20 semester hours in reading to include at least 12 semester hours specifically in reading by course title which must include foundations in methods and materials of teaching reading in the secondary classroom, corrective reading, reading in content areas, remedial reading, a supervised tutoring experience, and at least 8 hours of coursework from oral and written communication, the structure of language, adolescent literature, and tests and measurement.

14.21(17) *Science.*

a. *Science—basic.* K-6. Completion of at least 24 semester hours in science to include 12 hours in physical sciences, 6 hours in biology, and 6 hours in earth/space sciences.

(1) Competencies.

1. Understand the nature of scientific inquiry, its central role in science, and how to use the skills and processes of scientific inquiry.

2. Understand the fundamental facts and concepts in major science disciplines.

3. Be able to make conceptual connections within and across science disciplines, as well as to mathematics, technology, and other school subjects.

4. Be able to use scientific understanding when dealing with personal and societal issues.

(2) Reserved.

b. *Biological.* 7-12. Completion of 24 semester hours in biological science or 30 semester hours in the broad area of science to include 15 semester hours in biological science.

c. *Chemistry.* 7-12. Completion of 24 semester hours in chemistry or 30 semester hours in the broad area of science to include 15 semester hours in chemistry.

d. *Earth science.* 7-12. Completion of 24 semester hours in earth science or 30 semester hours in the broad area of science to include 15 semester hours in earth science.

e. *General science.* 7-12. Rescinded IAB 4/7/99, effective 7/1/00.

f. *Physical science.* 7-12. Completion of 24 semester hours in physical sciences to include coursework in physics, chemistry, and earth science.

g. *Physics.* 7-12. Completion of 24 semester hours in physics or 30 semester hours in the broad area of science to include 15 semester hours in physics.

h. *All science I.* Grades 5-8. The holder of this endorsement must also hold the middle school endorsement listed under 14.20(15).

(1) Required coursework. Completion of at least 24 semester hours in science to include 6 hours in chemistry, 6 hours in physics or physical sciences, 6 hours in biology, and 6 hours in the earth/space sciences.

(2) Competencies.

1. Understand the nature of scientific inquiry, its central role in science, and how to use the skills and processes of scientific inquiry.

2. Understand the fundamental facts and concepts in major science disciplines.

3. Be able to make conceptual connections within and across science disciplines, as well as to mathematics, technology, and other school subjects.

4. Be able to use scientific understanding when dealing with personal and societal issues.

i. *All science II.* Grades 9-12.

(1) Required coursework.

1. Completion of one of the following endorsement areas listed under 14.21(17): biological 7-12 or chemistry 7-12 or earth science 7-12 or physics 7-12.

2. Completion of at least 12 hours in each of the other three endorsement areas.

(2) Competencies.

1. Understand the nature of scientific inquiry, its central role in science, and how to use the skills and processes of scientific inquiry.

2. Understand the fundamental facts and concepts in major science disciplines.

3. Be able to make conceptual connections within and across science disciplines, as well as to mathematics, technology, and other school subjects.

4. Be able to use scientific understanding when dealing with personal and societal issues.

14.21(18) *Social sciences.*

a. *American government.* 7-12. Completion of 24 semester hours in American government or 30 semester hours in the broad area of social sciences to include 15 semester hours in American government.

b. *American history.* 7-12. Completion of 24 semester hours in American history or 30 semester hours in the broad area of the social sciences to include 15 semester hours in American history.

c. *Anthropology.* 7-12. Completion of 24 semester hours in anthropology or 30 semester hours in the broad area of social sciences to include 15 semester hours in anthropology.

d. *Economics.* 7-12. Completion of 24 semester hours in economics or 30 semester hours in the broad area of the social sciences to include 15 semester hours in economics, or 30 semester hours in the broad area of business to include 15 semester hours in economics.

e. *Geography.* 7-12. Completion of 24 semester hours in geography or 30 semester hours in the broad area of the social sciences to include 15 semester hours in geography.

f. *History.* K-6. Completion of 24 semester hours in history to include at least 9 semester hours in American history and 9 semester hours in world history.

g. *Psychology.* 7-12. Completion of 24 semester hours in psychology or 30 semester hours in the broad area of social sciences to include 15 semester hours in psychology.

h. *Social studies.* K-6. Completion of 24 semester hours in social studies, to include coursework from at least three of these areas: history, sociology, economics, American government, psychology and geography.

i. *Sociology.* 7-12. Completion of 24 semester hours in sociology or 30 semester hours in the broad area of social sciences to include 15 semester hours in sociology.

j. *World history.* 7-12. Completion of 24 semester hours in world history or 30 semester hours in the broad area of social sciences to include 15 semester hours in world history.

k. *All social sciences.* 7-12. Effective July 1, 2000, completion of 51 semester hours in the social sciences to include 9 semester hours in each of American and world history, 9 semester hours in government, 6 semester hours in sociology, 6 semester hours in psychology other than educational psychology, 6 semester hours in geography, and 6 semester hours in economics.

14.21(19) *Speech communication/theatre.*

a. *K-6.* Completion of 20 semester hours in speech communication/theatre to include coursework in speech communication, creative drama or theatre, and oral interpretation.

b. *7-12.* Completion of 24 semester hours in speech communication/theatre to include coursework in speech communication, oral interpretation, creative drama or theatre, argumentation and debate, and mass media communication.

This rule is intended to implement Iowa Code chapter 272.

282—14.22(272) Area and grade levels of administrative endorsements.

Endorsements	Grade Levels			
	Pk-6*	7-12**	Pk-12	AEA
1. Principal	X	X		
2. Superintendent			X	
3. Area Education Agency				X

*The holder of this endorsement may be assigned by local school board action to fulfill this assignment at the 7-8 grade level.
**The holder of this endorsement may be assigned by local school board action to fulfill this assignment at the 5-6 grade level.

282—14.23(272) Administrative endorsements.

14.23(1) *Elementary principal.*

a. *Authorization.* The holder of this endorsement is authorized to serve as a principal of programs serving children from birth through grade six.

b. *Program requirements.*

(1) Degree — master's.

(2) Content: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. This sequence is to be at least 27 semester hours to include the following:

1. Early childhood, elementary and early adolescent level administration.
2. Early childhood, elementary and early adolescent level supervision and evaluation.
3. Knowledge and skill related to early childhood, elementary, early adolescent level curriculum development.
4. Knowledge of current strategies and developmentally appropriate practices of early childhood and elementary education, including an observation practicum.
5. Knowledge of home-school-community relationships and interactions designed to promote parent education, family involvement, and interagency collaboration.
6. Knowledge of child growth and development from birth through early adolescence.
7. School law and legislative and public policy issues affecting children and families.
8. Historical, social, philosophical, and psychological foundations related to early childhood, elementary and early adolescence.
9. Knowledge of family support systems, factors which place families at risk, and child care issues.
10. Planned field experiences in early childhood and in elementary or early adolescent school administration.
11. Evaluator approval component.