REQUEST TO IMPLEMENT A NEW BACCALAUREATE, MASTERS, DOCTORAL,
OR FIRST PROFESSIONAL DEGREE PROGRAM

January 28, 2015

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for a Regent university to demonstrate need and demand as well as the university’s ability to offer a quality program that is not unnecessarily duplicative of other similar programs offered by colleges and universities in Iowa.

Institution: Iowa State University

CIP Discipline Specialty Title: ____________________________

CIP Discipline Specialty Number (six digits): _____________

NOTE: If department has recommendation – please feel free to enter – otherwise, provost office will fill these out

Level: B X M D FP

Title of Proposed Program: Secondary Major in Education

Degree Abbreviation (e.g., B.S., B.A., M.A., Ph.D.): B.S.

Approximate date to establish degree: Month ASAP Year

NOTE: If department has recommendation – please feel free to enter – otherwise, provost office will fill these out based on anticipated meeting date when Board would approve the program.

Contact person: (name, telephone, and e-mail) Dr. Kristina Tank, 515-294-4503, kmtank@iastate.edu

College that will administer new program: College of Human Sciences
Please provide the following information (use additional pages as needed). Do not use acronyms without defining them.

1. Describe the proposed new degree program, including the following:
   a. A brief description of the program. If this is currently being offered as a track, provide justification for a standalone program.

The Iowa State University Educator Preparation Program is a university-wide collaborative effort that fits solidly into central aspects of the Strategic Plan. We want our graduates to be “student-centered,” “global,” and “transformational,” and our conceptual framework embeds these themes. Our students understand the importance of learning theory and best practice and have been provided “learning opportunities to prepare [them] for lives and careers in a dynamic, global community.”

Iowa State University was originally chartered as the Iowa Agricultural College (IAC) and Model Farm. Iowa was the first state to accept the terms of the 1862 Morrill Act, and IAC consequently became the nation’s first land-grant college. When the IAC opened in 1868 it offered courses representing the core disciplines and professional pursuits available to students: mechanical arts, agriculture, arts and science, and normal studies (teacher education). President Welch, the first president, established the normal studies program himself and actually taught pedagogy courses for 18 years. Although the other three areas eventually became departments, normal studies did not. Nonetheless, the normal studies program that Welch created may well have been the first four-year educator preparation program in the country. The program enjoyed great popularity, as evidenced by an 1884 survey indicating that nearly 90% of the IAC students supported themselves by teaching in nearby schools while they completed their degrees.

President Beardshear followed Welch’s lead and also taught normal studies. He wanted to expand the program. However, advocates for the newly established Iowa State Normal School in Cedar Falls argued that primary educator preparation responsibility should be their domain. Despite objections, Beardshear succeeded in expanding enrollment and faculty positions in the normal school program. In 1898 IAC was renamed the Iowa State College of Agriculture and Mechanical Arts (ISC). During the next 25 years, several departments established their own educator preparation programs.

There were attempts to consolidate all educator preparation programs, but opponents felt such a move would infringe upon the mission of the Iowa State Normal College. Educator preparation at ISC thus historically evolved as a decentralized model.

ISC became Iowa State University of Science and Technology (ISU) in 1959. By this time the substantial number of educator preparation candidates dictated a more formal organization. Virgil Lagomarcino led efforts to establish a College of Education and in 1968 became the newly created college’s founding dean. Elementary education, secondary education, physical education and industrial education, were housed in the new college. Other programs remained in their respective colleges. Some secondary education faculty members had joint appointments in the College of Education and in their subject-area departmental tenure home, e.g., Agricultural Education and Studies and Foreign Languages and Literatures (now World Languages and Cultures). This step added formal structure but still retained the original decentralized beginnings that focused upon each academic department offering its own major or the equivalent.

Today, the ISU Educator Preparation Program has formalized and unified its structure while still valuing the independence and uniqueness of each program that the decentralized organization originally maintained. The
The School of Education envisions a secondary major in education. This would not be a stand-alone major, but a secondary major that is declared in conjunction with a major currently offering a teacher preparation program. At present, all students pursuing teacher preparation complete a major in the home department for the content area (e.g. completing a bachelor’s degree in English if pursuing certification in 5-12 English). Students do not currently receive a major, minor, certificate or any other degree/transcript notation acknowledging completion of teacher preparation coursework through the School of Education. This program would not change the requirements for candidates pursuing educator preparation. Instead, the program would acknowledge the additional work being completed by these candidates compared to students pursuing the content-area program but not educator preparation.

b. A statement of academic objectives;

All Educator Preparation Programs have a shared Conceptual Framework used to guide our work. The current conceptual framework was developed and approved in December 2012.

Vision

The educator preparation program at Iowa State University aspires to provide a premier pathway of rigorous research-based academic experiences complemented by exceptional quality and diverse field experiences leading to the skillful preparation of highly effective teachers and school leaders.

