

FORM A
Board of Regents, State of Iowa

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

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 Die Specialty Number (six digits): 13.0101
Level: Bachelors

Title of Proposed Program:
Education Studies
Degree Abbreviation (e.g., B.S., B.A., M.A., Ph.D.):
BS

Mode(s) of Delivery (check all that apply):
On-campus (face-to-face) x Off-campus (face-to-face) Online Hybrid X

Other _____

Approximate date to establish degree:
Month August Year 2025

Contact person: (name, telephone, and e-mail) Kristina Tank

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 education landscape is broad and ever-changing and there are many career options within the field of education that go beyond traditional classroom teaching roles. This includes educators interested in out of school settings, such as museums, zoos, or libraries, and also community-based education, international education, educational technology, instructional design or educational policy. For students interested in careers in education and education-related fields outside of classroom teaching, Iowa State University does not have an undergraduate degree program that meets their needs. Currently, the SOE offers one undergraduate degree, a B.S. in Elementary Education that leads to teacher licensure, and a secondary undergraduate major in Education which can be added for students pursuing secondary education licensure whose primary major is outside the SOE. Additionally, there are education degrees at ISU that fall outside of the SOE, such as Agricultural Education or English Education, but that are part of the Educator Preparation Program. All of these degree programs lead to teacher licensure in K-12 classrooms.

Therefore, to meet the needs of students who are interested in education but not in becoming a K-12 classroom teacher, the SOE is proposing a B.S. in Education Studies. This proposed new degree program would be a non-licensure degree that would prepare undergraduate students for professions in and related to education, but outside of classroom teaching. This degree seeks to equip educators across the education landscape with the ability to design, implement, and assess educational programming that advances teaching and learning for all.

Students in this new degree program would take classes that meet ISU general education and college-level requirements along with the SOE core education courses in the first two years along with SOE licensure students to provide a foundation in education theory and practice. In the third year, students in this new degree program would pursue coursework focused on one of three emphasis areas (Teaching, Learning & Leadership, Innovation, Technology, & Society, or STEM) before participating in a semester-long internship in their final semester related to their career goals.

The following emphasis areas in this degree are intended to be multidisciplinary and flexible in nature to reflect current trends and issues in education in order to prepare students for a broad and ever-changing education landscape.

- **Teaching, Learning & Leadership** – this emphasis area is for students who are interested in teaching and learning across a range of educational settings, contexts, and

learners. Students in this emphasis area can pursue a variety of careers related to education including international education, informal or community-based education such as museum or library educators, support for K-12 classrooms, or educational programming, policy, or consulting.

- **Innovation, Technology, & Society** - this emphasis area is for students who are interested in the intersection of innovation, design, educational technology, and the impact on society. This concentration would build upon expertise of education technology faculty within the SOE and with collaborations across campus to explore current technology-based innovations and learning technologies in educational settings, such as game-based learning, computer science, artificial intelligence, and human computer interaction for educators. Students in this emphasis area could pursue careers in instructional design, technology-based learning, educational or technology firms, online learning, educational consulting, or educational entrepreneurship.
- **Science, Technology, Engineering and Mathematics (STEM)** - this emphasis area is for students who are interested in learning and teaching as it relates to Science, Technology, Engineering and Mathematics (STEM) contexts and environments. This concentration seeks to equip educators across STEM fields with the ability to design, implement, and assess research-based educational programs that advance the goals of STEM education for all involved. Students in this emphasis area could pursue careers in museums, science or nature centers, out of school STEM programs and camps, curriculum development and testing, educational programming for STEM-related industries, such as business or healthcare.

b. ***A statement of academic objectives;***

Students pursuing the education studies degree program would engage with the following objectives to build a well-rounded foundation that would allow them to make meaningful contributions to the field of education.

- 1) Study various educational systems, including their structures, policies, and practices.
- 2) Build foundational knowledge and understanding of educational theory, research, and practice to better understand how people learn and how to facilitate effective learning experiences.
- 3) Learn to design and implement engaging and effective educational materials and programming including innovative technology-based learning.
- 4) Participate in a program of study that aligns with career aspirations and interests that that includes a semester-long internship experience.

c. ***What the need for the program is and how the need for the program was***

determined;

The need for a degree program for students interested in education beyond becoming a certified, classroom teacher was determined through multiple avenues.

