Teaching and Learning, MA

Programs designed to lead to professional licensure are subject to federal regulations regarding informational disclosures. Please see Professional Licensure Disclosures by Program for further information.

Learning Outcomes

Students will:

- demonstrate understanding of and ability to analyze theoretical concepts and research in their field of study;
- express ideas effectively in written and spoken communication;
- connect research to practice and practical questions in their professional context;
- effectively apply their knowledge and skills to their professional context; and
- demonstrate curiosity, inquiry, and critical and data-based decision making.

Art Education

The Master of Arts in teaching and learning with an art education subprogram requires a minimum of 38 s.h. of graduate credit with a Graduate College program grade-point average (GPA) of at least 3.00 for graduation.

The program prepares highly qualified teachers of art for elementary and secondary schools and community colleges. Its strong academic emphasis helps teachers who are creative artists to become highly literate in the history and language of art.

The MA in teaching and learning with an art education subprogram requires the following coursework.

Requirements

Course #	Title	Hours
One of these options:		
Studio art courses (12 s.h.) and art history courses (6 s.h.)		18
Art history courses (12 s.h.) and studio art courses (6 s.h.)		18
And these:		
EDTL:6267	Seminar: Current Issues in Art Education	3-4
Additional coursework (consult advisor)		12
Studio or written thesis course (for both thesis and nonthesis students; consult advisor)		5

Admission

Applicants must meet the admission requirements of the Graduate College. They must have completed the equivalent of the minimum coursework in art required for a University of Iowa BA or BFA in art and must have a license/certificate to teach art.

English Education

The Master of Arts in teaching and learning with an English education subprogram requires a minimum of 30 s.h. of graduate credit with a Graduate College program grade-point average (GPA) of at least 3.00 for graduation.

The program is intended for experienced teachers of English. It provides opportunities for professional development and preparation for department chairs, supervisors of English, and curriculum specialists for secondary schools.

MA students specialize in English education and in one or two other areas. The other area(s) may include reading, writing, curriculum, adolescent literature, or a literary area. Students and their advisors plan the program of study together. The only required course is EDTL:6315 MA Seminar: English Education.

Final Examinations

Final examinations are developed in consultation with a student's advisor. Students ask three faculty members to serve on their committee. Faculty members may include professors outside of the College of Education. One of these faculty members, usually a student's advisor, serves as chair of the committee.

Admission

Applicants must meet the admission requirements of the Graduate College. They should have taken extensive coursework in English and should have taught English for at least two years. Application should be made to the College of Education.

Mathematics Education

The Master of Arts in teaching and learning with a mathematics education subprogram requires a minimum of 32 s.h. of graduate credit with a Graduate College program grade-point average (GPA) of at least 3.00 for graduation.

The program provides students with advanced specialization in mathematics and education as a better foundation for K–12 teaching.

Required Courses

MA students take a minimum of 9 s.h. of coursework in mathematics approved by their advisor. They also take a minimum of four courses in mathematics education and three courses chosen in consultation with their advisor.

Students choose a cognate area, usually enrolling in three or more courses in the area. Suggested areas include educational psychology, educational statistics and measurement, history or philosophy of education, pure or applied mathematics, instructional design and technology, counselor education, curriculum, administration, and special education. Courses are chosen in consultation with a faculty member from their cognate area.

Students also complete a sufficient number of electives in mathematics and education, chosen with the approval of their advisor, to complete 32 s.h. of credit.

Final Examination

Students take three two-hour final exams: one in mathematics education, the second in mathematics, and the third in their cognate area.

Admission

Applicants must meet the admission requirements of the Graduate College. Except in unusual cases, they should hold a professional license/certificate to teach school mathematics.

Multilingual Education

The Master of Arts in teaching and learning with a multilingual education subprogram requires a minimum of 33 s.h. of graduate credit. Students take at least 15 s.h. in multilingual education coursework, 9 s.h. in graduate language or linguistics courses, and 9 s.h. in elective coursework. They must earn 9 s.h. in courses numbered 5000 or above. Students must maintain a Graduate College program grade-point average of at least 3.00 while enrolled in the program. Candidacy for the master's degree is reevaluated annually.