Mission

The mission of the ISU educator preparation program is to prepare teachers and administrators as continuous learners, collaborators, and transformational leaders through the application of rigorous research-based content and advanced pedagogy integrated with rich field experiences and fundamentally grounded in the land grant mission of community access and opportunity.

Belief Statements

Belief #1: Formal education does not occur in isolation. It exists in synergy with the education provided by families and communities and will enrich and be enriched by those connections.

Belief #2: Education provides learners with equitable opportunities to acquire the knowledge, skills, and dispositions to achieve cognitive, affective, social, physical and economic well-being.

Belief #3: Education prepares learners to positively influence people’s lives by successfully engaging in our democratic society and in the broader global community.

Belief #4: The educational process is intentional and learner-centered. It requires the application of rigorous research-based content and pedagogical knowledge that is supported with the innovations of technologies.

Belief #5: Transformational educators engage in a continual cycle of learning, practice, and reflection that informs their curricular, instructional, evaluative, and interactional decisions.

Belief #6: High quality educator preparation includes collaborative field-based experiences that align closely with academic preparation.

Belief #7: Ongoing, multi-dimensional assessment is a critical tool of educators leading towards a better understanding and improvement of student learning.
c. **What the need for the program is and how the need for the program was determined;**

The trend in Educator Preparation Program Completers follows:

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<th>14-15</th>
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<td>MATHEMATICS</td>
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<td>PETE/KIN</td>
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<td>271</td>
<td>348</td>
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</table>

Of these programs, Agriculture Education (AGEDS), Early Childhood Education (ECE), Elementary Education (ELED), and Music Education (MUSIC) have majors that denote educator preparation. Family Consumer Sciences Education (FCEDS) and Physical Education Teacher Education are tracks within their majors. For teacher candidates pursuing and completing programs English Education, History-Social Sciences Education, Science Education, Mathematics Education, or World Languages and Cultures Education there is no notation of a major in Education on transcripts. This creates an inequity amongst our own programs on the job market for these candidates.

The vast majority of our regional teacher preparation peers offer some type of degree designation in secondary education. Therefore, ISU graduates are at a disadvantage on the job market. This is especially true for ISU graduates seeking jobs in neighboring states where the rigorous preparation ISU secondary teacher candidates receive is less familiar to schools/districts. In these instances, the notation of a major in Education on the resume and transcript will level the playing field with teacher candidates from institutions that offer degree/transcript notation of expertise in the field of education.

Importantly, this disadvantage is not based on the rigor of our teacher preparation program. ISU students take the same amount of coursework in Education and have the same amount of field experiences as these same peer institutions. In several instances, ISU students engage in more coursework and field experiences. The difference between ISU and peer teacher preparation programs is not quality; rather, other institutions acknowledge expertise in Education on student transcripts and diplomas while ISU does not.

In addition, the creation of this program would make explicit to the College and University the vital role the SOE plays in the preparation of secondary education teachers. Despite the SOE putting a significant amount of resources towards the support of students (42.5-45.5 credits worth of resources per student, which is equivalent or more than many primary majors on campus), the SOE (and by extension, the College of Human Sciences) is not able to count secondary education students as SOE students. The SOE is doing the work of providing a major without receiving institutional acknowledgement for doing the work. A major would correct this significant problem.
There are no identifiable negatives to creating a second major. A second major would not require students to complete any additional work. Students are already completing a coursework load that warrants a second major. In addition, we know of no financial cost to content area departments.

d. The relationship of the proposed new program to the institutional mission and how the program fits into the institution’s and college’s strategic plan;

Land-grant institutions were founded with the purpose of preparing practically-oriented professionals to serve the needs of local and state communities. As Iowa’s land-grant university, Iowa State is committed to and guided by this applied mission.

The Iowa State University Educator Preparation Program is a university-wide collaborative effort that fits solidly into central aspects of the Strategic Plan. We want our graduates to be “student-centered,” “global,” and “transformational,” and our conceptual framework embeds these themes. Our students understand the importance of learning theory and best practice and have been provided “learning opportunities to prepare [them] for lives and careers in a dynamic, global community.”

Our Educator Preparation Program students bring strong backgrounds in “science, technology and creativity” to their intended profession. They are committed to “create, share, and apply knowledge to make Iowa and the world a better place” by impacting the lives of their students.

The School of Education at Iowa State University is grounded in the larger mission of Iowa State. The School is “committed to engaging in rigorous and socially meaningful research, preparing leaders and practitioners across the P-20 continuum that support rich and equitable learning opportunities for all students, and supporting public education as a cornerstone of a healthy, vibrant, and just society. We strive to be a national leader in educational theory, policy, and practice, and to honor the land-grant tradition and the broader mission of the university to serve the people of Iowa.”