First, in discussions with the academic advisors in the SOE, there has been a trend that when students choose to change majors and/or opting out of completing our teacher education program that many of these students are still interested in working in educational settings and with children. It is often that students no longer want to be formal K-12 classroom teachers. Students who are interested in education more broadly, but do not want to be the lead teacher in a classroom, often choose other majors in the hopes that they will be able to circle around and make their way back into education. For example, a student might choose a biology degree and then pursue a career as a naturalist where they can provide out-of-school educational programs and camps. The Education Studies major would allow these students to continue in a program of study that meets their future interests of working in the larger field of education.

Second, through projects and discussions with stakeholders and partners across the state, SOE faculty and staff have been asked to share their expertise through the creation of educational materials and programming as well as with the development of future educators from non-school settings. Some of these efforts have included library educators and programming, development of out-of-school curriculum materials and programming such as STEM-Lit-to-go, assisting with the State Science Fair, informal science teaching and various STEM summer camps. In working with these projects and partners, the need for a pathway for individuals who are interested in contributing to the field of education but who may not necessarily want to become licensed teachers has become more apparent. Furthermore, as the education landscape continues to evolve and is driven by various factors, such as technological advancements, shifts in societal needs, and the needs for diverse and inclusive learning environments, we see a rising demand to prepare educators who can work in and across these diverse educational settings and contexts.

Third, while examining recruitment trends and exploring possible new markets of students, the SOE has not historically had large numbers of undergraduate international students in either of our majors. For many, a common end goal is to go back and teach or advocate for educational issues in their home country and earning a U.S teaching license is not required. However, we believe there is a market for international students seeking a degree in education without a licensure requirement. For example, Maharishi University in Fairfield, IA dropped their Iowa Department of Education licensure program to focus on international students seeking a degree in education. Dr. Chris Jones, the chair of this program has reported it is very successful. We are also seeing an increase in the number of international students interested in our education graduate programs indicating that there is a potential interest at the undergraduate level.

Finally, in examining Hanover Data for student demand for this type of degree program, we found that the number of bachelor's level graduates/completers in Education Studies (CIP

code - 13.0101—Education, General) has increased by 11% nationally and 25% in Iowa from 2018 to 2022. The number of degree programs has grown by 4% nationally in that same period.

The process for determining the potential need for the program started with a collection of anecdotal evidence from students, advisors, and faculty. Next, members of the School of Education Undergraduate Curriculum Committee (UGCC) formed a Task Force to determine if the School of Education should move forward in pursuing an Education Studies (non-licensure) major for students at Iowa State University. The task force convened on multiple occasions and studied the degree pathways of similar majors at ISU designated peer institutions (both the Board of Regents and IPEDS peer list) and at the programs of other public and private institutions in Iowa (U of Iowa, U of Northern Iowa, and Drake). Additional data examining the potential need for this degree and career outlooks was also gathered through research tools (ie. Hanover Research, occupational outlook handbook) and through conversations with associate deans at the other two Regents Universities. Findings from this data gathering found that the majority of peer institutions (15/29) and both of the other Regents' institutions have some version of an education studies degree. There was a range in the overall focus of these programs, from a more general education focus (similar to what we envisioned) to Ed policy focus (Penn State & UW-Madison), and a more Human Development focus (Ohio State, Texas A&M). Notably, the University of Northern Iowa offers an education studies minor and University of Iowa offers an undergraduate non-licensure education studies and human relations major for their students.

The committee determined there is a need to offer a non-licensure education studies degree because there are ISU students who are interested in education-related fields beyond traditional classroom teaching but do not have an option to pursue this at ISU. Additionally, student demands shows that general education programs are growing and that many of our peer institutions offer some type of degree designation in education studies.