The program is designed for students who would like to pursue a multilingual education specialization in teaching, including English as a Second Language (ESL) or English as a Foreign Language (EFL), bilingual and dual language education, or world language education, or in a related field (e.g., language laboratory directors, instructional materials designers, evaluation specialists, or assessment developers). It also offers enrichment in multilingual language pedagogical knowledge for practicing teachers. Students may design programs with a special focus.

The MA in teaching and learning with a multilingual education subprogram requires the following courses.

Course #	Title	Hours
This course:		
EDTL:6483	Multilingual Education and Applied Linguistics	3
At least 12 s.h. from these:		
EDTL:6015	PhD Seminar: Literacy, Culture, and Language Education	3
EDTL:6400	Fundamentals of Second Language Assessment	3
EDTL:6403	Language Policy and Planning	3
EDTL:6409	Cultural Curriculum	3
EDTL:6480	Graduate Seminar in Multilingual Education	3
EDTL:6484	Bi/Multilingual Literacies	3
EDTL:6497	Principles of Course Design for Second Language Instruction	3
EDTL:7405	Research Methods in Literacy, Culture, and Language Education	3
Students may take other courses to meet this requirement, in consultation with their advisor		

Target Language

In consultation with their advisor, students select at least 9 s.h. in courses numbered 3000 and above from the following subjects: Arabic, American Sign Language, Chinese, French, German, Italian, Japanese, Korean, Latin, linguistics, Portuguese, Russian, Spanish, and Swahili. Students are strongly encouraged to focus on coursework related to language and linguistic study.

Elective Courses

Students complete at least 9 s.h. in elective coursework chosen in consultation with their advisor. Students are permitted to select coursework numbered 3000 and above from the College of Education (CSED, EDTL, EPLS, and PSQF) and coursework listed in "Target Language."

Master's Examination

Students take a written exam during the semester in which they plan to graduate. The exam covers multilingual education and two areas of specialization selected by a student. It is written by the graduate committee, which consists of at least three faculty members, two of whom must be from the multilingual education program area.

Admission

Applicants must meet the admission requirements of the Graduate College and have prior teaching experience. Applicants should submit a statement of purpose explaining their graduate study goals and their commitment to multicultural education. International applicants should satisfy the English proficiency requirements as specified by the Graduate College.

Social Studies Education

The Master of Arts in teaching and learning with a social studies education subprogram requires 38 s.h. of graduate credit with a program grade-point average (GPA) of at least 3.00 for graduation.

The program provides an opportunity for interdisciplinary work in education, history, social science, or related areas for classroom teachers, high school department chairs, supervisors, and others interested in advancing their competence in history and the social sciences and greater proficiency in teaching and supervision.

Requirements

Students create a course of study in consultation with their advisor that aligns with their interests related to social studies education and/or their profession. Students distribute the program's required 38 s.h. among three concentration fields in history or a social science (or related area), social studies and global education, and general education. At least 9 s.h. must be earned in history or a social science and in general education courses numbered 3000 or above. Students must also earn at least 9 s.h. in courses numbered 6000 or above offered through the social studies education program or a related area of education.

Thesis Option

Students who choose the thesis option complete a research or investigative problem. If the thesis is research or investigation in history, social science, or a related area, the thesis director is a member of the appropriate department. If the thesis is an investigative problem in social studies education, the thesis director is a College of Education faculty member.

Final Examination

Candidates select one faculty member from each concentration area to serve as a committee member responsible for creating and reviewing a question for the written exam. Committee members are selected in consultation with a candidate's advisor. The required final examination consists of three two-hour written exams, one on each of the three concentration fields.

Admission

Applicants must meet the admission requirements of the Graduate College. They should have a bachelor's degree in education, history, or one of the social sciences from an accredited institution. Typically, applicants are expected to hold a secondary teaching license/certificate.

