

Foreign Language and English as a Second Language

**TEACHER EDUCATION PROGRAM
HANDBOOK**



**College of Education
Division of Curriculum and Instruction
The University of Iowa**

For updated information please go to
<http://www.education.uiowa.edu/tess/>



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FOREIGN AND ENGLISH AS A SECOND LANGUAGE TEACHER EDUCATION PROGRAM

This handbook has been prepared to provide specific information for students interested in the Foreign Language and English as a Second Language Teacher Education Program. Further information about the Teacher Education Program at the University of Iowa can be obtained from the Office of Teacher Education and Student Services in N310 Lindquist Center and from the *Teacher Education Handbook* published by the College of Education, also available in the Office of Teacher Education and Student Services. For the most current information and application procedures always refer to the website <http://www.education.uiowa.edu/tess/>.

I. INTRODUCTION

In 1996, Sarah Jane Moore of the National Foreign Language Center said the following about our foreign/second language teacher preparation program: “THIS [UNIVERSITY OF IOWA] PROGRAM WAS PROBABLY THE MOST COMPREHENSIVE TEACHER EDUCATION PROGRAM IN THE COUNTRY.” We take pride in the graduates of our program and can point to nationally and internationally involved instructional leaders in foreign/second language teaching and learning that have graduated from the University of Iowa.

The overarching goal of the Foreign Language and English as a Second Language Teacher Education Program at The University of Iowa is to prepare instructional **leaders** in this field. We undertake this responsibility with a passion that is based in the belief that teaching others to learn a second language is not simply a technical feat; it is an expansion of perspective. We live in a world community that speaks more than five thousand distinct languages. We cannot hope to understand ourselves and our

place in the world without understanding the enormous impact of linguistic and cultural diversity on the human social condition. Recognizing the implications of teaching others to learn a foreign language and English as a second language and understanding some of the process of its acquisition propel us toward this goal.

We welcome your interest in becoming a teacher of second languages and it is hoped that by reading this handbook you can become better informed about what the process is for becoming a candidate here at the University of Iowa for licensure to teach languages. Our program helps prepare superior language students to apply for an instructional license to teach in elementary through secondary schools in the following languages: **Chinese, ESL, French, German, Italian, Japanese, Latin, Russian and Spanish.**



II. PROGRAM FACULTY

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Additionally, our faculty enjoys the able assistance of teaching associates who are all licensed and experienced foreign language and English as a second language professionals.

III. ADMISSION

Unlike other helping professions that require a competency in speaking a foreign/second language, foreign/second language teaching is concerned with helping pupils learn a foreign/second language in the social context of a classroom. Foreign/second language teachers must possess ample knowledge of the language being taught, as well as know and care about their students as learners, and be able to help them acquire and develop language skills for social, academic, and cultural use. The following are the admittance procedures applicants must follow to become a Foreign Language teacher candidate. Information about the *English as a Second Language (ESL) Endorsement program* can be found on *page 6*.

Foreign Language Teacher Education Program Admission Procedures

The Foreign Language Teacher Education Program (FLTEP) is **not a degree** program but rather is done in conjunction with a language major. Applications for admission are accepted two times a year. Applications for summer and fall admission should be submitted by March 15. Applications for spring admission should be submitted by October 15. Please visit our website <http://www.education.uiowa.edu/tess/> for updated information. The Office of Teacher Education and Student Services (N310 Lindquist Center) can provide information on admission procedures.

In order to be considered for admission to FLTEP, an applicant (at undergraduate or graduate level) must have...

- been admitted to the University of Iowa.
- completed the Praxis I exam and have score submitted before the application deadline.

- completed the 10-hour volunteer experience and submitted the signed verification form before the deadline (Forms for verification of the volunteer experience are available in The Office of Teacher Education and Student Services in N310 LC).
- completed the Application for Admission to a Foreign Language Teacher Education Program, and submitted all materials required of this application.
- submitted a signed waiver for criminal check to the Office of Teacher Education and Student Services (N310 Lindquist Center).

