Teaching and Learning, M.A.

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. 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.

Requirements

The M.A. plan of study includes a total of 18 s.h. in studio art and art history (either 12 s.h. of studio art and 6 s.h. of art history, or 12 s.h. of art history and 6 s.h. of studio art); a total of 8 s.h. in EDTL:6267 Seminar: Current Issues in Art Education (or equivalent); and a total of 12 s.h. in additional course work, specified after a student begins the program.

M.A. students also must complete a studio thesis or a written thesis.

Admission

Applicants must meet the admission requirements of the Graduate College. They must have completed the equivalent of the minimum course work in art required for a University of Iowa B.A. or B.F.A. in art and must have a license/certificate to teach art. Applications must include a representative portfolio of the applicant’s work, consisting of eight digital reproductions of artwork and one example of written work, which may be a paper previously written for a course or an original paper.

Developmental Reading

The Master of Arts in teaching and learning with a developmental reading subprogram requires a minimum of 33 s.h. of graduate credit with thesis and a minimum of 35 s.h. of graduate credit without thesis. The program prepares graduate students for positions as reading specialists in kindergarten and grades 1-12. The required course work develops the skills, knowledge, and competence needed for supervisory, curricular, and remedial teaching positions in reading. The program also builds a background in reading for students who want to specialize further in the area and eventually to teach and/or conduct research at a college or university.

Successful completion of this program, combined with one year of successful teaching experience that includes teaching reading as a significant part of the responsibility, qualifies a student for certification as a reading specialist.

The M.A. in teaching and learning with a developmental reading subprogram requires the following course work.

Required Courses

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDTL:4171</td>
<td>Diversity and Exceptionalities in Literacy Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

EDTL:4394 Secondary Reading Instruction 2-3
EDTL:6164 Early Literacy Development and Instruction 2-3
EDTL:6165 Reading and Writing Across Intermediate Grades 3
EDTL:6167 Inquiry-Based Curriculum Development in Early Childhood and Elementary Classrooms 3
EDTL:6171 Advanced Reading Clinic Techniques 2-3
EDTL:6172 Advanced Reading Clinic Practicum 2-3
EDTL:7008 Seminar: Research and Current Issues (reading) 3

One of these:
PSQF:4106 Child Development 3
PSQF:4130 Early Adolescent Development 3
PSQF:4133 The Adolescent and Young Adult 3
PSQF:6200 Educational Psychology 3

An approved literacy assessment course

One of these:
EDTL:7165 Reading Clinic: Supervision arr.
EPLS:6383 Supervision and Evaluation 3

Thesis

A thesis is required for the thesis option.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDTL:6393</td>
<td>Master’s Thesis</td>
<td>2</td>
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</tbody>
</table>

Electives

Students, in consultation with their advisors, may select the remaining required semester hours as electives from areas such as curriculum, supervision, language arts, testing and evaluation, linguistics, or speech pathology.

Comprehensive Examination

Comprehensive examinations are typically composed of two components. In consultation with an advisor, students select from a menu of options that best meets their professional goals. Options might include writing a paper for publication, designing a professional development workshop, a review of
Admission

Applicants must meet the admission requirements of the Graduate College. They must have an undergraduate g.p.a. of at least 3.00; hold an early childhood, elementary, or secondary school teaching certificate; and show evidence of completing two years of successful teaching experience.

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. Students must maintain a g.p.a. of at least 3.00 while enrolled in the program. 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.

M.A. 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 M.A. Seminar: English Education. At the end of the program, students take a comprehensive examination in English education and in their chosen area(s), or they may choose to write a thesis.

Admission

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

Foreign Language and ESL Education

The Master of Arts in teaching and learning with a foreign language and English as a Second Language (ESL) education subprogram requires a minimum of 33-36 s.h. of graduate credit. Students must take at least 15 s.h. in second language education course work, 9 s.h. in graduate language or linguistics, and 9 s.h. in the cognate area. They must earn 9 s.h. in courses numbered 5000 or above. Students must maintain a g.p.a. 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 foreign language and ESL education specialization in teaching (kindergarten through college) or in related fields (e.g., language laboratory directors, instructional materials designers, or evaluation specialists). It also offers enrichment in foreign language pedagogical knowledge for practicing teachers. Students may design programs with a special focus.