Special Education

The Master of Arts in teaching and learning with a special education subprogram requires a minimum of 30 s.h. of graduate credit and the Master of Arts in teaching and learning with a subprogram in special education–ABA requires a minimum of 39 s.h. of graduate credit. A Graduate College program grade-point average (GPA) of at least 3.00 for graduation is required for students in both subprograms. A thesis is not required; a final exam is required.

The MA in teaching and learning with a special education subprogram prepares scholars to deliver services to individuals with disabilities. The MA is available with licensure and non-licensure. Contact theDepartment of Teaching and Learning for specific program requirements.

The MA in teaching and learning with a subprogram in special education [p. 3] (30 s.h.) is available to individuals interested in becoming a special education teacher or enhancing their current teaching license, including U2G students. Students can prepare to work in elementary and secondary schools with individuals who have behavior disorders and learning disabilities, intellectual disabilities, and/or mild/moderate disabilities. This pathway prepares graduates for positions in public schools, local and state education agencies, clinical settings, and institutions of higher education. Students typically pair the MA with a special education licensure and endorsement program. Course selections align with requirements for a specific licensure and/or endorsement; see the section "Teacher Licensure and Endorsements" for more information.

The MA in teaching and learning with a subprogram in special education–ABA [p. 3] (39 s.h.) is a non-licensure program available to individuals interested in pursuing certification in applied behavior analysis. This pathway prepares graduates to become board-certified behavior analysts (BCBAs) and to provide services in education, community, or clinical settings. This pathway does not, however, lead to a teaching license to serve as a special education teacher.

Special Education Subprogram

The MA in teaching and learning with a subprogram in special education requires the following 30 s.h. of graduate coursework. Please note that while the MA requires 30 s.h., the student's chosen licensure preparation program and/or added endorsement program may require additional coursework. Students work closely with their advisor to determine which courses they should take based on the student's chosen licensure or endorsement. All courses for the subprogram must be taken on an A–F graded basis except for those completed for student teaching.

Requirements	Hours
Core Courses	12
Required Courses	12
Student Teaching	6

Core Courses, Special Education

Course #	Title	Hours
All of these:		
EDTL:3103	Assessment for Instructional Planning and Practice	3
EDTL:4900	Foundations of Special Education	3
EDTL:4950	Behavioral and Social Interventions	3
EDTL:5967	Supervision Strategies in Special Education	3

Required Courses, Special Education

Course #	Title	Hours
Both of these:		
EDTL:4980	Dyslexia and Other Reading Difficulties: Instruction and Assessment	3
EDTL:6906	Practicum With Exceptional Persons	3
One of these:		
EDTL:4984	Academic Skills for Students With Special Needs	3
EDTL:5961	Foundation of Applied Behavior Analysis	3
One of these:		
EDTL:4975	Explicit Instruction	3
EDTL:7953	Seminar: Single Subject Design Research	3

Student Teaching, Special Education

Course #	Title	Hours
This course:		
EDTL:6909	Seminar: Graduate Supervised Teaching	1
One of these:		
EDTL:6907	Elementary Practicum With Exceptional Persons	5
EDTL:6908	Secondary Practicum With Exceptional Persons	5
EDTL:6950	Strategist I Student Teaching: Elementary	5
EDTL:6951	Strategist I Student Teaching: Secondary	5
EDTL:6953	Strategist II Student Teaching: Elementary	5
EDTL:6954	Strategist II Student Teaching: Secondary	5

Special Education–ABA Subprogram

The MA in teaching and learning with a subprogram in special education–ABA requires the following 39 s.h. of graduate

coursework. Certification and licensure as a behavior analyst require additional fieldwork and assessment outside of the MA program. All courses for the subprogram must be taken on an A–F graded basis except for those completed for student teaching.