Undergraduate Admission

In addition to meeting the minimum requirements stated above, undergraduate students seeking admission to the program must have...

- completed a minimum of 30 semester hours of coursework with a minimum 2.70 cumulative grade-point average.
- completed at least 12 semester hours of coursework in the foreign language in which they are seeking certification.

Admission decisions are based on grade-point average in the major and other criteria relevant to foreign language teaching success. Generally, selection for FLTEP is based on the following criteria:

- Academic achievement as reflected in the over-all GPA and standardized test scores.
- Aptitude for foreign language teaching as reflected by, target language coursework grades, recommendations, and personal statement.
- Competency in oral and written communication in English and in mathematics is expected of all teacher education program candidates and is considered in the selection process.

- The ability of the program to provide quality instruction and clinical and field experiences in the selected language of specialization.*

*Due to a finite number of field experience sites, a limited number of applicants are accepted into the program in each specific language, so meeting the minimum requirements does not ensure admission-admission is highly competitive. Qualified applicants will be admitted if there are openings in the program areas.

Graduate or Post Baccalaureate Admission

Students who have completed a bachelor's degree may be admitted to the program in one of the following ways.

1. A student may apply to the Graduate College with an objective stated as "certification only" or with a Master of Arts in Teaching (MAT) objective. The MAT is available for Chinese, French, German, Japanese, Latin, Russian and Spanish. In addition to meeting the requirements stated earlier, students selecting this route must satisfy the following conditions:
 - admission to the Graduate College;
 - completion of the Graduate Record Examination (GRE) General Test;
 - a cumulative grade-point average of not less than 3.00 in undergraduate coursework.
2. A student may apply to the College of Liberal Arts as post baccalaureate student with senior standing. Students selecting this option should not apply as special students. Rather, they must apply to the program following the undergraduate admissions procedure. Some advantages of this choice are lower cost (undergraduate vs. graduate tuition) and no need to be admitted to the graduate college. Some disadvantages are that

the hours of credit earned cannot be applied toward a graduate degree and most school districts will not recognize the hours toward advancement on a salary scale.

3. If the student has been admitted to a graduate program outside the College of Education, he or she may apply to the program for licensure and remain in the graduate program to which they have already been accepted. Students applying in this situation need to indicate a "Blind Change" status on the FLTEP application.

English as a Second Language Endorsement Program Application Process

To be able to teach English as a Second Language (ESL) in K-12 environment in the state of Iowa requires an endorsement. One cannot obtain an ESL endorsement by itself. The endorsement is **added** to the teaching license. A license is issued for content areas, such as Spanish, French, German, Russian, Chinese, Math, or Elementary Education, which are commonly taught in public schools. Linguistics is not a license area. The ESL endorsement would be **in addition to** your content area of specialization.

The applicant must be a current student in a Teacher Education Program or a licensed in-service teacher. Applicants are admitted into the ESL Endorsement program two times a year.

Deadlines for the applications are October 15 for spring coursework, March 15 for summer and fall coursework (please see the Web page for updated information at

<http://www.education.uiowa.edu/tess/>). Before a student or an in-service teacher can be admitted to the ESL endorsement program the applicant should complete the ESL Endorsement Application by the deadlines to the Office of Teacher Education and Student Services (N310 Lindquist Center). The ESL endorsement program application includes:

- A one-page essay explaining why you wish to teach ESL.
- A transcript of all university level coursework with a 3.00 GPA or higher.
- Evidence of completion of 2 semesters of foreign language above the General Education Requirements (GER) of the University of Iowa **OR** documented score of an Advanced Plus on the Oral Proficiency Interview (OPI).
- If you are a non-native speaker of English you must provide evidence of scoring a 55 or above on the Test of Spoken English with this application.

The application for the ESL Endorsement program is available in the office of Curriculum and Instruction (N259 LC) and in the Office of Teacher Education and Student Services (N310 LC).

