

IA

University of Iowa
Traditional Report AY 2023-24
Iowa

REPORT COMPLETE
STATUS: **CERTIFIED**

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

153658

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

College of Education

240 S. Madison St.

CITY

Iowa City

STATE

Iowa

ZIP

52242-1529

SALUTATION

Dr.

FIRST NAME

Mark

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. [\(\\$205\(a\)\(C\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year’s IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.14	Teacher Education - English as a Second Language	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.99	Teacher Education - Other	Both	
13.1329	Teacher Education - Physics	Both	
13.1315	Teacher Education - Reading	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

18

SECTION I: PROGRAM INFORMATION

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

- ☒ Yes
- ☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>
Fingerprint check	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>
Background check	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>
Minimum number of courses/credits/semester hours completed	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>
Minimum GPA	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>
Minimum GPA in content area coursework	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>
Minimum GPA in professional education coursework	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>
Minimum ACT score	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>
Minimum SAT score	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>
Minimum basic skills test score	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>
Subject area/academic content test or other subject matter verification	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>
Recommendation(s)	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div>	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>

Element	Admission	Completion
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2

4. Please provide any additional information about the information provided above:

For the 2023-2024 academic year: for undergraduate and post-baccalaureate admission, grade point average is considered on an individual basis as one factor in a selective review of an application. Applicants to the Science Education TEP are interviewed prior to the admission decision. Certain program areas require course prerequisites. For completion of teacher preparation, the state of Iowa required assessments; teacher preparation institutions could select Praxis Subject Assessments, PPAT, or edTPA. Beginning Fall, 2017, Elementary Education teacher candidates were required to complete edTPA, and from Spring 2018 to Spring 2022, The University of Iowa required edTPA for all initial teacher preparation program completers. The state of Iowa program completion assessment requirement was repealed in April 2022 and The University of Iowa no longer requires a nationally normed standardized program completion assessment.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

☒ Yes
 ☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

4. Please provide any additional information about the information provided above:

For graduate-level admission, faculty may petition for admission of applicants with GPA as low as 2.5. For undergraduate and post-baccalaureate admission, grade point average is considered on an individual basis as one factor in a selective review of an application. Applicants to the Science Education TEP are interviewed prior to the admission decision. The state of Iowa program completion assessment requirement was repealed in April 2022 and The University of Iowa no longer requires a nationally normed standardized program completion assessment.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year’s IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2023-24. [\(§205\(a\)\(1\)\(C\)\(iii\). §205\(a\)\(1\)\(C\)\(iv\)\)](#)

Are there programs with student teaching models?

☒ Yes

☐ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<div>122</div>
Number of clock hours required for student teaching	<div>563</div>

Are there programs in which candidates are the teacher of record?

☐ Yes

☒ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Years required of teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	14
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	69
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	332
Number of students in supervised clinical experience during this academic year	256

Please provide any additional information about or descriptions of the supervised clinical experiences:

Iowa defines supervised clinical experiences as student teaching, a full-time, full-day experience for a minimum of 14 weeks. The University of Iowa Teacher Education Program requires 16 weeks of student teaching. Iowa defines supervised clinical experiences as student teaching, a full-time, full-day experience for a minimum of 14 weeks. The University of Iowa Teacher Education Program requires 16 weeks of student teaching. Number of clock hours of clinical field experience before student teaching varies from 80 in certain secondary teacher education program areas to 165 in the elementary teacher education program; the figure of 122 is the midpoint of these figures. Some pre-student teaching field experiences also receive supervision. No full-time faculty members have full-time responsibilities in clinical experiences. Approximately 14 faculty members have a role in supervision of student teachers and practicum experiences, and their supervision role and load may vary. For the number of adjunct faculty supervising clinical experiences, the figure of 69 adjunct faculty was calculated by counting student teaching and practicum supervisors for the time period. The number of Cooperating Teachers was collected by taking cooperating teachers for both semesters. Number of students in supervised clinical field experiences is the number of student teachers for both semesters.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2023-24 Total	
Total Number of Individuals Enrolled	661
Subset of Program Completers	253

Gender	Total Enrolled	Subset of Program Completers
Male	140	66
Female	513	185
No Gender Reported	8	2
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	2	1
Asian	15	6
Black or African American	2	2
Hispanic/Latino of any race	57	17
Native Hawaiian or Other Pacific Islander	0	0
White	548	215
Two or more races	18	6

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	19	6

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2023-24.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

What are CIP Codes?