The School of Education views the preparation of secondary educators as a part of its institutional responsibility as the school of education at the state’s land-grant university. The creation of a secondary major in education will best enable the SOE to meet this responsibility.

e. The relationship of the proposed new program to other existing programs at the institution; describe how the proposed program will enhance other programs at the university. Will the proposed program duplicate existing programs at the university?

The proposed program will acknowledge the required work candidates in secondary educator preparation programs are already completing. Following is a chart indicating the education-specific courses candidates are already required to complete. These courses would serve as the required course work for the secondary major in education.
# Teacher Preparation Requirements

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<th>Requirement</th>
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<td>EDUC 280A</td>
<td>EDUC 280A</td>
<td>EDUC 468J</td>
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<td>EDUC 480</td>
<td>EDUC 468K</td>
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<td>Total Hours</td>
<td>51.5</td>
<td>45.5</td>
<td>51.5</td>
<td>51.5</td>
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</table>
The 45.5-51.5 credits in the proposed secondary major in education far exceeds all five current ISU secondary majors: International Agriculture (15 credits), Seed Science (16 credits; though perhaps more depending on primary major), International Business (18 credits), Environmental Studies (24 credits), and International Studies (30 credits). Notably, even if the 16 credits of student teaching and 4.5 credits of field experience are removed and only classroom specific coursework is included, the range is still 25-31 credits, which exceeds International Agriculture, Seed Science, International Business and Environmental Studies.

f. The relationship of the proposed new program to existing programs at other colleges and universities in Iowa, including how the proposed program is different or has a different emphasis than the existing programs.

The University of Iowa, the University of Northern Iowa, and Drake University all offer majors in secondary education. The University of Iowa and The University of Northern Iowa offer Academic Programs in each of the various content areas of education. For example, they offer, English Education, Mathematics Education, Science Education, and Social Studies Education. At the University of Iowa, these are new degrees that will replace a model similar to the current ISU model of pursuing a major in a content area and completing teacher education requirements. Drake offers a BS: Ed, Secondary Major. The proposed secondary major in education at ISU is unique because it continues to respect and value the independence and uniqueness of each program that the decentralized organization originally maintained. In addition, our candidates will continue to receive the rigorous education the content area majors require.

g. Special features or conditions that make the institution a desirable, unique, or appropriate place to initiate such a degree program.

Land-grant institutions were founded with the purpose of preparing practically-oriented professionals to serve the needs of local and state communities. As Iowa’s land-grant university, Iowa State is committed to and guided by this applied mission. The School of Education at Iowa State is thus uniquely suited for a secondary major in education.

h. Are the university’s personnel, facilities, and equipment adequate to establish and maintain a high quality program?

The School of Education and Educator Preparation Program currently offer all of the coursework for the proposed secondary major. Students/candidates pursuing educator preparation are already required to take the identified coursework. No additional coursework or sections are needed to offer this program. Therefore, no additional faculty, facilities, equipment, or other resources are needed for this proposed program.

i. How does student demand for the proposed program justify its development?

Following is the data from the last five years in regards to candidates who would have pursued this secondary major:

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<tr>
<td>ENGLISH</td>
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<td>19</td>
<td>24</td>
<td>18</td>
<td>19</td>
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<tr>
<td>HISTORY</td>
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<td>SCIENCE</td>
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<tr>
<td>MATHMATICS</td>
<td>15</td>
<td>8</td>
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<tr>
<td>TOTAL</td>
<td>56</td>
<td>58</td>
<td>67</td>
<td>52</td>
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</tbody>
</table>
These numbers indicate a need for this secondary major because of the disadvantages to these candidates discussed above.

2. **Describe the state and/or national workforce need and/or demand for graduates of the proposed program currently and in the foreseeable future (provide documentation about the current sources of data used to estimate need and demand).**

Exact data on need for secondary educator in the State of Iowa is difficult to identify. High-need areas in teaching shift annually. However, those data available indicate workforce need.

According to the U.S. Bureau of Labor Statistics, the number of available middle and high school teaching positions is expected to grow nationally by approximately eight percent between 2016 and 2026 (https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm; https://www.bls.gov/ooh/education-training-and-library/middle-school-teachers.htm#tab-6). Growth in Iowa is projected to be close to the national average at 7.3 to 7.4 percent during the same years (http://www.projectionscentral.com/Projections/LongTerm).

We are currently preparing candidates to fill these positions. And our placement rates, though challenging to track because of the lack of a major in education for many programs, are well above 90%.