IV. A NOTE TO FL NATIVE-SPEAKERS

The foreign language teaching profession is well aware of the advantages that a native-speaker brings to the classroom as an instructor. Native-speakers are encouraged to become foreign language teachers if that is their chosen vocation. Nevertheless, in the state of Iowa the requirements for native-speakers and non-native speakers who wish to become licensed teachers are the same. Academic preparation in the target language to be taught is required for all candidates. Specific courses, especially for those native-speakers of Chinese, Japanese and Spanish, have been created within the respective language departments to stress the development of pedagogical content knowledge in those languages. It is suggested if native-speakers are interested in teaching their language in the pre-collegiate environment that they **first** visit with professors in the respective language departments to ascertain how they may meet the target language coursework required by the

state of Iowa for certification. Then if the course of study suggested by the language department is attractive to the native-speaker he or she is welcome to apply to the program.

V. ADVISORS

Since undergraduate participants in the program are degree candidates in their language area, their primary advisor will be from the language area in the **College of Liberal Arts**. The primary advisor handles all counseling, registration, and graduation analysis information. Participants should continue to meet regularly with their primary advisor regarding their degree program. Participants will also be assigned an advisor in the teacher education program in the College of Education, this advisor is considered the secondary advisor and should be consulted about coursework and issues related to the professional licensure program. Participants in the program who are pursuing an MAT or certification only-- will be assigned a primary advisor from within the program in the College of Education.

VI. PROGRAM REQUIREMENTS

Requirements for completion of the program are listed on the **Program Guide Sheets**, which are available for each language from the Office of Teacher Education and Student Services (N310 LC), the main office of Curriculum and Instruction (N259 LC), in the respective language departments, and as links via the application on the web page. The Program Guide Sheets should be used to keep record of progress towards the completion of the licensure or endorsement requirements. They should be brought to advising meetings, and must be signed and submitted in order to be recommended for the foreign language licensure or ESL endorsement programs at the end of the student teaching experience.

On these guide sheets the candidate should be aware of required coursework that is unique to the state of Iowa teaching licensure. This coursework is frequently **beyond** that which is required for the GER and the language major requirements--for example the math, physical and biological science, and social science coursework requirements. The foreign language teacher education and/or the ESL endorsement candidate is ultimately responsible for meeting **all** the requirements specified on these guide sheets.

Foreign Language Licensure Sequence and Availability of Courses

Courses required for the program include **coursework in the College of Education as well as** in the **specific language area** through the College of Liberal Arts (please visit the website for specific language department requirements at <http://www.education.uiowa.edu/tess/tep/certguidesinfosec.html>). The College of Education courses can be divided into three groups: A) General Teacher Education Program Courses, B) Foreign Language Teacher Education Courses, and C) Seminar and Lab Courses in the Student Teaching Semester.

A. General Teacher Education Program Courses (*courses highlighted and checked are to be taken in the first semester of study in the TEP program*)

7P:075	Educational Psychology and Measurement	3 s.h.
7U:100	Foundations of Special Education	3 s.h.
7S:100	Foundations of Education	3 s.h.
7S:102	Technology in the Classroom	2 s.h. ✓
7S:190	Orientation to Secondary Education	0-1 s.h. ✓
7S:195	Teaching Reading Content Areas	1 s.h. ✓
7B:180	Human Relations for the Classroom Teacher	3 s.h.

Students should contact their primary advisor in the College of Liberal Arts regarding their selection of courses to meet the General Education Requirements (GER). State of Iowa requirements for certification may limit the choices normally available to undergraduates (e.g., there are specific math courses accepted for certification--not all GER quantitative coursework is accepted by the state department of education.)

B. Foreign Language Teacher Education Courses

7S/E:110 Teaching K-12 Second Language Learner (only course that is a co/pre-requisite for the foreign language TEP program).		
<i>The other courses follow this schedule:</i>		
7S/E:106	FLE Practicum I (fall only)	3 s.h.
7S/E:107	FLE Practicum II (spring only)	3 s.h.
7S:116	Learning to Teach Second Languages I (fall only)	3 s.h.
7S:117	Learning to Teach Second Languages II (spring only)	3 s.h.

