

## Board of Regents, State of Iowa

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

January 28, 2015

Editing color coding:

Yellow: Items to be completed by Provost Office

Gray: Items are draft text to use/edit as appropriate. Please remove highlighting of gray areas once edited.

**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 \_\_\_\_\_ M \_\_\_\_\_ D \_\_\_\_\_ FP \_\_\_\_\_

Title of Proposed Program: Masters of Arts in Teaching in HistoryDegree Abbreviation (e.g., B.S., B.A., M.A., Ph.D.): M.A.T.

Approximate date to establish degree: Month \_\_\_\_\_ 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) Amy Rutenberg, 515-294-4634, arutenbe@iastate.eduCollege that will administer new program: Graduate College

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.
  - b. A statement of academic objectives;
  - c. What the need for the program is and how the need for the program was determined;
  - 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;
  - 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?

- 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.
- g. Special features or conditions that make the institution a desirable, unique, or appropriate place to initiate such a degree program.
- h. Are the university's personnel, facilities, and equipment adequate to establish and maintain a high quality program?
- i. How does student demand for the proposed program justify its development?

**Answer (1a-i.)**

The Department of History at Iowa State University proposes the creation of a Masters of Arts in Teaching (M.A.T.) in History degree program. This program would provide graduate level work in history as well as all of the prerequisites required by the state of Iowa for individuals to be recommended for licensure to teach history and other social studies subjects at the secondary level.

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 M.A.T. in History 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 (SOE) offer a post-baccalaureate teacher preparation program on an *ad hoc* basis. Students who have already completed a B.A. or B.S. 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, Jeff Bremer and Amy Rutenberg, the History Education Program Coordinators, and Heidi Doellinger, the Director of Educator Preparation in SOE, 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; 5 students actually enrolled. Another 2 are scheduled to begin the program during the 2018-19 academic year.

We propose the addition of this M.A.T. program in the Department of History in order to meet the needs of students. The proposed program would streamline the process of completing a teacher education program and offer the incentive of a Master's 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. The proposed program will also allow students who may wish to teach community college to earn a Master's Degree in History and learn valuable pedagogical tools.

We propose to structure the program around two assumptions. First, students would need to complete all of the requirements outlined by the state of Iowa and Iowa State University in order to be recommended for licensure. These include a core set of education courses, practicum experiences, and student teaching. Secondary teachers of the social studies also must earn endorsements in the subject areas they will teach. Possibilities include American History, World History, American Government, Psychology, Geography, Sociology, Anthropology, and Economics. By statute, endorsements are earned after students either complete 24 credits in the individual subject area or by taking a total of 30 credits in the social sciences, with a minimum of 15 in the chosen area of endorsement. Students eligible for the proposed program will have completed a bachelor's degree in a social science. Therefore, all will have met the 30-credit threshold and likely will already be able to endorse in at least one subject. In order to be marketable, however, potential teachers must obtain endorsements in multiple subjects; American and World History are the most useful when seeking employment. The proposed program will require all students to graduate with at least two endorsements, at least one of which must be in history.

The second assumption around which the program will be based, therefore, is that a social studies teacher with a master's degree should have deep knowledge of the historical discipline and of historical content. In order to achieve this goal, the proposed program will require students to take five graduate level history courses, including one dedicated to the process of historical research. Students will also take a capstone Methods course and complete a creative component in lieu of a thesis that will connect historical content and pedagogy, for a total of 22 credits in the historical discipline. These requirements make the Department of History an appropriate home for this program.

The proposed program is a good fit for Iowa State, as it meets a regional and professional need. While we do not envision this program as being very large – perhaps only two to five students total enrolled in any given year – the volume of requests for such a program that Iowa State faculty receives annually indicates demand. Moreover, many of the individuals seeking such a program, because of family and other reasons, do not have the luxury of moving in order to receive the schooling that would allow them to begin a teaching career. Virtually all of those who call and email Jeff Bremer, Amy Rutenberg, and Heidi Doellinger live in central Iowa. Within the vicinity of Iowa State, Drake University and Simpson College both offer M.A.T. programs that include a secondary social studies option. Morningside College in Sioux City has a teacher intern program that is similar to our current *ad hoc* set up. None of these includes graduate-level history content courses.