☐

No teachers prepared in academic year 2023-24

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="5"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="129"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	224
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	8
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	38
13.1306	Teacher Education - Foreign Language	4
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	19
13.1312	Teacher Education - Music	19
13.1314	Teacher Education - Physical Education and Coaching	9
13.1315	Teacher Education - Reading	91
13.1316	Teacher Education - Science Teacher Education/General Science	17
13.1317	Teacher Education - Social Science	47
13.1318	Teacher Education - Social Studies	47
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	14
13.1323	Teacher Education - Chemistry	16
13.1324	Teacher Education - Drama and Dance	7
13.1328	Teacher Education - History	41
13.1329	Teacher Education - Physics	12
13.1331	Teacher Education - Speech	7

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	12
13.14	Teacher Education - English as a Second Language	12
13.99	Education - Other Specify: School Teacher Librarian	1

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2023-24. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(§205\(b\)\(1\)\(H\)\)](#)

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ☒
 Yes
- ☐
 No

☐
 No teachers prepared in academic year 2023-24

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	129
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	8
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	23
13.1306	Teacher Education - Foreign Language	4
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="7"/>
13.1312	Teacher Education - Music	<input type="text" value="19"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="35"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text" value="1"/>
13.1323	Teacher Education - Chemistry	<input type="text" value="1"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	4 <input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	25 <input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	11 <input type="text"/>
27	Mathematics and Statistics	12 <input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	6 <input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	2 <input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	33 <input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	28 <input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	2 <input type="text"/>
54	History	4 <input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <div></div>	<div></div>

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. [\(\\$205\(a\)\(1\)\(A\)\(iii\); \\$206\(b\)\)](#)

Program Assurances

Note: This section is preloaded from the prior year’s IPRC.

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

☒ Yes

☐ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

☒ Yes

☐ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

☒ Yes

☐ No

☐ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

☒ Yes

☐ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

☒ Yes

☐ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

☒ Yes

☐ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

☒ Yes

☐ No

8. Describe your institution’s most successful strategies in meeting the assurances listed above:

Teacher education programs of The University of Iowa are approved preparation programs for licensure and endorsement in the state of Iowa. Financial aid in the form of loan forgiveness is available to Iowa teachers in subject-shortage areas. Many students of The University of Iowa come from and return to Illinois, and the College of Education maintains active communication with the Illinois Department of Education and Illinois local education agencies. All teacher education program students take a three-semester hour course, Foundations of Special Education. The course provides pre-service teachers with an overview of special education including coverage of current educational terminology and definitions of individuals with disabilities, the special education eligibility and IEP process, effective teaching practices for students with high-incidence disabilities, and pros and cons of current trends in the education of individuals with disabilities. The course curriculum includes web modules that address distinguishing special education needs

from needs of English language learners (See response in Section VI. Teacher Training.). Differentiated instruction is broadly infused in teacher preparation curriculum -- in core courses, methods courses, classroom management courses, and others -- and reinforced in field experiences. Field experiences are distributed in many local districts within a 60 to 70 mile radius of the university, including urban, rural, and low-income schools and schools with large populations of limited English proficient students. Additionally, student teaching is available in diverse urban settings, in Des Moines, Iowa, and other states: Chicago, Illinois; Aldine, Texas; Rialto, California; Eden Prairie, Minnesota; and others, as well as in international settings. Our director of assessment develops and implements a Novice Teacher Survey. The survey is sent to all graduates and their principals. Results provide information about what schools are looking for from our teachers. Our faculty are required to engage in K-12 settings for at least 4 hours per semester to stay current on teaching practices and needs. We do not license special education teachers for initial licensure at this time so they must take coursework in another licensure area. For additional specifics on differentiated instruction and instruction for English language learners, see Section II. Annual Goals and Section VI. Teacher Training.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Prepare 6-10 mathematics teachers and continue the recruitment plans described above and to pursue the use of the Noyce Scholarship opportunity for two (2) students.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

The program currently has a grant to recruit students through the Robert Noyce Scholarship program. With the grant, the program was able to offer scholarships to two students in the 2023-2024 academic year. The program actively recruits students and has offered several informational sessions for potential students. This grant will be ending and we will work more closely with area high schools to explore new recruiting opportunities.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The faculty has noticed a growing interest in our Undergraduate to Graduate (U2G) program. Four U2G students graduated in Spring 2024. More promotion could draw additional students to the U2G program.

6. Provide any additional comments, exceptions and explanations below:

To attract and recruit more students, it is under consideration to rethink the secondary math classes to be more aligned with current research and teaching practices.

Review Current Year’s Goal (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

☒ Yes

☐ No

8. Describe your goal.

Prepare 6-10 mathematics teachers and continue the recruitment plans described above and to pursue the use of the Noyce Scholarship opportunity for two (2) students.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? If no, leave the next question blank.