It is **strongly** recommended that the FLTEP students planning on studying abroad in the target language country plan their coursework schedule very carefully.

C. Seminar and Lab Courses in Student Teaching Semester (*all other required coursework must be completed prior to student teaching*)

7S:187	Seminar: Curriculum and Student Teaching	1-3 s.h.
7S:191	Observation and Lab Practice in Secondary School	6 s.h.
7S:192	Observation and Lab Practice in Secondary School	6 s.h.

D. **Optional K-6 Licensure**

7S:189	Elementary School Special Subject Area Student Teaching	3 s.h.
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We offer FLTEP students the option of pursuing foreign language licensure for k-6 teaching. This is commonly called **Foreign Language in the Elementary Schools (FLES)**. For adding the K-6 licensure, this course is required- 7S:189 Elementary School Special Subject Area Student Teaching. This course may be taken concurrently with 7S:191 and 7S:192, if the student teaching assignment includes experience at both the elementary and secondary levels. Otherwise, it will need to be taken following completion of 7S:191 and 7S:192. Because of the very **limited** placements for student teaching for this licensure, the FLTEP candidates interested in this licensure **should be aware** that they will need to move **out of the Iowa City area** and frequently out of state to have the student teaching experience required for **FLES** licensure. Please contact Professor Michael Everson (e-mail: michael-everson@uiowa.edu) for further information about this process.

Master of Arts in Teaching

Available in Chinese, French, German, Japanese, Latin, Russian and Spanish, the Master of Arts in Teaching Foreign Languages is a path for exceptional students in the liberal arts to pursue a licensure program which provides coursework that enhances their foreign language skills, a solid foundation in language learning and teaching theories, and clinical experiences on learning to teach foreign languages in the pre-collegiate environment.

Students must complete at least 18 semester hours of graduate courses in the corresponding foreign language department (please visit the website for specific language department requirements at

<http://www.education.uiowa.edu/tess/tep/certguidesinfosec.html>) and the following professional education courses.

A. Professional Education Coursework (*courses highlighted and checked below are to be taken in the first semester of TEP study*)

7P:200	Educational Psychology	3 s.h.
7B:180	Human Relations for the Classroom Teacher	3 s.h.
7S:100	Foundations of Education	3 s.h.
7S:102	Technology in the Classroom	2 s.h. ✓
7S:190	Orientation to Secondary Education	0-1 s.h. ✓
7S:195	Teaching Reading Secondary Content Areas	1 s.h. ✓
7U:100	Foundations of Special Education	3 s.h.

B. Foreign Language Teacher Education Coursework

7E/S:183	Second Language Classroom Learning	3 s.h.
7S:197	Principles of Course Design for Second Language Instruction	3 s.h.
7S:200	Fundamentals of Second Language Assessment	3 s.h.
7S:116	Learning to Teach Second Languages I (fall only)	3 s.h.
7S:117	Learning to Teach Second Languages II (spring only)	3 s.h.
7S/E:106	FLE Practicum I (fall only)	3 s.h.
7S/E:106	FLE Practicum II (spring only)	3 s.h.

C. Seminar and Lab Courses in Student Teaching Semester (*all other required coursework **must** be completed prior to student teaching*)

7S:187	Seminar: Curriculum and Student Teaching	1-3 s.h.
7S:191	Observation and Lab Practice in Secondary School	6 s.h.
7S:192	Observation and Lab Practice in Secondary School	6 s.h.

D. Optional K-6 Licensure Course: (See page 11 for details)

7S:189	Elementary Foreign Language Student Teaching	3 s.h.
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In addition to the coursework listed above, a two-part comprehensive examination is required for MAT students. One part covers issues in foreign language education related to theory and practice: the second part covers knowledge of and proficiency in the language and/or literature of the candidate's choice.

ESL Endorsement

The applicant will be admitted conditionally upon successful completion of the following coursework with a 3.00 GPA or higher. The following are additional courses required of all students seeking the University of Iowa's ESL Endorsement:

A. The Nature of Language and the Structure of English

103:100	Introduction to Linguistics	3 s.h.
103:141	The Structure of English	3 s.h.