Requirements	Hours
Core Courses	12
Required Courses	21
Student Teaching	6

Core Courses, Special Education–ABA

Course #	Title	Hours
Both of these:		
EDTL:4900	Foundations of Special Education	3
EDTL:5967	Supervision Strategies in Special Education	3
One of these:		
EDTL:3103	Assessment for Instructional Planning and Practice	3
PSQF:6238	Assessment of Learning Differences	3
One of these:		
EDTL:4984	Academic Skills for Students With Special Needs	3
PSQF:7344	Academic Interventions	3

Required Courses, Special Education–ABA

Course #	Title	Hours
All of these:		
EDTL:4950	Behavioral and Social Interventions	3
EDTL:4975	Explicit Instruction	3
EDTL:5961	Foundation of Applied Behavior Analysis	3
EDTL:5963	Ethics and Professional Conduct for Behavior Analysts and Psychologists	3
EDTL:5966	Advanced Topics in Applied Behavior Analysis	3
EDTL:5970	Experimental Analysis of Behavior	3
EDTL:7953	Seminar: Single Subject Design Research	3

Student Teaching, Special Education–ABA

Students work closely with their advisor to determine which course they should take.

Course #	Title	Hours
This course:		
EDTL:5964	Behavior Analyst Practicum	1
One of these:		
EDTL:6907	Elementary Practicum With Exceptional Persons	5
EDTL:6908	Secondary Practicum With Exceptional Persons	5

Teacher Licensure and Endorsements

Special education licensure and endorsement programs of the University of Iowa are approved by the state of Iowa. With this MA program, licensure preparation (preparation for initial licensure as a teacher) and added endorsement (an additional teaching area for licensed teachers) are offered in the following areas of specialization.

- Instructional strategist I (mild/moderate): added endorsements for K–8 or 5–12
- Instructional strategist II (behavioral disorders/learning disabilities): licensure preparation or added endorsement for K–12
- Instructional strategist II (intellectual disabilities): licensure preparation or added endorsement for K–12
- Instructional strategist I and II (all): licensure preparation or added endorsement for K–12

Added endorsement programs for regular education endorsements may also be available.

Contact the Teacher Education Program (TEP) for more information, including TEP admissions, requirements, and program policies.

TEP Academic and Professional Standards

For students who are enrolled for licensure preparation (preparation for initial licensure as a teacher), the state of Iowa teacher preparation standards require that teacher candidates demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Because of this, the College of Education and the Teacher Education Program have established academic and professional standards that students must maintain. For graduate-level teacher candidates in special education, these standards include:

- a UI minimum cumulative GPA of 2.75 in graded graduate courses (consistent with the academic standing policy of the Graduate College);
- a minimum TEP major GPA of 2.00 (2.70 for good standing);
- a minimum UI term GPA of 1.50 during fall or spring enrollment;
- a grade of C-minus or higher in TEP major courses; and
- no notices of concern in professional dispositional qualities.

Liberal Arts Core

For students pursuing initial licensure as a teacher, the state of Iowa teacher preparation standards require a core of liberal arts knowledge including but not limited to English composition, mathematics, natural sciences, social sciences, and humanities. Students who have not completed these requirements with their previous coursework will need additional coursework. Bachelor's degree graduates of the College of Education or the College of Liberal Arts and Sciences have met these requirements with the GE CLAS Core if a course in mathematics, statistics, or computer science was selected for the Quantitative and Formal Reasoning requirement. For additional information about these standards, contact the Office of Student Services.

Admission

Applicants must meet the admission requirements of the Graduate College. They must have an undergraduate GPA of at least 3.00 and/or at least 3.00 on a minimum of 12 s.h. of graduate coursework. Applicants seeking initial teacher licensure must have at least 10 hours of documented experience in K–12 schools.

Teaching, Leadership, and Cultural Competency

The Master of Arts in teaching and learning with a teaching, leadership, and cultural competency subprogram requires a minimum of 33 s.h. of graduate credit. Students must maintain a UI cumulative grade-point average (GPA) of at least 2.75.

