

**FORM A**  
**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 \_\_\_\_\_ X \_\_\_\_\_ D \_\_\_\_\_ FP \_\_\_\_\_

Title of Proposed Program: \_\_\_\_\_ Master of Arts in Teaching: Secondary Education major \_\_\_\_\_

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

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). \_\_\_\_\_ Anne Foegen, 515-294-8373, afoegen@iastate.edu \_\_\_\_\_

College that will administer new program: \_\_\_\_\_ 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 Secondary Education major within the MAT degree will allow departments at Iowa State that currently offer a post-baccalaureate program for educator preparation (e.g., students complete additional undergraduate coursework to complete program requirements) to give students the option to complete this work as a Master of Arts in Teaching degree. The program is designed to support individuals who already hold a bachelor's degree as they complete the additional requirements (including student teaching) needed to be recommended to the Iowa Board of Educational Examiners for licensure as a secondary (grades 5-12) teacher. Currently, educator preparation faculty in

English Education, Family and Consumer Sciences Education, and World Languages and Cultures Education have expressed interest in making this option available to their students.

- b. A statement of academic objectives;

Students will complete the coursework and field experiences needed to be recommended for secondary teacher licensure in the state of Iowa.

- c. What the need for the program is and how the need for the program was determined;

The need for this proposal has been driven by the program areas outside of the School of Education (English, World Languages and Cultures, Family and Consumer Sciences) that are not currently able to offer graduate level initial teacher education programs. Currently, these programs support students who have completed a bachelor's degree in their area and decide to pursue a career in teaching through "post-baccalaureate" coursework completed at the undergraduate level. While this does allow students to complete the coursework and field experiences needed for recommendation for licensure as program completers, it does not provide any evidence on the student's transcript of having undertaken significant additional coursework for a different program. The departments offering secondary educator preparation at the undergraduate and post-bac levels first raised these concerns with the Educator Preparation Coordinating Council (EPCC) and the ongoing discussions have led to the submission of this proposal.

- 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;

The new MAT major in Secondary Education supports Iowa State's mission to *Create, share and apply knowledge to make Iowa and the world a better place* by increasing the number of well-prepared teachers in secondary education areas such as English, Family and Consumer Sciences, and World Languages. This program will extend existing collaborative work between departments at the undergraduate level to provide graduate level options for students who hold bachelor's degrees and seek to become teachers.

- 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 MAT major in Secondary Education will mesh with existing undergraduate educator preparation programs at Iowa State. As is currently the case in secondary mathematics and science, dual-listed courses, particularly in instructional methods, will provide a means to meet varying student demands without increasing resource demands. The programs are not duplicative, as they provide students with an additional option (to pursue a program leading to recommendation for teacher licensure) at the graduate level.

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

The proposed major is an extension of existing undergraduate programs at Iowa State. ISU offers the only Family and Consumer Sciences Education program in the state. English Education and World Languages Education programs are also offered at the University of Iowa, University of Northern Iowa, Drake, and several private colleges and universities in the state.

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

It is appropriate that Iowa State University of Science and Technology would prepare secondary education teachers as part of our land grant mission to meet the needs of the

state of Iowa, the nation, and the world.

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

Because this is an extension of an existing program, the existing ISU personnel, facilities and equipment are adequate to continue the current high-quality program. In the event that significant numbers of students are attracted to the program, the units within ISU's Educator Preparation program will seek additional resources to support this demand.

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

Providing a Master of Arts in Teaching pathway for returning students will provide these students with more accessible (evening offerings) and meaningful learning experiences. In contrast to taking courses with undergraduate students with limited life experience, they would complete graduate versions of these courses with other adult learners who have similar life experiences. Students in the MAT program will both support and push each other in graduate coursework, offering deeper learning experiences than traditional undergraduate educator preparation.

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

According to the U.S. Department of Education's Teacher Shortage Areas website (<https://tsa.ed.gov/#/home/>), Iowa has shortages of secondary teachers in the areas of Family and Consumer Science and in World Languages.

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.)