3. **List all other public and private institutions of higher education in Iowa currently operating programs similar to the proposed new degree program. (For comparison purposes, use a broad definitional framework, e.g., such identification should not be limited to programs with the same title, the same degree designation, having the same curriculum emphasis, or purporting to meet exactly the same needs as the proposed program.)**

The University of Iowa, the University of Northern Iowa, and Drake University all offer majors in secondary education. The University of Iowa and The University of Northern Iowa offer Academic Programs in each of the various content areas of education. For example, they offer, English Education, Mathematics Education, Science Education, and Social Studies Education. At the University of Iowa, these are new degrees that will replace a model similar to the current ISU model of pursuing a major in a content area and completing teacher education requirements. Drake offers a BS: Ed, Secondary Major. If the same or similar program exists at another public or private institution of higher education in Iowa, respond to the following questions:

   a. **Could the other institution reasonably accommodate the need for the new program through expansion? Describe collaboration efforts with other institutions.**

   We are currently preparing the candidates who would pursue the secondary major in education. These are ISU students. Our current candidates do not desire to transfer institutions in order to receive a major in education – but anecdotally, they have indicated a desire to receive a degree in education from Iowa State University.

   b. **With what representatives of these programs has there been consultation in developing the program proposal? Provide a summary of the response of each institution consulted.**

   Heidi Doellinger, our Director of Education Preparation has had discussions with Nancy Langguth at U of I (Associate Dean) and Colleen Mulholland at UNI (interim Dean) who are supportive of the proposed program. Letters of support from our fellow Regents institutions are attached.

   c. **Has the possibility of an inter-institutional program or other cooperative effort been explored? What are the results of this study? (Consider not only the possibility of a formally established inter-institutional program, but also how special resources at other institutions...**
might be used on a cooperative basis in implementing the proposed program solely at the requesting institution.)

As previously indicated, we are currently offering all of the requirements of the proposed secondary major in education. The students seeking this secondary major would have a primary major in departments from across campus (English Education, History-Social Sciences Education, Science Education, Mathematics Education, or World Languages and Cultures Education)

d. Do other colleges in Iowa offer programs similar to the proposed program at comparable quality and cost?

The University of Iowa, the University of Northern Iowa, and Drake University all offer majors in secondary education. The University of Iowa and The University of Northern Iowa offer Academic Programs in each of the various content areas of education. For example, they offer, English Education, Mathematics Education, Science Education, and Social Studies Education. At the University of Iowa, these are new degrees that will replace a model similar to the current ISU model of pursuing a major in a content area and completing teacher education requirements. Drake offers a BS: Ed, Secondary Major. The proposed secondary major in education at ISU is unique because it continues to respect and value the independence and uniqueness of each program that the decentralized organization originally maintained. In addition, our candidates will continue to receive the rigorous education the content area majors require.

e. Are letters of support included with the program proposal?

Letters of support from the Deans of the appropriate colleges at the University of Iowa (Dan Clay, Dean) and the University of Northern Iowa (Colleen Mulholland, Interim Dean) are attached. Additional support letters are provided from within Iowa State University for the programs that would have students who would pursue this secondary major.

4. Estimate the number of majors and non-majors students that are projected to be enrolled in the program during the first seven years of the program.

a. Undergraduate

The program completion trend data for the Educator Preparation Program follows:

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<td>WLC</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<td>56</td>
<td>58</td>
<td>67</td>
<td>52</td>
<td>44</td>
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</tbody>
</table>

In general, we would expect these approximate numbers to continue over the next 7 years. With an additional emphasis on recruiting, we would expect the numbers in Mathematics and WLC to increase over the next seven years.

b. Graduate
This program will not enroll graduate students.

<table>
<thead>
<tr>
<th>Graduate Majors</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Yr 6</th>
<th>Yr 7</th>
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<tr>
<td>Non-Majors</td>
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<td></td>
<td></td>
<td></td>
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</table>

c. What are the anticipated sources of these students?

The students would come from the current and future educator preparation program candidates in the secondary majors identified above (English, History, Science, Mathematics, WLC).

5. If there are plans to offer the program away from the campus, briefly describe these plans, including potential sites and possible methods of delivery instruction. Will off-campus delivery require additional HLC accreditation?

This program will not be offered off campus.

6. Has the proposed program been reviewed and approved by the appropriate campus committees and authorities?

This proposal has been reviewed and approved by the SOE Undergraduate Curriculum Committee, EPCC, the SOE Faculty, the CHS College Curriculum Committee, and will continuing through the curriculum approval process with the Faculty Senate Curriculum Committee, the Faculty Senate, the Provost, and the President.

7. List date the program proposal was submitted to the Iowa Coordinating Council for Post High School Education (ICCPHSE) and results of listserv review.

Note: will be completed by the Provost Office.

8. Will the proposed program apply for programmatic accreditation? When?

N/A

9. Will articulation agreements be developed for the proposed program? With whom?

As a part normal University collaborations with Iowa Community Colleges, the program faculty and staff will work with all Iowa Community colleges to develop appropriate transfer plans or articulation agreements. Most of our Educator Preparation Programs already have transfer plans or articulation agreements in place but these will be reviewed in relationship to the secondary major.