☒ Yes

☐ No

10. Describe your goal.

Prepare 6-10 mathematics teachers. We will work closely with local schools and mathematics department to seek more recruiting opportunities due to the discontinuation of the Noyce Scholarship.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

We plan to train 12 students, with at least 6 in the high-needs areas.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

Faculty encourage students to obtain multiple endorsements, particularly those in high needs areas. They also work closely with students to help them stay on target for graduation. Close mentoring and advising, along with a very caring faculty/staff, ensure students stay on track. Additionally, faculty are available in the summer when requests are often made for information; they present at university fairs to share the pathway to becoming teachers; and they meet with colleagues in the College of Liberal Arts and Sciences (that college houses most science programs) to recruit students.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Our program could benefit from promoting, particularly to high school students, that the University of Iowa is the top teacher education program in Iowa, building the understanding that the University of Iowa is the go-to place for teacher education preparation. Faculty and staff have learned to closely

monitor our students, and provide supports when necessary.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

We plan to prepare 12 students, with at least 5 in the high-need areas of physics and earth science.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

We plan to prepare 7 students, with at least 4 in high-need areas of physics and earth.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in special education in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our goal is 10 program completers for 2023-2024. With enrollment increases in our undergraduate-to-graduate (U2G) program in special education, we anticipate an upward trajectory in enrollment in the coming years.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

We were able to meet the completion goal through assertive publicization of our Undergraduate to Graduate (U2G) program in special education, which allows undergraduate general education majors to earn a Master of Arts in teaching and learning (special education) by adding one additional year to their plans of study. We also capitalize on the availability of federal funds for graduate students pursuing the Instructional Strategist endorsements.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We learned that educating all students in the teacher education program as well as other education majors, about the availability of our programs can generate interest and increase enrollment. We also learned that funding is critical to attract students to intensive special education specializations

leading to Instructional Strategist II endorsements.

6. Provide any additional comments, exceptions and explanations below:

The teacher education program for general educators does not have a course dedicated to methods of special education. All endorsement completers enroll in one survey-level course in which legal requirements of special education are discussed. The class does not provide detailed guidance or support on how to teach students with disabilities to general educators. Additionally, it makes recruiting future special education teachers from this population challenging. We are concerned that changes in the availability of scholarships will reduce interest in special education programs.

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

Our goal is 10 program completers for 2024-2025

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

Our goal is 10 program completers for 2025-2026. We are developing a new pathway for special education endorsements that may allow us to exceed our 2025-2026 goal.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Prepare 14 prospective teachers to be endorsed in K-12 English as a Second Language (ESL). Continue professional development for pre and in-service teachers.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

Our students are required to earn a Teacher Leader Certificate in a selected track. One option is in multilingual learners that exposes students to English language learners and the K-12 ESL endorsement. Faculty present ESL endorsement information to students in introductory elementary education courses.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Faculty are working to streamline the curriculum of the state-approved program to earn the K-12 ESL endorsement, as well as connect with students

earning world language endorsements.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

☒ Yes

☐ No

8. Describe your goal.

Prepare 14 prospective teachers to be endorsed in K-12 ESL. We will continue professional development for pre and in-service teachers.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

☒ Yes

☐ No

10. Describe your goal.

Prepare 14 prospective teachers to be endorsed in K-12 ESL. We plan to continue professional development for pre- and in-service teachers. Streamlining the curriculum for the 2025-2026 academic year may increase the number of K-12 ESL endorsement completers.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Your state does not require assessments for an initial teaching credential; thus, this section is not applicable. To acknowledge, please select "This Page is Completed" at the bottom of the page, and click "Save".

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Your state does not require assessments for an initial teaching credential; thus, this section is not applicable. To acknowledge, please select "This Page is Completed" at the bottom of the page, and click "Save".

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ☒ Yes
- ☐ No

If yes, please specify the organization(s) that approved or accredited your program:

- ☒ State
- ☐ CAEP
- ☐ AAQEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ☐ Yes
- ☒ No

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(\\$205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

☒ Yes

☐ No

b. use technology effectively to collect data to improve teaching and learning

☒ Yes

☐ No

c. use technology effectively to manage data to improve teaching and learning

☒ Yes

☐ No

d. use technology effectively to analyze data to improve teaching and learning

☒ Yes

☐ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Our Teacher Education Program utilizes a comprehensive strategy to prepare educators to skillfully embed technology, including emerging tools like Artificial Intelligence (AI), within their teaching practices—spanning curriculum design, instructional delivery, data handling, and performance analysis—with the aim of improving educational outcomes and boosting student academic success in a technologically evolving landscape. Beginning in their first semester, students take EDTL:3002 Teaching and Learning Technologies, which grounds them in applying diverse instructional technologies based on established learning theories and professional benchmarks. The course models the use of contemporary technologies to foster collaborative learning, inquiry-based problem-solving, and reflective teaching methodologies.