University of Iowa	<a href="#">MAT programs</a> in English Education, Foreign Languages and ESL Education, Mathematics Education, Science Education, Social Studies Education
Drake University	<a href="#">MAT</a> in Art, Early Childhood, English/Language Arts, Government/History/Social Studies, Journalism, Mathematics, Music, Science, Speech/Communications/Theater, World Languages
Simpson College	<a href="#">MAT and Transition to Teaching programs</a> in American Government, American History, Biology, Business-All, Chemistry, Economics, English/Language Arts, French, German, Mathematics, Physics, Spanish, World History

See response to 1f above.

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.

N/A; this is not a new program. It is an added option (at the graduate level) for an existing undergraduate program.

- 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.

We have consulted with our colleagues at the University of Iowa and the University of Northern Iowa; both are fully supportive of the addition of this major. Their letters are included in the appendix. In addition, we have discussed our plans with our colleagues in the departments offering post-baccalaureate secondary teacher endorsement. They are enthusiastic in their support, as noted in the letters in the appendix from the Departments of Agriculture Education, English, History, Human Development and Family Studies, and World Languages and Cultures. We have also been in consultation with Dr. Amy Slagell, Associate Dean in the College of Liberal Arts and Sciences, who has expressed her support. Please note that the letters address both the two proposed MAT majors and a companion proposal for a second major in Education at the Undergraduate level; we've worked with our partners on all of these majors and they preferred to write a single letter addressing all three.

- 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.)

No, we have not explored this possibility because the current programs at each institution currently operate without cooperative efforts.

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

- Iowa's MAT programs are 45 (or more) credits. Students complete more than 30 credits in education and additional graduate credits in their content area. The education requirements are typically structured across two years; a Comprehensive Examination is also required.
- Drake's MAT program is 37 credits, with coursework offered during the day and in the evenings. An ePortfolio seminar is required.
- Simpson's MAT program is designed for working adults, with evening coursework in the first two years, followed by a summer term of student teaching (42 credits). The Transition to Teaching program (38 credits) requires the same coursework as the MAT with the exception of the Capstone Scholarly Project (4 credits).

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

Letters of support have been requested from the Deans of the appropriate colleges at the University of Iowa and the University of Northern Iowa. Additional support letters are in progress 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 – None; this is a graduate program.

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

b. Graduate

Graduate	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
Majors	5	10	15	15	15	15	15
Non-Majors	0	0	0	0	0	0	0

c. What are the anticipated sources of these students?

These students will be identified through existing methods, primarily inquiries from individuals who have completed bachelor's degrees and wish to make a career change to teaching. Providing an MAT option will allow students more choices (currently only the post-bac option is available) and allow us to retain students at ISU who currently opt to go to other institutions where they can complete a comparable program and complete a master's degree along with the educator preparation requirements.

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

This is an on-campus program.

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?

The undergraduate programs leading to recommendation for licensure for program completers in the areas of English, Family Consumer Sciences, and World Languages are currently approved by the Iowa Department of Education. Upon approval by the Board of Regents, we will update our materials with the state to reflect the new graduate degree options.

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

No. This is a graduate program.

10. Will there be opportunities for student internships?

As part of our state-approved program, the students complete field experiences and do a 16-week full time student teaching experience.

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

See response to 1h above. Because the numbers of anticipated students are not projected to be large, the ISU Educator Preparation faculty, facilities, and equipment supporting the current program will be sufficient for the Secondary Education major for the MAT degree.

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, for graduate and professional students, net tuition revenue is allocated to academic colleges based on a student's enrollment. 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. [Because this is an extension of an existing program, there are no new costs. Current Educator Preparation Program resources will continue to support the program.](#)
14. Describe the marketing plan developed to communicate the new program and recruit students. [Current marketing efforts, such as ensuring the program is included in the appropriate College, Department, and School recruiting materials, websites, and outreach programs, will be revised to reflect the addition of the graduate program option.](#)
15. Describe the program evaluation plan to determine if the program is meeting the intended objectives, if the expected student enrollment has occurred, funding for the program, and any other components that affect the effective operation of the program. [This program will be incorporated into the university's normal academic review process. That review process assesses whether the program is achieving its mission, providing high quality academic experiences, and fulfilling the enrollment and success metrics identified for the program. In addition to the academic program review, as a part of the college budgeting process the program will be monitored annually for achievement of enrollment goals.](#)
16. Include any additional information that justifies the development of this program.