10. Will there be opportunities for student internships?
Educator Preparation Candidates will continue to be required to complete a minimum of 12.5 pre-admission observation practicum hours, 96 practicum hours, and a semester-long student teaching experience. Within the College of Human Sciences, the semester-long student teaching experience is identified as an unpaid internship.

11. **Describe the faculty, facilities, and equipment that will be required for the proposed program.**

As previously discussed, students/candidates pursuing educator preparation are already required to take the identified coursework – the coursework is already currently being offered. No additional coursework is needed to offer this program. Therefore, no additional faculty, facilities, equipment, or other resources are needed for this proposed program.

12. **From where will the financial resources for the proposed program come (list all that apply, e.g., department reallocation, college reallocation, grants, new to the university)?**

**FOR BACHELOR PROPOSALS:**

Iowa State University utilizes a decentralized financial management model for the development of its annual operating budgets. The Resource Management Model (RMM), is a responsibility-centered and incentive-driven approach to financial planning and management. The model supports departments and colleges in making budgetary decisions that enhance student success (e.g., retention), innovate by meeting market demands from students and employers for degree programs of the future, and discontinue legacy curricula which are either not aligned with industry/employer needs or for which student demand is low. Through the RMM, 25% of net tuition revenue is allocated to academic colleges based on a student’s choice of major, and 75% is allocated to academic colleges based on teaching (as measured by student credit hours). Through the infrastructure of Iowa State’s budget model, then, financial resources follow students and are allocated based on majors and teaching that is conducted. Tuition revenue will include both base tuition and applicable differential rates. The proposed degree program will be funded through this existing, proven financial model, and is expected to be fully self-sustaining over time. In addition to the budget model as described, financial resources may also come from internal reallocations made within the college during the program’s startup phase. The level of reallocation will depend, in part, on the numbers of new students attracted to the proposed program, and the number of existing students who choose the proposed program over another program, based on standard and differential tuition rates. The proposed program will not be dependent on grants, contracts, gifts, central university resources, or reallocations between academic colleges.

13. **Estimate the total costs/total new costs (incremental increases in expenditures) that will be necessary for the next seven years as a result of the new program. Be as specific as possible.**

The School of Education and the departments that house the other coursework required in Educator Preparation have the necessary faculty in-place to begin offering the program. As previously, stated, no new course offerings will be required for this program. Through the budget model described above, tuition revenue associated with student credit hour production will support the cost of teaching classes for this program and any marginal costs for equipment or marketing. This program will not require investments in fixed expenses such as facility renovations, information technology software, or licenses.
14. Describe the marketing plan developed to communicate the new program and recruit students.

The Office of Admissions will incorporate this new program into the overall marketing strategy for undergraduate student recruitment. The program will be included in print materials, websites, and other marketing strategies to attract students from within the state, from across the country and globally. The program will also be included in the appropriate college and departmental recruiting materials, websites, and outreach programs.

15. Describe the program evaluation plan to determine if the program is meeting the intended objectives, if the expected student enrollment has occurred, funding for the program, and any other components that affect the effective operation of the program.

This program will be incorporated into the university’s normal academic review process. That review process assesses whether the program is achieving its mission, providing high quality academic experiences, and fulfilling the enrollment and success metrics identified for the program. In addition to the academic program review, as a part of the college budgeting process the program will be monitored annually for achievement of enrollment goals.

16. Include any additional information that justifies the development of this program.
APPENDIX

Iowa State University Teacher Education Standards (learning outcomes)

Curriculum Overview

Letters of Support

University of Iowa

University of Northern Iowa

College of Liberal Arts and Sciences

Department of Agricultural Education and Studies

Department of English

Department of History

Department of Human Development and Family Studies

Department of World Languages and Cultures
APPENDIX

Iowa State University Teacher Education Standards

The Learner and Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practices

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #8A: Technology. The teacher integrates current and emerging technology in instruction to encourage student creativity, problem solving, collaboration, and digital literacy. Teachers practice and advocate safe, legal, and responsible use of information and technology.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
<table>
<thead>
<tr>
<th>MAJOR</th>
<th>Secondary Science*</th>
<th>Secondary Mathematics</th>
<th>Secondary Education</th>
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<tbody>
<tr>
<td>Total Credits</td>
<td>35</td>
<td>35</td>
<td>35</td>
</tr>
</tbody>
</table>

**Professional Core – 18 credits**

- Foundations of Education-3 cr.  
  - EDUC 580  
- Educational Technology-3 cr.  
  - EDUC 505  
- Exceptional Learners-3 cr.  
  - SP ED 501  
- Social Justice Education-3 cr.  
  - EDUC 506  
- Disciplinary Literacy- 3 cr.  
  - EDUC 595  
- Educational Psychology/ Learning Sci-3 cr.  
  - EDUC 541X