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;**

As a land grant institution, Iowa State University seeks “to provide readily available, research-based programs and educational resources with the goal of improving the lives of the individuals, families, and communities across the state”. Learning occurs everywhere and at all ages and this degree would provide additional pathways into education-related professions outside of the classroom. This degree option would allow for the SOE and CHS to capitalize on that time by preparing professionals who are able to expand **access**, promote **excellence**, and provide consistent **integrity** in educational programming across the state and within the field of education. ([ISU Strategic Plan](#), 2022).

More specifically, the various tracks of the proposed education studies degree provide students opportunities to develop innovative solutions to meeting educational needs with their chosen field of study. The degree offers educational experiences they would not normally have

without the education studies component of their field of study. This proposed degree aligns with Iowa State University's mission and strategic plan by providing:

- *Opportunities for students to find innovative solutions to concerns about helping other learn about the field of study they choose within the options of the major.*
- *Educational experiences that enhance their growth in learning and provide skills to bring education into the work in their chosen field, helping them to be better facilitators, leaders and managers.*
- *Providing opportunities for learning about collaboration and meeting the needs of others. This learning informs and is informed by community engagement.*
- *Knowledge and Discovery as all learning does, but it broadens knowledge by bringing educational studies into fields in the four concentration areas. Students will learn how to incorporate learning opportunities and strategies into everything they do.*

- 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 be similar to existing SOE and educator preparation programs currently offered by or in conjunction with the SOE because SOE and educator preparation students complete a set of foundational or core courses in their first two years along with ISU and college-level general education required courses. Student in this new proposed program will also complete this same set of core courses as those courses provide an important foundation in education theory, research and practice for anyone working in the field of education. A key difference in this proposed program is that once students complete the core education courses, they will not take formal methods of teaching courses with the educator preparation students but will choose from a series of electives in one of the three emphasis areas (Teaching, Learning & Leadership; Innovation, Technology, & Society; or STEM) to prepare them for a career outside of the traditional classroom. (See Appendix for sample overview and proposed Four Year Plan)

After completing the core education courses, students choose elective coursework that is geared toward an emphasis area and future career goals. The elective coursework is flexible and can include courses outside of the SOE, therefore holding the potential to enhance learning and pair well with other content majors across the university for those students who are interested in bringing an education perspective to a range of disciplines and industries. For example, there are science majors who want to work at the Science Center of Iowa or do outreach at a local county conservation office who could complete content-focused electives along with the core education courses.

This proposed program will not duplicate existing programs at the university as there is currently not a program or pathway for students interested in education outside of the educator preparation program. During the planning stages of this new proposed degree, the

overview, rationale, and an outline of the degree program was presented to members of the Educator Preparation Coordinating Council, which is the governing body of our educator preparation programs and made up of faculty across campus who are preparing educators for feedback and potential overlap.

Additionally, the Director of Undergraduate Education in the SOE and the Director of Educator Preparation met with faculty in the department of Human Development and Family Studies on multiple occasions to clarify and ensure that this major was synergizing and not duplicating programs. The first meeting was in 2020 prior to development of the Education Studies program. A second meeting took place in February 2024 with the directors of undergraduate education and the chairs from each department along with the CHS Associate Dean for Undergraduate Academic Affairs. Overall, both departments agreed that the major would not overlap or provide redundancy across degrees or programs as it targets different students and different career goals. The Human Development and Family Studies major is focused on development, families, and services and the Education studies major is focused on teaching, learning and education that goes beyond becoming a classroom teacher. Synergies were identified and will continue to be explored as the proposed program is developed for implementation.

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

Extension and Outreach are important hallmarks of ISU and the land grant mission of ISU, which provides an established infrastructure and existing collaborations for potential partnerships, field experiences, and internships and education that is embedded into the mission and work of ISU Extension and Outreach offices across the state. Furthermore, the SOE provides expertise in each of the emphasis areas (Teaching, Learning & Leadership; Innovation, Technology, & Society; or STEM) making ISU and the SOE a unique and desirable place to initiate this degree program.