1. Integrating Technology into Teaching • Demonstrating Proficiency: Candidates demonstrate their abilities to merge technology with curriculum and instruction through required assessments:

- o Instructional Design: Developing lesson and unit plans that intentionally incorporate technology to support specific learning goals.
- o Teaching Observations: Delivering technology-enhanced lessons during observed teaching sessions, followed by constructive feedback on their use and impact.

• Core Competencies: Upon completing the initial technology course, students should master key skills that include: creating varied digital classroom materials; applying Universal Design for Learning (UDL) and assistive technologies; using online tools for collaboration, stakeholder communication, and resource sharing; designing subject-specific online lessons; and achieving Google Certified Educator Level 1 status.

• Program-Wide Application: The technology foundation from the course EDTL:3002 is expanded in later courses. Technology skills are integrated across the teacher education program, such as digital media assignments in elementary literacy courses (EDTL:3123 Reading and Responding to Children's Literature, EDTL:3160 Reading and Language Arts Methods for Primary Students in Grades K-3, and EDTL:3163 Reading and Language Arts Methods for Intermediate Students in Grades 3-6) and

required use of digital tools (Google suite, websites, lab software) in the secondary science practicum. Professional Development and Resources • Leadership and Growth: The Baker Teacher Leader Center acts as a professional development hub supporting teacher growth. TEP students must earn a Teacher Leader Certificate via workshops and 40 volunteer hours linked to specialized tracks that include: social-emotional learning (SEL); special education (UI REACH); English language learners (ELL); dyslexia; and science, technology, engineering, arts/design, and mathematics (STEAM). • Ongoing Tech Training: Regular technology training sessions, co-developed with faculty and partners, address content-specific applications, differentiation strategies, technology leadership, ethical considerations, safety, and the implications and responsible use of Artificial Intelligence in educational settings. These reinforce technology's role in achieving engagement, collaboration, inclusion, and accountability, preparing educators for a digital world increasingly shaped by AI. • Available Technology: The Education Technology Center (ETC) provides technology-rich learning spaces and collaboration rooms. Available resources for check-out include Chromebooks, iPads, drones, robots, Swivl cameras, laptops, projectors, assistive technologies, GoPros, zSpace laptops, and immersive headsets. 2. Using Technology for Data, Collection, Management and Analysis The program emphasizes effective technology use for data collection, management, and analysis to guide instruction. Evidence includes college-level data analysis projects using tech tools, strategic plans for data-driven improvements, and action research employing technology to study student achievement data. 3. Universal Design for Learning (UDL) Preparation Candidates learn to apply UDL principles for diverse learners, demonstrated through: designing UDL-based lesson plans; reflecting on the effectiveness of implemented UDL strategies; and gathering student feedback on the accessibility of UDL materials. Conclusion and Planning By implementing these evidence-based methods and continuous planning, the program ensures graduates can effectively integrate established and emerging technologies, use data insightfully, and apply UDL principles, ultimately contributing to better student academic outcomes. Ongoing planning involves curriculum reviews for technology integration points, strengthening AI training, professional development for faculty and students on topics like AI ethics and application, training on data analysis tools, and collaboration with edtech experts to enhance data-driven practices.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year’s IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

All endorsement completers enroll in one survey-level course (EDTL:4900 Foundations of Special Education) in which legal requirements of special education are discussed. However, the teacher education program does not have a dedicated course on special education methods. The remaining courses in the teacher education program, though taught by faculty outside of the special education program, address differentiation to some degree. All students participate in a minimum of 80 total hours of field experience and a sixteen week student teaching experience that affords opportunities to work with students with disabilities and discuss with cooperating teachers and supervisors instructional techniques related to teaching students with disabilities effectively.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

All initial licensure candidates complete a module on legal requirements of an IEP during our survey-level course (EDTL:4900 Foundations of Special Education). The IEP process, as well as the role of various professionals within the process, is also discussed. All students participate in student teaching experiences in which they can either engage in the IEP process and/or discuss the IEP process with their cooperating teacher, supervisor, or special education teachers in their schools.

c. Effectively teach students who are limited English proficient.