B. Understanding the Language Learning Process in a Diverse Society

7E/S:110	Teaching the K-12 Second Language Learner	3 s.h.
OR		
7E/S:183	Second Language Classroom Learning (<i>for graduate students</i>)	3 s.h.
7E/S/8P:182	Language and Learning	3 s.h.

C. Teaching Second Languages in the Schools

7S:116	Learning to Teach Second Languages I (fall only)	3 s.h.
7S:117	Learning to Teach Second Languages II (spring only)	3 s.h.
7E/S:118	ESL Practicum I (fall only)	3 s.h.
7E/S:119	ESL Practicum II (spring only)	3 s.h.

D. Seminar and Lab Courses in Student Teaching Semester (*all other required coursework must be completed prior to student teaching*).

7S:187	Seminar: Curriculum and Student Teaching	1-3 s.h.
7S:189	Elementary Foreign Language Student Teaching	3 s.h.
7S:191	Observation and Lab Practice in Secondary School	3 s.h.

Student Teaching

Student teaching gives the student opportunities to apply theories and principles presented in education courses to actual classrooms. Student teaching in the Foreign Language Teacher Education Program requires a minimum 3.00 GPA in the foreign language courses. Students must have completed the majority of required professional education coursework and all of the foreign language education coursework before their student teaching semester.

Student teaching will take place during the final semester of the teacher education program. Once accepted to student teach, they are assigned to a school. The student teacher will teach under the guidance of a public school teacher. A college supervisor from the University of Iowa will make periodic visits to the classroom. These observations and discussions with the supervisor will facilitate the student's development as a teacher. The observations will help the supervisor evaluate the student teacher's progress.

During the student teaching semester, students are also enrolled in the Seminar course and/or Lab course (as listed in Sequence and Availability of Courses). The Seminar course (7S: 187) is a 1-3 hour course. Students generally register for one hour of credit unless more hours are needed to graduate. The class meets once a month on The University of Iowa campus and is lead by the college supervisor. Students have the opportunity to talk about their experiences, explore various issues regarding foreign language instruction, and develop a professional portfolio. The Seminar helps keep student teachers on track and in contact with their peers and the college supervisor. Student teachers are not permitted to enroll in additional courses during the student teaching semester without special permission from the FLTEP Program Coordinator. It is strongly recommended that student teachers not be employed during this assignment because of the amount of time spent at the school and in lesson preparation. The application procedure and school assignment are explained in fuller detail below.

Student Teaching Application

Students must complete a separate application for student teaching. The application process begins one year prior to the desired student teaching semester. Students must attend the Student Teaching

Registration Information Meeting held the second week of the fall semester of the year preceding their student teaching semester. The specific date, time, and place of this meeting are listed under the Curriculum and Instruction Division in the first semester schedule of courses. At this meeting students will receive application materials which consist of a biographical form and an additional form on which the applicant may identify his or her top three placement locations for student teaching.

If any of the locations listed on the form is further than 60 miles from Iowa City, it is considered a "special site." "Special site" applications must be approved by the FLTEP Program Coordinator. Students may apply for assignments which offer experiences with diverse populations, inner city environments or international placements. Contact the Coordinator of Field Experiences in the Office of Teacher Education and Student Services for more information about these opportunities. Interested students must meet the regular requirements for student teaching and must have the approval of their advisor and the FLTEP Program Coordinator.

Student Teaching Assignment

Once an application is approved, the FLTEP candidate will be assigned to a cooperating public school. Placement in a private school will need to be requested by the student on the location section of the application, and this request is subject to approval by the FLTEP Program Coordinator. The student teaching candidate will indicate on the application form his/her preference for location, subject area, and grade level at which they would prefer to be placed. The information provided on the application will be taken into consideration when placement is being arranged.