- g. **Describe the personnel, facilities, and equipment necessary to establish and maintain a high quality program. Include any reallocations from other programs or areas of the university.**

The current curriculum for the first two years of the new proposed Education Studies degree is already in place as students in this degree will take their core courses alongside other SOE students, the infrastructure (personnel, facilities, and equipment) is already in place. The three emphasis areas have been chosen strategically as the additional elective coursework and faculty expertise needed for each of the emphasis areas currently exists in the SOE, College, and across ISU. The current secondary education adviser in the SOE will serve as academic adviser for all education studies majors as this adviser currently advises students across multiple departments in the first two years of the program of study and would be able to assist with

advising duties. This allows for the program requirements needed to establish and maintain a high quality program to consist of unique combinations of existing personnel and coursework coupled with a content specific internship

h. How does student demand for the proposed program justify its development? What are the anticipated sources of students to enroll in this new program?

When current and prospective students meet with academic advisors most often they are interested in becoming a licensed classroom teacher and pursue one of the K-12 education degree programs offered through our current Educator Preparation Program. However, there is a growing number of students within CHS and beyond that are interested in education that extends beyond the traditional K-12 classroom. International students, who are initially interested in education do not pursue one of our degree programs as their end goal is to go back and teach or advocate for educational issues in their home country and earning an Iowa teaching license is not often their preferred route to do that. Other students want to work in schools or settings that support classroom teachers, such as a teaching assistant or instructional designer and are looking for learning and opportunities that extend beyond classroom teaching and methods could be interested in this type of program. Students who want to work as informal educators at museums, libraries, nature centers, zoos or other out of school education settings could be interested in this proposed program.

Evidence of the demand can be seen in examining Hanover Data for this type of degree program. We found that the number of bachelors level graduates/completers in Education Studies (CIP code - 13.0101) has increased by 11% nationally and 25% in Iowa from 2018 to 2022. Additionally, the number of degree programs has grown by 4% nationally in that same time period.

Additional evidence of student demand for this program can be seen from examination of non-licensure or non-certification education degrees at peer institutions. 16 out of 29 peer institutions examined offer majors and/or minors (Michigan State, Kansas State, U of Missouri, Ohio State, North Carolina State, Penn State, Purdue, Oregon State, Arizona State, U of California-Davis, U of Illinois-Urbana-Champaign, U of Kentucky, Texas A&M, U of Minnesota-Twin Cities, University of Buffalo, and U of Wisconsin-Madison) and both of the other Regents' institutions offer an education studies degree or minor.

2. 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.

i. Undergraduate

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5-7
Majors	5-10	15-20	30	40	50
Non-Majors	NA	NA	NA	NA	NA

j. Graduate/Professional

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5 - 7
Majors	NA	NA	NA	NA	NA
Non-Majors	NA	NA	NA	NA	NA

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

Education is a sector that will always need qualified professionals. Even though a good portion of the workforce demand will continue to be for licensed classroom teachers, there is an opportunity for the development of an education workforce that will work outside of the traditional classroom. According to the U.S. Bureau of Labor Statistics (BLS), employment in the area of education, training, and library occupations is projected to grow about as fast as the average for all occupations and will result in about 857,600 openings per year.

When looking at some of the fastest growing degrees according to Hanover research firm, the education studies degree would be examining similar and related content and topics to several of those degrees (Human Computer Interaction, Learning Sciences and Computer Science) from an education perspective.

Potential career outcomes and salary ranges

Possible Careers	2022 Median Salary (Occupational Outlook Handbook)
Instructional Coordinators	\$66,490
Educational Instruction and Library Occupations	\$65,420
Educational Institution Curator (Museum educator)	\$53,420
Education Program Manager	\$60,401
Instructional Designer	\$55,681
Training and Development Specialist	\$63,080
Training and Development Managers	\$120,000
Teaching Assistants	\$30,920
Tutors	\$36,680

Related to national workforce preparation and demand, this degree would allow for students to make a positive impact on education and prepare them for a wide variety of careers, such as Out of School Educator, Teaching Assistant or Paraprofessional, Support Roles for School Districts or Education Agencies, Tutor, Community-based education, International Education, Museum Educator, Instructional Designer, Educational Program Manager, or Education Consultant. Additionally, a number of business occupations benefit from

foundational education coursework. For example, Professional Development Facilitators, Curriculum Designers, Education Policy Consultants or Education Leaders in facilities such as museums, science centers, learning centers, etc.