## APPENDIX

Curriculum Overview

Letters of Support

University of Iowa

University of Northern Iowa

College of Liberal Arts and Sciences\*

Department of Agricultural Education and Studies

Department of English

Department of History\*

Department of Human Development and Family Studies

Department of World Languages and Cultures

\*We are awaiting these letters. Please note that Dr. Amy Slagell, Associate Dean in the College of Liberal Arts and Sciences is currently out of the office managing a family emergency.

Master of Arts in Teaching – Curriculum Across Majors

<b>MAJOR</b>	<b>Secondary Science *</b>	<b>Secondary Mathematics</b>	<b>Secondary Education</b>
<b>Total Credits</b>	35	35	35
<b>Professional Core – 18 credits</b>			
Foundations of Education-3 cr.	EDUC 580	EDUC 580	EDUC 580
Educational Technology-3 cr.	EDUC 505	EDUC 505	EDUC 505
Exceptional Learners-3 cr.	SP ED 501	SP ED 501	SP ED 501
Social Justice Education-3 cr.	EDUC 506	EDUC 506	EDUC 506
Disciplinary Literacy- 3 cr.	EDUC 595	EDUC 595	EDUC 595
Educational Psychology/ Learning Sci-3 cr.	EDUC 541X	EDUC 541X	EDUC 529
<b>Methods/Electives – 12 credits</b>			
Content methods course 1	EDUC 518 - 3	EDUC 597	EDUC 526
Content methods course 2	EDUC 519 – 3	EDUC 508	Content Methods
Additional methods or elective 1	EDUC 547 - 3	EDUC 509	Methods/elective course
Additional methods or elective 2	NREM 380 - 3	EDUC 502 or 513	Methods/elective course
<b>Field Experience – min. 5 credits</b>			
Level 1	EDUC 541X (above)	EDUC 541X (above)	Graduate Equivalent OR 280L (0.5 cr.)
Level 3	EDUC 591_(0.5) (48 hour supervised placement EDUC 591_(0.5) (48 hour supervised placement	EDUC 591_(0.5) (48 hour supervised placement EDUC 591_(0.5) (48 hour supervised placement	EDUC 591_(0.5) (48 hour supervised placement EDUC 591_(0.5) (48 hour supervised placement
Student Teaching	EDUC 517_(4) (full semester placement) OR EDUC 517_(2) (half semester placement) EDUC 517_(2) (half semester placement)	EDUC 517_(4) (full semester placement) OR EDUC 517_(2) (half semester placement) EDUC 517_(2) (half semester placement)	EDUC 517_(4) (full semester placement) OR EDUC 517_(2) (half semester placement) EDUC 517_(2) (half semester placement)

\*major has already been approved





**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](http://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,

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

**College of Education**  
**Office of the Dean**

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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

**IOWA STATE UNIVERSITY**  
OF SCIENCE AND TECHNOLOGY

Department of Agricultural Education and Studies  
513 Farm House Lane  
201 Curtiss Hall  
Ames, Iowa 50011-1050  
Administration and Graduate Programs 515 294-5872  
Undergraduate Programs 515 294-6924  
Extension Programs 515 294-4076  
FAX 515 294-0530

Date: 11/02/2020

To: Heidi Doellinger



From: Michael S. Retallick  
Professor and Department Chair

Subject: SOE New Major Proposals Support Letter

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

November 16, 2020

To Whom It May Concern:

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

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

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

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

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

Sincerely,  
Volker Hegelheimer  
Chair, English Department

**IOWA STATE UNIVERSITY  
Of Science and Technology**

**Human Development and Family Studies  
College of Human Sciences  
4380 Palmer**

November 24, 2020

To Whom It May Concern:

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

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

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

If you have questions, please contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. Weems', with a long horizontal line extending to the right.

Carl Weems  
Professor and Chair

# IOWA STATE UNIVERSITY

College of Liberal Arts & Sciences  
World Languages & Cultures  
3102 Pearson Hall  
Ames, Iowa 50011-2205  
Phone: 515 294-4046  
FAX: 515 294-9914  
[www.language.iastate.edu/](http://www.language.iastate.edu/)

November 3, 2020

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

Dear Heidi,

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

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

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

Best Regards,



Chad M. Gasta  
Professor and Chair  
Director, International Studies