Most students are placed within a 60-mile radius of Iowa City. Transportation is the student's responsibility. Special sites and special programs are available, but must be approved by the FLTEP Program Coordinator. The same requirements for student teaching hold for these programs. More information about special sites and special programs is available by contacting the Coordinator of Field Experiences in the Office of Teacher Education and Student Services (N310 Lindquist Center). Student teaching assignment configurations for various types of **Foreign Language Licensure** are explained below:

- Secondary licensure in one language: 16 weeks in grades 5-12 (junior high, middle school and/or high school).
- K-12 licensure:
 - one eight-week placement in an elementary school and a second eight-week placement in a secondary school, *or*
 - attending one school in the morning and the other school in the afternoon for 16 weeks.
- Licensure in two areas: one student teaching experience--both areas (foreign language and other content area) secondary licensure areas; two eight-week placements—different grade-level areas (one secondary, i.e. foreign language, and the other elementary).
- Adding the 7-12 foreign language licensure to an existing 7-12 license for another curricular area: no additional student teaching required.
- Adding a K-6 foreign language licensure to an existing secondary foreign language license: eight weeks in an elementary school. (**See page 11**)

Student Teaching in Chinese, FLES, Italian, Latin and Russian

Because of the location and number of school districts offering the languages of Chinese, Italian, Latin, Japanese, and the instruction of languages in the elementary school (FLES), FLTEP candidates interested in receiving licensure to teach in these areas must be prepared to leave the eastern Iowa area. FLES, Chinese, Italian Japanese and Russian placements are frequently available in the Des Moines and Chicago areas-however a full time Latin and Russian experience maybe difficult to find in the state of Iowa. The availability of a full time Latin and Russian teaching experience maybe limited and upon admittance to the program the candidate should discuss the field experiences for Latin and Russian with his/her advisor.

ESL Endorsement

To be eligible for the University of Iowa recommended endorsement in ESL, the secondary FLTEP student must complete all the requirements for an Iowa license in a secondary content area plus eight weeks of student teaching in ESL at the K-6 grade level. The elementary education student interested in obtaining the ESL endorsement must complete all requirements for an Iowa Elementary Education license and an 8-week student teaching field experience at the 7-12 grade level.

Delaying Student Teaching

Some students may want to delay student teaching after completing the required coursework for the FLTEP. Students should be aware that if they choose to delay student teaching, they may be held responsible for any additional coursework added to the program in the interim. An undergraduate student who leaves the university and delays student teaching one year or longer must reapply to the

University of Iowa and to the College of Education. A graduate student in the MAT program must reapply to the University and the College of Education after an absence of three years or longer from the university. Further information is available through the Office of Teacher Education and Student Services (N310 Lindquist Center).

VII. LICENSURE and APPLICATION

In the Foreign Language Teacher Education Program at the University of Iowa, elementary through secondary licensure is available for the following languages: Chinese, French, German, Italian, Japanese, Latin, Russian, and Spanish. A teaching license is necessary to teach in most states. Application for licensure in any state can be made after successful completion of the Teacher Education Program coursework, student teaching, and receipt of the bachelor's degree. If required, recommendation to the state is provided by the Licensure Analyst in the College of Education's Office of Teacher Education and Student Services (N310 Lindquist Center).

Participants in the FLTEP must apply to the Office of Teacher Education and Student Services (N310 Lindquist Center) for licensure. Students should obtain application materials at the Orientation Meeting for Student Teaching or from the Office of Student Services. These application materials should be submitted during the semester of student teaching. The student must submit a completed program guide sheet signed by his or her advisor in the FLTEP. This ensures that the candidate has successfully completed all the necessary coursework for licensure. (This form is available in the Office of Teacher Education and Student Services.) The signed program guide sheet, the application for licensure, and the appropriate fee should be sent to the Licensure Analyst in N310 Lindquist Center. Processing takes from 4 to 6 weeks following graduation.

It is strongly recommended that students apply for some type of Iowa licensure upon completion of the FLTEP program, even if they do not intend to teach in Iowa. A teaching license validates the completion of the approved program in effect at that time. It may also facilitate acquiring licensure in another state.