The program is offered completely online and prepares practicing teachers, school-based personnel, and those working with K–12 populations in community settings for the challenges facing U.S. schools and communities in particular. Special emphasis is placed on understanding how identities, including race, sexuality, linguistic background, socioeconomic status, gender identity, ethnicity, and residency status impact learning in the environment, and in particular, how schools and classroom teachers can shift practices to create more just and inclusive learning environments. Students engage in these topics using up-to-date research and collaborative technologies under the guidance of a faculty member who has considerable experience supporting effective change in schools. Students who are changemakers and those motivated to serve and celebrate all students are encouraged to apply to this program.

Students take a 24 s.h. core, including courses in instructional leadership, cultural competency and diversity, assessment, technology, and curriculum; and 9 s.h. of elective coursework. Iowa teachers can apply their course credits toward their ongoing learning requirements for maintaining licensure. The program requirements are aligned with the National Board for Professional Teaching Standards (NBPTS) certification process. Additionally, elective tracks can be aligned with added state of Iowa endorsements in selected areas.

The MA in teaching and learning with a teaching, leadership, and cultural competency subprogram requires the following coursework.

Course #	Title	Hours
All of these:		
EDTL:5090	Diversity and Identity in K-12 Schools	3
EDTL:5095	Issues in U.S. Schools	3
EDTL:5099	Conducting School-Based Action Research	3
EDTL:6483	Multilingual Education and Applied Linguistics	3
EPLS:5090	Instructional Coaching for Teaching Excellence	3
PSQF:4740	Issues in K-12 Assessment	3
PSQF:4750	Learning Environments: Design, Context, and Activity	3
One of these:		
EDTL:5085	Generation Innovation: Technology Integration in 21st-Century K-12 Schools	3
PSQF:4760	Participatory Learning and Media: Creating, Remixing, Making, and Education	3
At least 9 s.h. of elective coursework chosen from the following:		
EDTL:4066	Curriculum and Programming for Advanced Learners	3
EDTL:4093	Teaching and Learning for a Global Perspective	3
EDTL:4392	Voice, Drama, and Debate in the Secondary Schools	3
EDTL:4393	Critical Media Studies and Production in Secondary Schools	3
EDTL:4467	Methods: ESL and Bilingual Education	4
EDTL:4498	Applied Linguistics and the Multilingual Classroom	4
EDTL:4565	Mathematics in Management and Social Sciences	3
EDTL:5081	Facilitating Student-Centered Discussions	3
EDTL:5087	Anti-Oppressive Literature Instruction	3
EDTL:5091	LGBTQ Topics in Education	3
EDTL:6164	Early Literacy Development and Instruction	2-3
EDTL:6171	Advanced Reading Clinic Techniques	2-3
EDTL:6172	Advanced Reading Clinic Practicum	2-3
EDTL:6563	STEM Through Mathematical Modeling	3
EDTL:6761	STEM Research and Leadership Seminar	3
EDTL:6762	STEM Experiential Learning	3
EDTL:6766	Physical Science Topics in STEM Education	3
EDTL:6767	Systems Thinking in Biology and Integrated STEM Education	3
CSED:4137	Introduction to Educating Advanced Learners	3
CSED:5300	Culturally Relevant Social and Emotional Learning	3
EPLS:6381	Analysis and Appraisal of Curriculum	3
PSQF:4121	Identification of Students for Advanced Programming	3
Other courses in consultation with an advisor		

Admission

Applicants must meet the admission requirements of the Graduate College. They must have a bachelor's degree, a GPA of at least 3.00 in undergraduate coursework, a teaching license, or relevant significant teaching experience in K–12 education.

Academic Plans

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Teaching and Learning, MA

- Art Education Subprogram [p. 6]
- Multilingual Education Subprogram [p. 6]
- Teaching, Leadership, and Cultural Competency Subprogram [p. 7]