Within the Board of Regents system, the University of Northern Iowa offers a post-baccalaureate program for secondary social studies licensure that is similar to the one currently offered at Iowa State. At the University of Iowa, the College of Education offers an M.A. in Social Studies Education that leads to licensure, however, we do not believe that the proposed M.A.T. in History at Iowa State will conflict the University of Iowa's program. The geographic limitations of individuals seeking this type of program make it difficult for those living in the vicinity of Iowa City to attend classes in Ames and vice versa for those living in central Iowa. As the enclosed letter of support from Dr. Gregory Hamot, Professor of Social Studies Education at the University of Iowa and Coordinator of UIowa's M.A. in Social Studies Education, indicates, the University of Iowa rarely, if ever, enrolls alumni of Iowa State in their program.

Further, the proposed program would complement existing Master's level programs already offered at Iowa State. The Department of History offers an M.A. in History. Students in the proposed M.A.T. program would take their graduate-level history courses along with students enrolled in the M.A. program. Moreover, the SOE currently offers an M.A.T. in Science Education for students with bachelor's degrees in scientific subjects and an M.Ed. in Math Education for students with bachelor's degrees in mathematics. As a result, most of the courses required by Iowa State University, as an accredited teacher preparation program, are

already offered at the graduate level at Iowa State. These include Studies in the Foundations of Education in the United States (EDUC 580), Using Technology in Learning and Teaching (EDUC 505), Principles of Secondary Education (EDUC 526), Educational Psychology in the Secondary Classroom (EDUC 529), Teaching Students with Exceptionalities (SPED 501), and Student Teaching (EDUC 517).

The only course that would have to be created would be a graduate level Methods in Teaching History/Social Sciences and a graduate level History of Iowa course, which we will require in order to prepare students for the new Iowa CORE standards in social studies. The Methods course, EDUC/HIST 598 would dual enroll with its undergraduate version (EDUC/HIST 498).

Students will also take one HIST 590: Special Topics course, which will be taught as the History of Iowa. We have chosen not to create a new course designator for this independent study because of the small size of this program and the expectation that only 1-2 students would ever need to take it in a given semester.

As an example, here is a sample course of study. New courses are bolded. All others already exist at Iowa State.

### **Summer I – 10 credits**

- EDUC 580 – Studies in the Foundations of Education in the United States (3 cr.)
- EDUC 526 – Principles of Secondary Education (3 cr.)
- EDUC 506 – Social Justice Education and Teaching: Advanced (3 cr.)
- EDUC 590 – Supervised Field Experience (12.5 hours, 1 cr.)

### **Fall I – 12 credits**

- HIST 5xx – Readings Seminar (3 cr.)<sup>1</sup>
- HIST 5xx – Readings Seminar (3 cr.)
- Course in Endorsement Area (3 cr.)<sup>2</sup>
- Course in Endorsement area (3 cr.)

### **Spring I – 12 credits**

- HIST 5xx – Readings Seminar (3 cr.)

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<sup>1</sup> The Department of History offers a series of readings seminars that vary by semester, each with a different 500-level number. Any of these would be eligible for this program. Students' choices would depend on which of these seminars is offered in their first semester.

<sup>2</sup> Courses in students' endorsement areas would vary significantly depending on students' transcripts and interests. The state of Iowa merely requires 15 credits per subject in order to endorse a teacher in that subject. Our program would require at least two endorsement areas, although a student could choose to endorse in more. In terms of which courses would be accepted, this program would follow the guidelines of the History department's M.A. program, as follows, "Students may take up to 9 credits of 400-level courses for graduate credit, or in rare cases 6 credits of 400-level courses and 3 credits of 300-level courses, although no history graduate student may take a 300-level history course for graduate credit."