The dean's office in the academic college proposing the new program is required to contact the corresponding dean's offices at the other two Regents universities (if there is no corresponding college, consider related programs in other colleges or contact the Provost's office for guidance). In some cases, such as for an interdisciplinary program, more than one college at the other universities may need to be contacted. Please summarize how this cross-institutional outreach was completed:

k. Date that Form A was sent to dean's offices at the other two Regents universities.

The Form A was emailed by CHS Dean Laura Jolly to UNI Dean Colleen Mulholland and UI Dean Dan Clay on March 12, 2024.

l. Date and format (email, telephone, video, in-person) of discussions between the dean's offices, and names/titles of those who participated.

Dean Laura Jolly had a phone conversation with Dean Dan Clay (UI) on Friday, March 15, 2024 at 11am and this was followed up with an email (included below).

A phone conversation with Dean Colleen Mulholland (UNI) on Monday, March 18, 2024 at 9:30am.

m. Summary of feedback received from the other two Regents universities, including any concerns raised. Where relevant, describe current or planned collaborations related to the program.

Dean Dan Clay (UI) was in full support of the degree and did not include any concerns. His feedback is included below:

Laura,

Thank you for reaching out about your new degree in education studies. I think this is a great idea and fully support it for these reasons:

- It adds value for students by giving them a degree option for work in education without the limitations of K-12 teacher certification*
- It provides an alternative degree for students who complete most their teacher education program but decide K-12 classroom teaching is not for them*
- With teacher education enrollments so volatile nationally, it provides a good opportunity to diversify enrollments*
- This provides an excellent undergraduate option for international students interested in education in their home countries*

Best of luck with your proposal. Please let me know if there is anything I can do to assist.

Dan

Dean Colleen Mulholland (UNI) was also in full support of the degree and did not include any concerns during her discussion with Dean Jolly on 3/18. Dean Mulholland's support included that she sees the establishment of this degree as a way to professionalize education outside of just teacher certification.

n. Was the proposal modified to reflect these discussions? If so, describe.

No, there was support from both of the Deans at the Regents' Institutions

- 2. List 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.)

In Iowa, the University of Iowa offers an undergraduate non-licensure education major for their students (Education Studies and Human Relations Major) and the University of Northern Iowa offers this as a minor (Educational Studies Minor).

The list of private institutions of higher education that offer a similar degree in Iowa includes: Drake University (Educational Studies, B.S), and Buena Vista University (Educational Studies), William Penn University, Loras College, and Morningside University.

5. If the same or similar program exists at another institution of higher education in Iowa (other than those Regent universities noted above), respond to the following questions:

a. Describe collaboration efforts with other institutions.

We have reviewed similar programs at other institutions. We have had several conversations between the ISU Director of Educator Preparation and the Associate Deans of the College of Education at UI and UNI. The most recent conversation was held on January 30, 2024, in which we discussed ISU's proposal the similarities and differences to equivalent programs at each institution.

The Director of Education Preparation has had conversations with chairs and deans of at least ten Iowa institutions that offer a version of the education studies major. The conversations took place during the Iowa Association of Colleges for Teacher Education (IACTE) conference on March 30 and 31, 2023. In small groups, and some individually, the Director of Ed Prep asked about the curriculum and structure of their programs. This information was taken into account when developing the ISU proposal. Note that virtually all teacher preparation programs in Iowa offer an education degree option for candidates choosing not to become licensed classroom teachers.

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.

The person leading the education department was consulted, titles include Dean, Department Chair and Department Head.

The information provided by the program leaders was similar, including information in this synopsis:

- The option is available for candidates to enter anytime after the candidates is admitted to the teacher education program.
- Most candidates enter the optional track before their senior year, although some enter it as late as the semester before student teaching.
- Students entering the optional path by the beginning of their junior year can complete it without additional semesters. Candidates entering at the beginning of the senior year generally require an additional semester.
- Capstone requirements vary, but only a few require an internship.
- In any given year no more than 5% of candidates opt to switch from teacher education to education studies.
- Very few students enter the education studies degree as their initial major choice.
- Students who enter the education studies major complete the major at nearly 100%.
- Programs do not follow the success of graduates as well as they do for teacher preparation graduates.

c. Has the possibility of an inter-institutional program or other cooperative effort been explored?