**Methods/Electives – 12 credits**

- Content methods course 1  
  - EDUC 518 - 3  
  - EDUC 597  
  - Content Methods
- Content methods course 2  
  - EDUC 519 – 3  
  - EDUC 508  
  - Methods/elective course
- Additional methods or elective 1  
  - EDUC 547 - 3  
  - EDUC 509  
  - Methods/elective course
- Additional methods or elective 2  
  - NREM 380 - 3  
  - EDUC 502 or 513  
  - Methods/elective course

**Field Experience – min. 5 credits**

- Level 1  
  - EDUC 541X (above)  
- Level 3  
  - EDUC 591_(0.5) (48 hour supervised placement)  
  - EDUC 591_(0.5) (48 hour supervised placement)  
  - EDUC 591_(0.5) (48 hour supervised placement)  
  - EDUC 591_(0.5) (48 hour supervised placement)  
  - Graduate Equivalent OR 280L (0.5 cr.)

**Student Teaching**

- EDUC 517_ (4) (full semester placement)  
  OR  
  - EDUC 517_(2) (half semester placement)  
  - EDUC 517_(2) (half semester placement)

*major has already been approved
December 9, 2020

Dean Laura Jolly  
E262 Lagomarcino Hall  
Iowa State University  
901 Stange Rd.  
Ames, Iowa 50011  

Dear Dean Jolly:

I am in support of the three new majors the Iowa State School of Education is proposing. As was the case for our double degrees, these new majors (one undergraduate and two graduate) ensure students are acknowledged for having completed teacher preparation coursework aligned with these proposed new majors through the School of Education. This documentation recognizes teaching as a profession while also acknowledging the importance of content expertise for those preparing to enter the teaching profession.

As you note in the proposal, the second undergraduate major would acknowledge the additional work being completed by your teacher candidates compared to students pursuing the content-area program but not educator preparation. The MAT in Mathematics Education major as proposed ensures Mathematics Education degree candidates’ major more accurately reflects the work they are completing. The MAT in Secondary Education graduate major will provide candidates completing educator preparation the opportunity to receive a Master of Arts in Teaching degree for the work they have completed.

Thank you for the opportunity to review this proposal. We look forward to Iowa Board of Regents approval so that you can move forward with these majors – majors that recognize the completion of professional education requirements as well as disciplinary majors.

Sincerely,

Daniel L. Clay, Ph.D., MBA  
Dean and Professor
December 7, 2020

Dean Laura Dunn Jolly
College of Human Sciences
Iowa State University
E262 Lagomarcino Hall
901 Stange Rd.
Ames, Iowa 50011

Dear Dean Jolly:

Thank you for email inquiry requesting a letter of support for your proposal to offer three new majors – one undergraduate and two graduate – in educator preparation at Iowa State University.

We understand the need to revise current programming and that the proposals moving forward are not for a new programs, rather they are proposals to offer majors or change the major for existing programs. The undergraduate second major in education would acknowledge the additional work completed by your current secondary candidates compared to students pursuing the content-area program but not educator preparation.

Both MAT programs are not new programs, rather new pathways to a degree through an existing program: MAT in Mathematics Education (shifting the degree candidates receive to better reflect the work they are completing) and MAT in Secondary Education (for candidates already completing the educator preparation program to receive a degree).

We support you and your faculty in the development of these revised avenues for students at the undergraduate and graduate levels. Thank you for your continued commitment to the profession of teaching.

We wish you continued success in these endeavors.

Sincerely,

Colleen S. Mulholland [electronic signature]

Colleen S. Mulholland, Ed.D., NBCT
Dean, College of Education
University of Northern Iowa
150 Schindler Education Center
Cedar Falls, Iowa 50614 | 319.273.2717
Dear Associate Dean Reason,

The College of Liberal Arts and Sciences has long appreciated the opportunity to collaborate with the School of Education to support the students in various LAS majors who seek to become educators after graduation. The LAS College is pleased to support the three curriculum proposals coming forward from the faculty of the School of Education in the College of Human Sciences.

The Secondary Major in Education will make sure that the transcripts of students who have completed all of the requirements to make them eligible to be recommended for licensure will reflect this credential. This secondary major is an important way to document the accomplishments of our students and the collaboration of the College of Human Science and the home colleges of the students.

The MAT in Secondary Education establishes an important pathway for students who already have a Bachelor’s Degree to engage in master’s level coursework and to take the courses, practica and student teaching experiences that will prepare them to be successful educators.