- HIST 59x – Research Seminar (3 cr.)<sup>3</sup>
- HIST 590 – Special Topics (3 cr.) (Taught as the History of Iowa)
- EDUC 529 – Educational Psychology in the Secondary Classroom (3 cr.)

### **Summer II – 6 credits + any needed courses in endorsement areas**

- EDUC 505 – Using Technology in Learning and Teaching (3 cr.)
- SPED 501 – Teaching Students with Exceptionalities (3 cr.)
- Course(s) in Endorsement area, if needed

### **Fall II – 11 credits**

- **EDUC/HIST 598 – Methods in Teaching History/Social Sciences (3 cr.)**
- EDUC 580 – Supervised Field Experience (96 Hours, 4 cr.)
- HIST 599 – Creative Component (4 cr.)

### **Spring II – 16 credits**

- EDUC 517 – Student Teaching (16 cr.)

This program will require that students have undergraduate majors in one of the approved social sciences (History, Political Science, etc.). It will also have admissions requirements similar to those already in place for Iowa State's M.A. in History. These include:

- 21 semester credits or equivalent in history OR the approval of the Department
- TOEFL: For international students, a TOEFL Paper (PBT) score of 600, TOEFL Internet (iBT score of 100), or IELTS score of 7.0 is required for admission.
- Writing Sample: A minimum sample of 8-10 pages of students' best academic work
- Three letters of Recommendation

Finally, the creation of the proposed program will directly address the university's strategic plan and land-grant mission. In the most basic sense, this program will allow the university to "grow the impact and scope" of one of its graduate programs, but more importantly, educating quality teachers who will take their expertise into Iowa's communities will improve educational outcomes for Iowans.

In short, the proposed program will be small, but it will require virtually no additional monetary or staffing resources from Iowa State. It will provide a valuable service with the potential for high impact outcomes for individuals living in central Iowa, both those wishing to teach social studies at the secondary level and those who will learn from well-prepared teachers.

## 2. Describe the state and/or national workforce need and/or demand for graduates of the proposed

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<sup>3</sup> Again, the Department of History offers a number of different research seminars that vary by topic in different semesters. All are numbered at the 590-level, and all would be eligible for credit within this program.

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 social studies teachers in the State of Iowa is difficult to pin down. However, those data available, combined with anecdotal evidence from our current program, 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>).

The available data has not been disaggregated to show growth trajectories for secondary social studies teachers, specifically, however, our current program's placement rate indicates that our graduates do well at finding jobs upon graduation. During the 2017-2018 academic year, we graduated 21 students. Of these, one opted to pursue a Master's Degree in History and 20 were offered teaching placements for the 2018-2019 academic year.

Longitudinal data is harder to come by. Of the 71 students who graduated from the undergraduate program between the 2014-2015 and 2017-2018 academic years, at least 40 accepted full-time teaching positions and 3 accepted substitute teaching positions within 6 months of graduation. At least 5 chose different careers. Career Services did not receive responses from the remaining 23 graduates. Additionally, because some students graduate in December and the hiring season for teachers generally runs from March to August, it is reasonable that some December graduates would not yet have found teaching jobs at the time they completed their surveys. It is probable, therefore, that some of those students were fully employed as teachers by the start of the academic year following their graduation.

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.)

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.
- 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.
- 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.)
- d. Do other colleges in Iowa offer programs similar to the proposed program at comparable

quality and cost?

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

**Answers (3a-e):**

- As stated in Question #1 above, there are MAT options in the state of Iowa, including at Drake University and Simpson College in our geographic region, though neither include graduate-level history content.
- Morningside College offers an intern program that is similar to our current post-baccalaureate program. It is designed for working professionals, and it is located outside of central Iowa, the area we are targeting geographically.
- The University of Northern Iowa also offers a post-baccalaureate program. As explained in the enclosed letter of support from Robert F. Martin, the Chair of the History Department, UNI offers a Master's program for practicing teachers who are already licensed but not a program for students seeking licensure.
- The University of Iowa does have a similar Master's Degree program. As the enclosed letter of support from Gregory Hamot explains, however, it rarely, if ever, enrolls alumni of Iowa State. Dr. Hamot supports the creation of a program at Iowa State as a service to students who live in proximity ISU.
- The State of Iowa offers the Regents Alternative Pathway to Iowa Licensure (RAPIL), designed to allow practicing, but unlicensed, teachers to meet the requirements for Iowa licensure while working. In general, this program is not appropriate for those students who contact Iowa State looking for an approved educator preparation program.