Yes. This was discussed by the Director of Educator Preparation with the associate deans of UNI and UI colleges of education several times over the past year, with the most recent discussion on December 14th, 2023. While cooperation among institutions is strong, the methodology and approaches are sufficiently different to preclude an inter-institutional program.

d. Are the other programs similar to the proposed program at comparable quality and cost?

The UI program is similar in quality, although tuition at UI is higher than ISU. The UNI program is only offered as a minor (30 credits) and so is difficult to compare in terms of quality and cost to the ISU proposal that includes a full degree program. The ISU proposal is different compared to UI and UNI in that ISU will offer more optional programs of study for candidates to meet various needs, and the ISU program will require an internship as a capstone learning experience.

For the private institutions within Iowa that offer similar programs, the quality of the private

institution programs varies and the cost for a comparable degree program at all of the private institutions is higher than that of ISU.

- 3. If there are plans to offer the program off campus, online, or a blended modality, briefly describe these plans, including potential sites and possible methods of delivery instruction. Will off-campus delivery require additional HLC or other accreditor approval?**

This program will be offered on campus in a Face to Face format, with limited use of hybrid instruction depending on individual course modalities. Therefore, no additional approval from HLC or the State Board of Education is required.

- 4. Will the proposed program apply for programmatic accreditation? When**

There is no requirement for accreditation of this program at the state or federal level. The program will remain in compliance with HLC standards.

- 5. For undergraduate programs: Will articulation agreements be developed for the proposed program? With whom?**

Existing articulation agreements for the current SOE education programs will remain in effect as the students in this major will complete the first two years of coursework along with other SOE majors. No additional agreements are needed as these agreements are already in place with Iowa Community Colleges.

- 6. Describe any opportunities for experiential learning (e.g. internships, clinicals, research, community engagement/service learning).**

The capstone component of this degree program will be a semester long internship specifically identified to promote experiential learning in the field and aligned with the student's selected emphasis area and career goals. Additionally, as part of their core coursework that provides the grounding and foundation in education and education systems and settings, during the first two years of the program, students will complete an additional semester-long experiential learning (practicum) experiences, EDUC 280 (currently titled: Pre-Student Teaching Experience, proposed title change: Level 1 Field Experience, starting Fall 2025) as a context for educational settings and systems.

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

Students in this proposed degree will be enrolled in courses alongside other SOE majors (both El Ed and Secondary major in education) for the first two years and then enroll in elective coursework for courses that currently exist within the SOE and across ISU, so there will be no

significant additional financial resources needed related to creating coursework as the costs will be absorbed into the programs and coursework that are currently offered. These core SOE courses have multiple sections each semester and there is currently space across the sections that would be able to accommodate the proposed number of students in this program without needing to create new sections.

As it relates to advising, the current secondary education adviser in educator preparation will serve as academic adviser for all education studies major. Because this adviser currently advises secondary ed majors who take the education professional core, the same adviser will already be advising students across multiple departments in the first two years of the program of study, thus will be the best person to advise students in this new degree program.

For the field experiences, the earlier practicum experience (EDUC 280) that is taken alongside other SOE majors will be included as part of the workload of the Teacher Education Services Unit within the SOE that currently serves all Educator Preparation Students across ISU and will not require additional financial resources.

There would be a need for financial resources to cover the semester-long internship experience, but the plan is to utilize college level resources for this component of the program.

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

This program has been developed collaboratively among faculty and staff in the school of education and the educator preparation community across three colleges (CHS, LAS, CALS).