The proposed MAT in Mathematics offers a reconfiguration of existing work in the M.Ed. in Education with a specialization in secondary mathematics. This program provides an excellent pathway for qualified students to complete the required coursework, field experiences and student teaching experience within a year. The need for educators prepared to work in STEM areas is well known and this pathway will help address this need.

Iowa State University has an excellent educator preparation program and the College of Liberal Arts and Sciences is happy to partner with the School of Education in supporting future educators. These proposed credentials bring together existing efforts to more effectively and efficiently meet the needs of students. We appreciate the efforts of the School of Educational and the College of Human Sciences in preparing educators to embark on exceptional careers across the state of Iowa and beyond.

Sincerely,

Amy R. Slagell
Associate Dean for Academic Programs
College of Liberal Arts and Sciences
Iowa State University
(515) 294-7270
Date: 11/02/2020

To: Heidi Doellinger

From: Michael S. Retallick
Professor and Department Chair

Subject: SOE New Major Proposals Support Letter

The School of Education is proceeding with proposals for three new majors: 1) undergraduate secondary major in Education, 2) MAT in Mathematics Education (graduate major), and 3) MAT in Secondary Education (graduate major). These proposals have been shared with our department and reviewed by me as well as our teacher education committee which is led by Dr. Scott Smalley. You have adequately answered our questions and we have no issues with the proposals as presented. In short, we support these proposals as they continue through the approval process.
November 16, 2020

To Whom It May Concern:

As chair of the English department, I give my enthusiastic consent to the following teaching education proposals:

**Secondary Major in Education:** This proposal will enhance our English Education majors’ credentials in allowing their transcript and diploma to show a major in English and a major in Education. This will help students applying for teaching jobs to assure school administrators that they do possess an academic background in teacher education and that they are qualified to apply for teacher licensure. This will also increase students’ level of pride and accomplishment in recognizing the completion of their course work in two different areas.

**MAT in Secondary Education:** This proposal will greatly aid our students who already possess a bachelor’s degree. Currently, these students take two years of courses and are then able to apply for their teacher license in English. However, they receive no degree or certificate for two years of courses, which includes student teaching. We currently have six students working on this Post-BA plan. Other students who live in the Ames-Des Moines area have inquired about the program, but devoting two years to course work and not receiving any degree is often not a viable option for them, so this proposed degree would be beneficial to those students. The MAT in Secondary Education will be rewarding to students to illustrate their academic coursework, as well as the application of that course work through practica and student teaching. Having the Master’s degree will make them more marketable for teacher jobs and will indicate their level of commitment to two years of coursework.

**MAT in Mathematics:** While this proposed degree will not affect our English students, we also endorse it in the same way that we value the MAT in Secondary Education.

The English department is thankful for the background work of those initiating these three proposals, and we hope that these proposals receive approval and acclimation.

Sincerely,
Volker Hegelheimer
Chair, English Department
To Whom It May Concern:

As stakeholders in Iowa State’s secondary social studies education program, we write this letter to support all three of the Iowa State Educator Preparation Program’s proposed new programs, outlined below.

1) The proposed undergraduate degree in Education is sorely needed. Students in the secondary social studies program graduate from Iowa State with degrees in either history or political science. In addition to fulfilling all of the requirements of their majors, students take 42.5 credits worth of education courses plus additional social studies content courses beyond their majors in order to obtain their teaching licensure. Yet they have no way of indicating this work on their resumes or front and center on their transcripts. Often their teaching license is the only indicator of the work they have done. The ability to clearly indicate a secondary major to employers will benefit our students as they apply for teaching jobs.

Perhaps more importantly, the proposed major will also benefit those who choose different career paths. Not every student enrolled in the Educator Preparation Program ultimately chooses to pursue licensure or to teach. These students often seek out professions in archives, museums, or non-profits that look kindly on the unique combination of historical and pedagogical training that our program offers. But without the education major as evidence of students’ work, the work is not always clearly legible to potential employers. The addition of an education major will solve this problem.

2) The Department of History has no objection to the creation of an MAT in Mathematics. The proposal will bring Iowa State’s existing graduate level program for math into line with the Educator Preparation Program’s other graduate programs, both existing and proposed.

3) The Department of History also supports the creation of the MAT in Secondary Education. This program is necessary because it meets a demonstrated need. By statute, the state of Iowa requires the completion of an approved teacher preparation program for all individuals wishing to teach in accredited public, private, and charter schools. Students who complete undergraduate degrees that do not include a teacher preparation program face difficulties when they decide that they would like to teach in a PK-12 setting. They need to return to school to complete a state-approved educator preparation program before they can be recommended for licensure. The proposed MAT program would institutionalize and improve ISU’s current method of helping post-baccalaureate students complete an educator preparation program and obtain licensure in history and the social sciences.