In the course EDTL:4900 Foundations of Special Education, one module is devoted to meeting the needs of ELL students and understanding the unique challenges they face in school. Candidates discuss exclusionary factors for special education eligibility as they view and discuss a video entitled “Is it a language problem or a learning problem?” They discuss how to work effectively with an ELL teacher to meet the unique needs of these students. They learn about implicit bias and how it might affect the students. Candidates have ongoing discussions about how to differentiate instruction. All teacher candidates have the option to pursue the endorsement K-12 English as a Second Language (ESL). The K-12 ESL endorsement program consists of 18 semester hours (s.h.), including: EDTL:4498 Applies Linguistics and the Multicultural Classroom 4 s.h.; EDTL:4467 Methods: ESL and Bilingual Education 4 s.h.; EDTL:4418 ESL Practicum I 4 s.h.; EDTL:4410 Language, Power, and Multicultural Education 3 s.h.; and a 3 s.h. elective course. Students in EDTL:3091 Secondary Education Program Orientation and Classroom Management also have a guest speaker who is a teacher with the ESL endorsement, and then discuss different strategies for working with students who are emergent bilingual speakers.

2. Does your program prepare special education teachers?

- ☒ Yes
- ☐ No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

Special education pre-service teachers complete a comprehensive program that prepares them to effectively teach students with disabilities and act as a key member of the IEP team. Along with core general education content and practicums, all special education pre-service teachers complete coursework and practicum experiences in the following areas: assessment, instructional decision making, academic interventions, behavioral and social interventions, and parent/teaching collaboration. Several of these courses include hands-on practice, as well as field-based experiences. Based on certification area (that is, teaching students with mild or moderate special needs, or at primary or secondary level), further specialized instruction is provided such as coursework on transition and methods courses geared towards primary or secondary students with special needs. Candidates also complete a practicum experience and student teaching plus seminars on application in the area of special education.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Teacher candidates in special education study the roles of general education teachers, paraprofessionals, and special education teachers and how to work effectively together to deliver the needed instruction. In practicum experiences, students are required to observe an IEP meeting. They also interview their cooperating teachers about the process and participate in collecting progress monitoring data.

c. Effectively teach students who are limited English proficient.

In the course ECTL:4900 Foundations of Special Education, one module is devoted to meeting the needs of ELL students and understanding the unique challenges they face in school. Candidates discuss exclusionary factors for special education eligibility as they view and discuss a video entitled “Is it a language problem or a learning problem?” They discuss how to work effectively with an ELL teacher to meet the unique needs of these students. They learn about implicit bias and how it might affect the students. Candidates have ongoing discussions about how to differentiate instruction. All teacher candidates have the option to pursue the endorsement K-12 English as a Second Language (ESL). The K-12 ESL endorsement program consists of 18 semester hours (s.h.), including: ECTL:4498 Applies Linguistics and the Multicultural Classroom 4 s.h.; ECTL:4467 Methods: ESL and Bilingual Education 4 s.h.; ECTL:4418 ESL Practicum I 4 s.h.; ECTL:4410 Language, Power, and Multicultural Education 3 s.h.; and a 3 s.h. elective course.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

In January 2019, the Iowa State Board of Education granted continuing approval of the educator preparation programs of The University of Iowa. The Iowa Department of Education reviews all Iowa educator preparation colleges and universities on a seven-year cycle. The University of Iowa offers teacher preparation in 10 program areas, Art Education, Elementary Education, English Education, Mathematics Education, Music Education, Science Education, Social Studies Education, World Language Education, Special Education, and School Teacher Librarian. Programs for teaching English as a Second Language (ESL); middle school; reading; and other teaching endorsements are offered as added endorsement programs. In addition to the eighteen (18) CIP codes listed in Section I: Program Information, the University of Iowa lists the following ten (10) CIP codes in connection with teacher preparation programs of study: 13.1001 - Special Education and Teaching, General; 13.1017 - Education/Teaching of Individuals in Elementary Special Education Programs; 13.1019 - Education/Teaching of Individuals in Secondary Special Education Programs; 13.1325 - French Language Teacher Education; 13.1326 - German Language Teacher Education; 13.1330 - Spanish Language Teacher Education; 13.1332 - Geography Teacher Education; 13.1333 - Latin Teacher Education; 13.1334 - School Librarian/School Library Media Specialist; and 13.1335 - Psychology Teacher Education; plus additional CIP codes that are not listed, in connection with added endorsement programs.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Betsy Justis

TITLE:

Educational Licensure Specialist

Certification of review of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Mark A. McDermott

TITLE:

Associate Dean for Undergraduate Education and Educator Preparation