**PROPOSED FOUR YEAR PLAN
Education Studies Major**

Year 1 - Fall	Year 1 - Spring
Freshman Learning Community (1)* Social Foundations of Education (EDUC 204/205) – (3)* PSYCH or SOC Option (3) ENG 150 (3) LIB 160 (1) Science Option (3) 14 credits	Level 1 Field Experience (EDUC 280) - (1)* Education of the Exceptional Learner (SPED 210/250/401)- (3)* Humanities Option (3) Math Option (3) Science Option (3) Social Science Option (3) 16 credits
Year 2 - Fall	Year 2 - Spring
Intro to Educational Technologies (EDUC 201/202) - (3)* ENGL 250 (3) Math Option (3) Science Option (3) Social Science Option (3) 15 credits	Landscapes of Teaching (EDUC 245) - (3)* Educational Psychology (EDUC 332/333) - (3)* CHS Communications Option (3) Humanities Option (3) Math Option (3) 15 credits

In year 3, students have completed ISU & CHS gen ed requirements and SOE core courses*
 They would choose one of three Education Studies emphasis areas:
 1. Teaching, Learning and Leadership
 2. Technology, Design and Innovation
 3. STEM

SEE TABLE ON FOLLOWING PAGE FOR EMPHASIS AREA ELECTIVE OPTIONS.

Year 3 – Fall	Year 3 – Spring
Dilemmas in Education (EDUC 369x) – (3) Electives (from emphasis area list) Elective (3) Elective (3) Elective (3) Elective (3) 15 credits	Literature and Learning (EDUC 395/459) (3) Electives from emphasis area list Elective (3) Elective (3) Elective (3) Elective (3) 15 credits
Year 4 - Fall	Year 4 - Spring
Introduction to Social Justice (EDUC 405/406) - (3) Electives from emphasis area list) Elective (3) Elective (3) Elective (3) Elective (3) 15 credits	Semester long Internship (16) 16 credits

Education Studies – Emphasis Area Electives
 Students select 13 elective courses from **one** emphasis area

Emphasis Area: Teaching, Learning & Leadership
Coursework: EDUC 302: Principles and Practices of Learning with Technology (3) EDUC 355X. Teaching Multilingual Learners (3) EDUC 370: Toying with Technology (3) EDUC 377: Teaching Literacy in the Primary Grades (3) EDUC 378 Teaching Literacy in the Intermediate Grades (3) EDUC 407: Principles and Practices of Distance Learning (3) EDUC 420: Bilingualism & The Education of Latinx Youth (3) EDUC 422: Teaching and Learning Iowa History (3) EDUC 426: Principles of Secondary Education (3) EDUC 443: The Teaching of Social Studies (3) EDUC 448: Teaching Children Mathematics (3) EDUC 449: The Teaching of Science (3) EDUC 452: Assessment for Literacy and Learning (3) EDUC 454: Emerging Topics in Educational Technologies (3 – 1 credit courses) EDUC 456: Integrating Technology into Literacy (3) EDUC 488: Supervised Tutoring in Reading (3) EDUC 475: International Travel Study in Education (3) AESHM 211: Leadership Experiences and Development (LEAD) (3) COMST 210: Communication and US Diversity (3) COMST 211: Interpersonal Communication (3) COMST 214: Professional Communication (3)

COMST 218: Conflict Management (3)
 HD FS 102: Human Development (3)
 HD FS 223: Child Development and Health (3)
 HD FS 226: Development and Guidance in Middle Childhood (3)
 HD FS 227: Adolescence and Emerging Adulthood (3)
 HD FS 249: Parenting and Family Diversity Issues (3)
 HD FS 276: Human Sexuality (3)
 HD FS 249: Parenting and Family Diversity Issues (3)
 PSYCH 230, 3, Developmental Psychology (3)
 PSYCH, 313, 3, Learning and Memory (3)
 PSYCH 335, 3, Abnormal Psychology of Children and Adolescents (3)
 PSYCH 350 Human Factors in Technology (3)
 PR 220, 3, Principles of Public Relations (3)
 POL S 235, 3, Intro to Ethics and Policy (3)
 POL S 333, 3, *Democracy and Diversity in America (3)
 POL S 480, 3, Ethics and Public Policy (3)
 POL S 335, 3, Science, Technology, and Public Policy (3)
 LDST 122, 3, Leading with Purpose (3)
 LDST 322, 3, Leadership in a Diverse Society (3)
 LDST 333, 3, Women and Leadership (3)
 LLS 112: Foundations of Learning and Productive Team Membership (3)
 LLS 114: Developing Responsible Learners and Effective Leaders (3)
 LLS 212: Habits of Mind and Decision-Making in Leadership (3)
 SOC 464, 3, Strategies for Community Engagement (3)