Currently, the Department of History and the School of Education offer a post-baccalaureate teacher preparation program on an ad hoc basis. Students who have already completed a
bachelor’s degree in any area of the social sciences (including history, political science, psychology, sociology, anthropology, geography, or economics) can enroll in the courses they need to be recommended for licensure without officially entering a unified program. Despite having already earned a bachelor’s degree, these students are classified as undergraduates in the history department. Moreover, given the amount of required coursework, classroom observation, and student teaching experience, these students typically attend Iowa State full-time for two additional years in order to meet requirements, but do not earn an additional degree.

Each year, we field a number of requests for information from students looking to complete a teacher preparation program in order to be recommended for licensure. However, the current ad hoc post-baccalaureate arrangement does not suit most, and, on average, only a few choose to attend ISU. Between January 2016 and August 2018, we received at least 28 requests for information but only 5 students actually enrolled. The proposed program would streamline the process of completing a teacher education program and offer the incentive of a Masters degree. We believe that the additional credential will make it easier for students to decide to come to Iowa State and make it easier for them to find jobs once they graduate.

In sum, all of the proposed programs will meet practical and demonstrated needs of our student community.

Thank you.

Simon Cordery
Professor and Chair
Department of History

Jeff Bremer
Associate Professor of History
Coordinator, Secondary Social Studies Education

Amy Rutenberg
Assistant Professor of History
Coordinator, Secondary Social Studies Education
November 24, 2020

To Whom It May Concern:

As Chair of the Human Development and Family Studies (HD FS) department, I am pleased to write a letter of support of the School of Education (SOE) proposal to establish three new majors: an undergraduate second major in secondary education, a mathematics education major within the Masters of Arts in Teaching (MAT) degree, and secondary education major within the Masters of Arts in Teaching (MAT) degree.

Our department offers two programs in educator preparation: Family and Consumer Sciences Education and Studies (FCEDS), and Early Childhood Education (ECE; which is co-administered by the School of Education). As a result, we work closely with the SOE on areas of overlapping interest. Our department also offers other majors that are not related to educator preparation or teacher licensure. In examining the proposals for these new majors, I do not see any areas where the majors would conflict with any of our undergraduate or graduate programs. In addition, I believe that these programs will be beneficial to participating students and our college as a whole.

Research has shown the importance of exemplary educator preparation programs to the training of highly qualified teachers. The School of Education already has excellent programs, and I see these additions as fitting well with the existing programs and goals for the school. We in HD FS are in strong support of efforts to improve the preparation of teachers who serve the state of Iowa.

If you have questions, please contact me.

Sincerely,

Carl Weems
Professor and Chair
November 3, 2020

Heidi Doellinger  
Director of Educator Preparation  
Iowa State University  
1620D Lagomarcino Hall  
901 Stange Road  
Ames, Iowa 50011-1041

Dear Heidi,

On behalf of the Department of World Languages and Cultures, I write to lend my support for the School of Education’s proposals for a Second Major in Education and the Graduate Major in Secondary Education.

We are excited that the proposals would provide WLC Education Candidates with important options to advance their interests in world language education, and we are enthusiastic to be included among the departments whose coursework is directly and positively impacted. These are the sorts of curricula that ISU have been lacking, and undergraduates, in particular, have commented to me over the years that they wished such options existed—particularly since they complete the equivalent of a second major in any case or because they often seek a graduate degree at ISU.

I am pleased to see the School of Education taking a leadership role on these new programs, and WLC happily supports the proposals.

Best Regards,

Chad M. Gasta  
Professor and Chair  
Director, International Studies
Academic Program Approval Voting Record

This document is to be appended as the last page of the proposal for any new or revised academic program to record the successive votes of approval as the proposal moves through its required review and approval steps. Consult Faculty Handbook Section 10.8 or the Faculty Senate Curriculum Committee website for information regarding Committee review and voting requirements for each action.

Curricular Action: (check appropriate boxes below)

1. □ New Program □ Name Change □ Discontinuation □ Concurrent Degree for:

2. □ Undergraduate Major □ Graduate Major □ Undergraduate Minor □ Graduate Minor
   □ Undergraduate Certificate □ Graduate Certificate x Other: ___secondary major____

3. Name of Proposed Change: ______Education____________________________

4. Name of Contact Person: ____Kristina Tank_______ e-mail address: ___kmtank@iastate.edu___

5. Primary College: __Human Sciences_________ Secondary College: ____________________

6. Involved Department(s): ____________________________ ____________________________

Voting record for this curricular action:

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<td>8 For, 0 Against, 0 Abstain</td>
<td>12/10/2020</td>
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<tr>
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<td>02/11/2020</td>
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<td>College Approval Vote</td>
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<td>Faculty Senate Academic Affairs Council</td>
<td>10 For, 0 Against, 0 Abstain</td>
<td>February 10, 2021</td>
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[FSCC – November 2013]