The proposed program at Iowa State would be a collaborative effort between the Department of History and the School of Education at Iowa State. It would use resources already in place to prevent the expenditure of any new capital. Collaboration with outside institutions would save neither money nor effort.

Letters of support are included from the Deans of the appropriate colleges at the University of Iowa and the University of Northern Iowa. Additional support letters are provided from within Iowa State University.

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

This program will not enroll undergraduate students.

Undergraduate	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
Majors							
Non-Majors							

- b. Graduate

Please note that the numbers below reflect the total number of students enrolled in this program during the given year – both new enrollments and continuing students. We expect this program to be very small.

Graduate	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
Majors	2-5	2-5	2-5	2-5	2-5	2-5	2-5
Non-Majors							

c. What are the anticipated sources of these students?

Students would be drawn from those individuals who already contact coordinators in the Department of History and the School of Education for information about licensure to teach secondary social studies following receipt of a Bachelor's degree. We usually enroll about two students per year in our post-baccalaureate program. We expect this number to grow slightly with the availability of the additional credential.

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**?

There are no plans to offer this program away from campus.

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

The program has been approved by the appropriate College and Faculty Senate Curriculum Committees, 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?

This program will not need additional accreditation. It will join Iowa State's already extant Educator Preparation Program. As such, it will undergo periodic approval by the State of Iowa's Board of Education along with the rest of the EPP program.

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

As a graduate program, the proposed program does not require articulation agreements.

10. Will there be opportunities for student internships?

In order to be recommended for licensure, every student in this program will participate in a 16-week, full-time, student-teaching placement.

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

No new faculty, facilities, or equipment will be required for the proposed program. All of the education courses required are already taught in the School of Education, personnel in Teacher Education Services will oversee practicum and student-teaching placements, and students will take existing courses in the Department of History. One course-designator will be created –EDUC/HIST 598 – but it will be dual-enrolled with its undergraduate equivalent and have differential expectations for graduate students. No new faculty or course sections will be required.

Moreover, history department faculty would oversee the program's creative component and advise students.

Students in this program would have co-major professors. One major professor would oversee the pedagogical elements of the students' work and coordinate with the Educator Preparation Program. This person would be one of the history department's faculty members already associated with the secondary social studies education program, currently Jeff Bremer or Amy Rutenberg. The second major professor would oversee the historical content elements of the students' program and creative component. This person would be the department's faculty member most connected to the student's area of historical concentration or interest. This division of labor ensures that students' projects meet the high standards of a Master's Degree in the historical field as well as with regard to teaching. It also ensures that no new faculty would need to be hired.

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)?

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.

This program will not incur new costs. The Department of History and the School of Education have the necessary faculty and staff in place to begin offering the 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 Graduate College and Department of History will incorporate this new program into the overall marketing strategy for graduate history programs at Iowa State. The School of Education will also include the program in its marketing of Educator Preparation Programs. The program will be included in print materials, websites, and other marketing strategies. Additionally, we will use word of mouth to market the program, as we already field multiple requests per year for this type of program.

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.

This program will be evaluated based on program completion and job placement rates of its students. It is designed for students who wish to become secondary social studies teachers. If Iowa State is able to recommend the program's graduates for licensure and those students are able to complete the program, pass content-area PRAXIS exams, and find jobs in their profession at rates similar to those achieved by our undergraduates, it will be a successful program.