Emphasis Area: Technology, Design, and Innovation

Coursework:

EDUC 302: Principles and Practices of Learning with Technology (3)
 EDUC 370: Toying with Technology (3)
 EDUC 407: Principles and Practices of Distance Learning (3)
 EDUC 454: Emerging Topics in Educational Technologies (3 – 1 credit courses)
 EDUC 456: Integrating Technology into Literacy (3)
 EDUC 454: Emerging Topics in Educational Technologies (3 – 1 credit courses)
 EDUC 456: Integrating Technology into Literacy (3)

COM S 103 Computer Applications (3)
 ComS 104 , Brief Introduction to Computer Programming for Non-Majors (3)
 ComS 105 , Short Course in Computer Programming (3)
 COM S 106 Introduction to Web Programming (3)
 COM S 107: Applied Computer Programming (3)
 COM S 207: Programming I (3)
 COM S 472: Principles of Artificial Intelligence (3)
 COMST 330: Computer Mediated Communication (3)
 CPR E 230 Cyber Security Fundamentals (3)
 DES 150, Introduction to Innovation and Design (3)
 DES 230, Design Thinking (3)
 DS 201 - Introduction to Data Science (3)
 DSN S 232: Digital Design Communications (3)
 ECON 383X: Economics of Innovation (3)
 ENGL 222X. Artificial Intelligence and Writing (3)
 ENTSP 310 Entrepreneurship and Innovation (3)
 JL MC 474: Communication Technology and Social Change (3)
 PHIL 343: Philosophy of Technology (3)
 PSYCH 350 Human Factors in Technology (3)
 Psych 386 , Media Psychology (3)
 POL S 335, 3, Science, Technology, and Public Policy (3)

Emphasis Area: STEM

Coursework:

EDUC 302: Principles and Practices of Learning with Technology (3)
EDUC 370: Toying with Technology (3)
EDUC 407: Principles and Practices of Distance Learning (3)
EDUC 443: The Teaching of Social Studies (3)
EDUC 448: Teaching Children Mathematics (3)
EDUC 449: The Teaching of Science (3)
EDUC 454: Emerging Topics in Educational Technologies (3 – 1 credit courses)
EDUC 456: Integrating Technology into Literacy (3)

Additional STEM courses that could include:

A ECL/BIOL/ENSCI 312: Ecology (3)
BIOL/ENV S /ENSCI 201: Introduction to Environmental Issues (3)
ENGL 222X: Artificial Intelligence and Writing (3)
ENGL 312, Communicating Science and Public Engagement, 3
IA LL 293: Natural History Workshop (3)
IA LL 310: Science Teaching Methods
IA LL 314: Nature Based, Early Childhood Teaching Methods Using "The Project Approach" (3)
JL MC 260: Media Controversies in Science and Technology (3)
JL MC 347, Science Communication (3)
NREM 380: Field Ecology Research and Teaching (3)
PHIL 343: Philosophy of Technology (3)
PSYCH 350 Human Factors in Technology (3)
POL S 335, 3, Science, Technology, and Public Policy (3)

Additional Electives in STEM content and/or STEM education courses

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 Other: _____
3. Name of Proposed Change: Education
 Studies
4. Name of Contact Person: Kristina Tank e-mail address: kmtank@iastate.edu
5. Primary College: College of Human Sciences Secondary College: _____
6. Involved Department(s): School of Education _____

Voting record for this curricular action:

Voting Body	Votes			Date of Vote
	For	Against	Abstain	
Dept. or Program Committee				
SOE UG Curriculum Committee	5	0	0	2/1/2024
SOE Full Faculty	21	0	0	2/13/2024
College Curriculum Committee	6	0	0	2/20/2024
College Approval Vote	98	2	0	3/5/2024
Graduate Council				
Faculty Senate Curriculum Committee	7	0	0	3/21/2024
Faculty Senate Academic Affairs Council	7	0	0	4/8/2024
Faculty Senate				