Students with an abundance of hours in other subject areas are encouraged to contact the Licensure Analyst regarding the possibility of licensure in additional endorsement areas. This should be done prior to program completion.

VIII. JOB PLACEMENT

The Educational Placement Office (N302 Lindquist Center) assists students and alumni at all academic levels with career opportunities in teaching. Students enrolled in the Teacher Education Program are encouraged to consult with the placement staff about developing effective employment goals and job-seeking strategies. More information regarding the services provided by the Educational Placement Office follows.

In-service Training: Placement Workshop for Student Teachers

This is a special one-day workshop presented to all student teachers at the beginning of their student teaching experience. The in-service program helps students explore in proper sequence the various tools and skills essential for life-long job seeking skills. All students are given a folder of information including the **Hire-A-Hawk Handbook**. This program is co-sponsored by the Office of Student Services (N310 Lindquist Center).

Individual Assistance

Students are welcome to meet with professional staff regarding questions about the job market and related issues. Students are encouraged to have their resume critiqued by a professional staff member. Examples of resumes and cover letters are available in the placement office.

Placement File

Students who complete a degree or licensure program during the placement year (September 1 - August 31) are encouraged to register for placement services. A placement file consists of a professional data sheet and references which can be submitted to prospective employers in support of an application for a position.

Employment Opportunities

The Educational Placement Office receives information about vacancies from preschools, elementary and secondary schools, colleges and universities, and related organizations throughout the United States and abroad. Job bulletins are available for review in the Job Vacancy books (N302 Lindquist Center) and are sent to registrants electronically or as a printed bulletin. Students are encouraged to register to receive listings as soon as possible during their graduation year in order to fully benefit from this service.

On-campus Interviews

Students and alumni have the opportunity to participate in interviews with employing officials who visit the campus for the purpose of recruiting qualified educators. The majority of on-campus

interviews are held during spring semester. On-campus interviews allow beginning professionals to refine their interview techniques and to increase their chances for finding a job. School districts from a number of states visit campus including Iowa, Illinois, Kansas Missouri Arizona and Nevada. Students also have the opportunity to meet with employers at job fairs which include a state-wide job fair co-sponsored by the Regents institutions and Iowa private colleges at the UNIDOME in Cedar Falls, Iowa, in May of each year.

Information Center

Students are encouraged to use resources in the Information Center, N302 Lindquist Center. An extensive collection of current resources pertaining to careers in education, teaching opportunities in the U.S. and abroad, employment sources and job search strategies is categorized and arranged in a library setting for easy access by UI students. The address for the World Wide Web Home Page of the Educational Placement Office is: <http://www.education.uiowa.edu/edplace>.

TEP Course Planning Sheet

Below you will find a grid that should help you schedule the first semester coursework necessary to complete the undergraduate or graduate Foreign Language and ESL Teacher Education Program.

Undergraduates: Plan to meet with both your undergraduate language adviser and the teacher education program adviser so you can schedule your coursework in a timely manner.

1st Semester after Acceptance into the TEP Program

	Course Number	Name	Semester Hours	Time/Day
Education course required during first semester	7S:190	Orientation to Secondary Education	0-1 s.h. √	
Education course required during first semester	7S:102	Technology in the Classroom	2 s.h. √	
Education course required during first semester	7S/E:110	Teaching K-12 Second Language Learner	3 s.h. √	
Education course required during first semester	7S:195	Teaching Reading Content Areas	1 s.h. √	

Graduate Students: Plan to meet education program advisor to schedule your coursework in a timely manner.

1st Semester after Acceptance into the TEP Program

	Course Number	Name	Semester Hours	Time/Day
Education course required during first semester	7S:190	Orientation to Secondary Education	0-1 s.h. √	
Education course required during first semester	7S:102	Technology in the Classroom	2 s.h. √	
Education course required during first semester	7S: 187	Second Language Classroom Learning	3 s.h. √	
Education course required during first semester	7S: 195	Teaching Reading Content Areas	1 s.h. √	