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

To reiterate, the proposed program will be very small, but it will require no new outlays of money or other resources, it will meet a demonstrated need in central Iowa, and it will help the University meet its strategic goals.

# IOWA STATE UNIVERSITY

## OF SCIENCE AND TECHNOLOGY

October 28, 2019

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Dr. Simon Cordery, Chair  
Department of History  
College of Liberal Arts and Sciences  
603 Ross, 527 Farm House Lane  
Ames, IA 50011

RE: MAT in History

Dear Dr. Cordery:

I was pleased to learn that the ISU Department of History plans to propose a Master of Arts in Teaching (MAT) in History degree. The School of Education faculty appreciate your department's efforts to ensure the proposal not only aligns with Iowa state requirements for education preparation programming and the ISU Educator Preparation Program requirements but also incorporates advanced knowledge of history content and a strong pedagogical foundation. This MAT provides an opportunity for aspiring teachers who hold an undergraduate degree to simultaneously earn an Iowa teaching license and a master's degree. By offering this option, ISU will satisfy a demand for teacher candidates while also serving our school district stakeholders. The MAT also is aligned with ISU's land grant mission.

Currently, the School of Education offers the required professional core courses and field experiences at the graduate level for several ISU approved teacher education programs, including science education, mathematics education, agriculture education, and physical education. Because we already offer this coursework, we have sufficient capacity to integrate MAT in History students into this existing coursework and related experiences. Thus, the MAT would not require the School of Education to add additional sections or to commit additional resources to support it. Further, the inclusion of MAT in History students into these existing courses could expand and enrich conversations of the enrolled graduate students, who would represent multiple teaching fields.

Our ISU School of Education and Educator Preparation Program are proud of our partnership with the Department of History and teacher education programming. You have our strong support in advancing your Master of Arts in Teaching in History proposal. We appreciate having been provided an opportunity to review the proposal, and we look forward to ISU approval and Iowa Board of Regents approval. Should you need additional information, please do not hesitate to contact me ([dghack@iastate.edu](mailto:dghack@iastate.edu), 217-294-2336).

Respectfully,



Donald G. Hackmann, EdD  
Director, School of Education  
Frances S. and Arthur L. Wallace Professor

# IOWA STATE UNIVERSITY

OF SCIENCE AND TECHNOLOGY

August 10, 2018

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Re: MAT in History

Chair Simon Cordery  
History Department  
College of Liberal Arts and Sciences  
603 Ross  
527 Farm House Ln  
Ames, Iowa 5001-1056

Chair Cordery:

I appreciated the opportunity to learn of the History Department's intent to propose the MAT in History degree. As the Director of Educator Preparation at Iowa State University, I appreciate the effort and intent in this degree proposal to not only meet the state requirements of an educator preparation program and the Iowa State University Educator Preparation Program requirements but to require an advanced level of historical understanding.

There is a definite demand for an MAT History program. By providing this program, Iowa State University will not only be meeting a demand of potential students/teacher candidates but will be serving our school district stakeholders and fulfilling our landgrant mission. In addition, the candidates that complete this program would have a strong knowledge of the historical discipline and content which will benefit their future fifth through twelfth grade students.

The School of Education currently offer the professional core courses and necessary field experiences at the graduate level for our MAT Science Education program and our M.Ed. Mathematics Education program. The MAT in History would not require the creation of new courses by the School of Education or additional resources. The addition of these potential candidates will broaden the lenses shared and conversations in these courses.

The Iowa State University Educator Preparation Program and the School of Education look forward to continuing our partnership with the History Department around teacher education programs. This is an important recognition of teaching as a profession. You certainly have the strong support of the Educator Preparation Program and the School of Education in advancing this program.

Thank you for the opportunity to review this proposal. We look forward to Iowa State University approval and Iowa Board of Regents approval.

Respectfully,

  
Heidi Doellinger  
Director of Educator Preparation  
School of Education  
Iowa State University  
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# IOWA STATE UNIVERSITY

OF SCIENCE AND TECHNOLOGY

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10/31/2019

Dr. Rutenburg,

Thank you for working with the School of Education (SOE) to develop and offer a M.A.T. - Teaching in History degree. As the College of Human Sciences Curriculum Committee representative for the SOE, I support the proposal and look forward to our future collaboration.