Art Education Subprogram

Course	Title	Hours
Academic Career		
Any Semester		
38 s.h. must be graduate level coursework; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. [a]		
Graduate College program GPA of at least 3.00 is required. [b]		
	Hours	**0**
First Year		
Fall		
Studio art or art history course [c]		3
Studio art or art history course [c]		3
Studio art or art history course [c]		3
Elective course [c]		3
	Hours	**12**
Spring		
EDTL:6267	Seminar: Current Issues in Art Education [d]	3
Studio art or art history course [c]		3
Studio art or art history course [c]		3
Elective course [c]		3
	Hours	**12**
Second Year		
Fall		
Studio art or art history course [c]		3
Elective course [c, e]		3
Elective course [c, f]		3
	Hours	**9**
Spring		
EDTL:6393	Master's Thesis [g]	5
Exam: Master's Final Exam [h]		
	Hours	**5**
	Total Hours	**38**

a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
b Graduate College program GPA is comprised of all courses that are approved degree requirements. If a student takes more than the minimum required number of semester hours to complete the degree, but all courses taken are eligible to count toward the degree, those courses will be included in the Graduate College program GPA.
c Work with faculty advisor to determine appropriate coursework and sequence each semester.
d Students are strongly encouraged to take this course twice as topics change annually.
e Students are encouraged to enroll in a research methods course in the fall semester of their final year of study.
f Students are encouraged to enroll in an independent study with their thesis supervisor.
g In consultation with faculty advisor, determine whether to complete a studio thesis or a written thesis.
h Thesis defense.

Multilingual Education Subprogram

Course	Title	Hours
Academic Career		
Any Semester		
33 s.h. must be graduate level coursework; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. [a, b]		
Graduate College program GPA of at least 3.00 is required. [c]		
	Hours	**0**
First Year		
Fall		
EDTL:6483	Multilingual Education and Applied Linguistics	3
Required course [d]		3
Required course [d]		3
	Hours	**9**
Spring		
Graduate language or linguistics course [e]		3
Required course [d]		3
Required course [d]		3
	Hours	**9**
Second Year		
Fall		
Graduate language or linguistics course [e]		3
Graduate language or linguistics course [e]		3
Elective course [e]		3
	Hours	**9**
Spring		
Elective course [e]		3
Elective course [e]		3
Exam: Master's Final Exam [f]		
	Hours	**6**
	Total Hours	**33**

a Students must earn 9 s.h. in courses numbered 5000 or above.
b Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
c Graduate College program GPA is comprised of all courses that are approved degree requirements. If a student takes more than the minimum required number of semester hours to complete the degree, but all courses taken are eligible to

count toward the degree, those courses will be included in the Graduate College program GPA.

d See the General Catalog for a list of approved courses to complete this requirement. Work with faculty advisor to determine appropriate coursework and sequence.

e Work with faculty advisor to determine appropriate coursework and sequence.

f Covers multilingual education and two areas of specialization selected by a student.

Teaching, Leadership, and Cultural Competency Subprogram

Course	Title	Hours
Academic Career		
Any Semester		
33 s.h. must be graduate level coursework; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. [a]		
Minimum cumulative GPA of at least 2.75 is required.		
	Hours	**0**
First Year		
Fall		
EDTL:5095	Issues in U.S. Schools	3
PSQF:4750	Learning Environments: Design, Context, and Activity	3
	Hours	**6**
Spring		
EDTL:6483	Multilingual Education and Applied Linguistics	3
PSQF:4740	Issues in K-12 Assessment	3
	Hours	**6**
Summer		
EDTL:5090	Diversity and Identity in K-12 Schools	3
EPLS:5090	Instructional Coaching for Teaching Excellence	3
	Hours	**6**
Second Year		
Fall		
EDTL:5085 or PSQF:4760	Generation Innovation: Technology Integration in 21st-Century K-12 Schools [b] or Participatory Learning and Media: Creating, Remixing, Making, and Education	3
Elective course [c]		3
	Hours	**6**
Spring		
Elective course [c]		3
Elective course [c]		3
	Hours	**6**
Summer		
EDTL:5099	Conducting School-Based Action Research	3
Verify completion of all degree requirements with program		
	Hours	**3**
	Total Hours	**33**

a Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.

b If students choose to take both of these classes due to interest, one may be counted as an elective.

c Students must complete at least 9 s.h. of elective coursework. See the General Catalog for list of approved courses.