

Contact: Rachel Boon

**REQUEST FOR NEW PROGRAM AT IOWA STATE UNIVERSITY:
BACHELOR OF SCIENCE IN SECONDARY EDUCATION (SECOND MAJOR ONLY)**

Action Requested: Consider approval of the request by Iowa State University for a Bachelor of Science in Secondary Education (second major only) in the College of Human Sciences.

The Council of Provosts and Board office support approval of this program.

Description of proposed program. The Iowa State University Educator Preparation Program is a university-wide collaborative effort that fits solidly into central aspects of the Strategic Plan. Graduates should be “student-centered,” “global,” and “transformational,” and the conceptual framework embeds these themes. 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.”

When the Iowa Agricultural College 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.

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 Educator Preparation Program has programs offered in three colleges: the College of Agriculture and Life Sciences, the College of Human Sciences, and the College of Liberal Arts and Sciences. 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.

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 secondary major. A secondary major would not require students to complete any additional work. Students are already completing a coursework load that warrants a secondary major. In addition, there is no expected financial cost to content area departments.

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.

Relationship to existing programs at the institution. The proposed program will acknowledge the required work ISU candidates in secondary educator preparation programs in other academic departments are already completing. The 45.5-51.5 credits in the proposed secondary major in

education far exceeds all five current secondary majors offered in other colleges at ISU: 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.

Relationship to existing programs at other colleges and universities. 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 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.

Unique features. 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, ISU candidates will continue to receive the rigorous education the content area majors require.

Resources to establish a high-quality program. The School of Education and Educator Preparation Program currently offer all coursework for the proposed 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.

Student demand. The below table shows the number of students who would have pursued this proposed major had it been available. They would have benefited from the advantages of having this secondary major noted on their transcripts.

	14-15	15-16	16-17	17-18	18-19
ENGLISH	17	19	24	18	19
HISTORY	17	24	28	19	14
SCIENCE	1	2	1	6	3
MATHEMATICS	15	8	9	4	6
WLC	6	5	5	5	2
TOTAL	56	58	67	52	44

Workforce need/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>).

ISU is currently preparing candidates to fill these positions. Placement rates are challenging to track because of the lack of a major in education for many programs, but they appear to be well above 90%.

Cost. The department has the necessary faculty and coursework in place to offering the program.

Projected student enrollment.

	Y1	Y 2	Y3	Y4	Y5	Y6	Y7
Undergraduate	50	50	50	50	50	50	50

Accreditation. No additional accreditation is required for this major.

Evaluation plan. 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. Assessment of learning outcomes will be monitored to ensure students are meeting the desired learning objectives and for continual improvement of the program.

Date of implementation. August 2021.

Letters of Support



College of Education

Office of the Dean
University of Iowa
N459 Lindquist Center
Iowa City, Iowa 52242-5129
319-335-6111
www.education.uiowa.edu

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,

A handwritten signature in black ink, appearing to read "Daniel L. Clay". The signature is fluid and cursive, written over a light blue horizontal line.

Daniel L. Clay, Ph.D., MBA
Dean and Professor

College of Education
Office of the Dean

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