The impacted faculty in the SOE were provided the opportunity to review the proposal and provide feedback. As course offerings do change over time (e.g., from summer to fall/spring), we recommend that program advisors work closely with the SOE to ensure that the program of study reflects the current course schedule.

Best regards,



Dr. Larysa Nadolny  
Center for Technology in Learning and Teaching  
Human Computer Interaction  
School of Education, Iowa State University

Contact Information  
Email: [lnadolny@iastate.edu](mailto:lnadolny@iastate.edu)  
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***Program in Social Studies Teacher Education***

September 11, 2018

Professor Amy Rutenberg  
Department of History  
Iowa State University  
617 Ross Hall  
Ames, Iowa

Dear Professor Rutenberg,

Thank you for sending us your proposal for a new Master of Arts in Teaching History degree program for our review. My colleague, Dr. Jason Harshman, and I have reviewed and strongly endorse your program, especially as geographic proximity plays a key role in recruiting students for such programs. Our MAT program in Social Studies Education at the University of Iowa draws students from around the country, but the majority of our students are graduates of the university's undergraduate programs. Although our enrollment includes students who completed their undergraduate work at institutions nationally, we rarely receive an application from a graduate of Iowa State University.

We wish you the best of success in your new program, as it is similar in many ways to the MAT in Social Studies Education that we have found successful at Iowa, and your proposed program serves a population most closely situated within reasonable proximity to Iowa State University.

Sincerely,

A handwritten signature in black ink that reads "Gregory E. Hamot".

Gregory E. Hamot, PhD  
Professor and Program Coordinator



September 6, 2018

Professor Amy Rutenberg  
Department of History  
Iowa State University

Dear Professor Rutenberg:

Thank you for your recent correspondence with Chad Christopher, coordinator of Social Science Teaching and Secondary Education at UNI. We appreciate the collaborative spirit in which you have contacted us. The College of Social and Behavioral Sciences is committed to secondary educator preparation and currently has a Social Science Master's for teachers offered through UNI's division of Continuing/Distance Education by means of which we provide graduate training to current teachers across Iowa and, occasionally, a teacher or two beyond the state. However, as Mr. Christopher has explained, we have no program specifically addressing the needs of students who have earned undergraduate degrees and are seeking teacher certification in History or the Social Sciences. Consequently, we have no objections to the MAT in History about which you wrote to us.

We wish you the best as you undertake the projected new program. If you have any further questions, please feel free to contact Mr. Christopher, Dean Brenda Bass of the College of Social and Behavioral Sciences, or me.

Sincerely,

Robert F. Martin  
Professor and Head

c: Dean Brenda Bass  
Chad Christopher

## **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. X New Program    Name Change    Discontinuation    Concurrent Degree for:

2.  Undergraduate Major X Graduate Major    Undergraduate Minor    Graduate Minor  
     Undergraduate Certificate    Graduate Certificate    Other: \_\_\_\_\_

3. Name of Proposed Change: MAT in History

4. Name of Contact Person: Amy Rutenberg                    e-mail address: arutenbe@iastate.edu

5. Primary College: LAS   Secondary College: \_\_\_\_\_

6. Involved Department(s): History

### **Voting record for this curricular action:**

Voting Body	Votes			Date of Vote
	For	Against	Abstain	
Dept. or Program Committee	15	0	0	11/13/18
LAS College Curriculum Committee	6	0	0	3/8/2019
College Approval Vote:				
--LAS Faculty Representative Assembly	17	0	0	3/26/2019
GCCC	7	0	0	9/13/2019
Graduate Council	13	0	0	9/18/2019
Faculty Senate Curriculum Committee	5	0	0	10/30/2019
Faculty Senate Academic Affairs Council	6	0	0	11/20/2019
Faculty Senate				