The M.A. in teaching and learning with a foreign language and ESL education subprogram requires the following work, including these suggested courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDTL:6400</td>
<td>Fundamentals of Second Language Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:6483</td>
<td>Second Language Classroom Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:6497</td>
<td>Principles of Course Design for Second Language Instruction</td>
<td>3</td>
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</table>

At least 6 s.h. from these:

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDTL:6402</td>
<td>Second Language Program Management</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:6403</td>
<td>Language Policy and Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:6409</td>
<td>Cultural Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:6480</td>
<td>Issues in Foreign Language Education</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:6484</td>
<td>Reading in a Second Language</td>
<td>3</td>
</tr>
</tbody>
</table>

Target Language

In consultation with their advisor, students select at least 9 s.h. of graduate language courses in their area of interest.

Cognate Area

Students complete at least 9 s.h. of course work chosen in consultation with their advisor.

Master's Examination

Students take a written exam during the semester in which they plan to graduate. The exam covers second language education and the two study areas 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 foreign language education. The candidate and the advisor discuss and formalize the exam's content and process eight months before the exam.

Admission

Applicants must meet the admission requirements of the Graduate College. They must be proficient in English and have the ability to work. Applicants should submit a statement of purpose in undergraduate, upper-division foreign language course work. Applicants must meet the admission requirements of the Graduate College. They must have an undergraduate g.p.a. of at least 3.00; hold an early childhood, elementary, or secondary school teaching certificate; and show evidence of completing two years of successful teaching experience.

International applicants whose first language is not English must score at least 81 (internet-based) on the Test of English as a Foreign Language (TOEFL) with a speaking score of 26 and a writing score of 25.

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

Required Courses

M.A. students take a minimum of 9 s.h. of course work in mathematics approved by their advisor. They also take a minimum of four courses in mathematics education, which must include EDTL:5535 Current Issues 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.

**Comprehensive Examination**

Students take three two-hour comprehensive 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. A combined score of 300 on the verbal and quantitative sections of the Graduate Record Exam (GRE) General Test is preferred.

The Master of Arts in teaching and learning with a social studies education subprogram requires 38 s.h. of graduate credit. Students must maintain a g.p.a. of at least 3.00. 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 also must earn at least 8 s.h. in courses numbered 6000 or above offered through the social studies education program, including global education courses.

Students must complete the following course work.

**Social Studies Education Course**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDTL:6833</td>
<td>History and Foundations of Social Studies Education</td>
<td>3</td>
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**Global Education Courses**

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td></td>
<td>Two of these</td>
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<tr>
<td>EDTL:6840</td>
<td>Theories and Perspectives in Global Education</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:6841</td>
<td>Attaining a Global Perspective</td>
<td>2-3</td>
</tr>
</tbody>
</table>

**Comprehensive 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 comprehensive 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; a cumulative g.p.a. of at least 3.00; a g.p.a. of at least 3.00 in history and/or social science courses; a combined verbal and quantitative score of at least 300 on the Graduate Record Exam (GRE) General Test; and two letters of recommendation. Evidence of writing ability in a completed major paper or essay also is required. 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 32 s.h. of graduate credit. The program prepares individuals to deliver appropriate levels of service to students with disabilities at the elementary and secondary levels, in either public or private settings. Applicants with a master’s degree and special education certification may request admission in order to obtain an additional area of special education licensure/certification (i.e., professional improvement). Students typically receive licensure/certification in at least one area upon completing the program. Contact the Department of Teaching and Learning for specific program requirements.

Special education programs are offered in K-8 and 5-12 Instructional Strategist I: Mild/Moderate, and K-12 Instructional Strategist II: BD/LD. These programs are designed to prepare graduates for positions in public schools, local and state education agencies, clinical settings, and institutions of higher education. All teacher licensure/certification programs are approved by the Iowa Department of Education.

**Admission**

Applicants must meet the admission requirements of the Graduate College. They must have an undergraduate g.p.a. of at least 3.00 and/or at least 3.00 on a minimum of 12 s.h. of graduate course work. A combined verbal and quantitative score of at least 300 on the Graduate Record Exam (GRE) General Test is preferred. Applicants seeking initial teacher licensure must have at least 10 hours of documented experience in K-12 schools. Applicants whose first language
is not English must score at least 100 (internet-based) on the Test of English as a Foreign Language (TOEFL).

Application materials must include a completed Graduate College application form; copies of official transcripts for all college course work; an official report of Graduate Record Exam (GRE) General Test scores; three current letters of recommendation; and evidence of experience and/or teacher licensure/certification. An interview may be requested.

Final admission decisions are made by the special education graduate admissions committee.

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. The program is offered completely online. The program addresses identified needs within the profession: English Language Learner (ELL) instruction, cultural competency in the classroom, evidenced-based frameworks for technology integration, educational leadership, and teacher leader/instructional coaching best practices.

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 specialized course work. Iowa teachers can apply their course credits toward their ongoing learning requirements for maintaining licensure. The program requirements also are aligned with the National Board for Professional Teaching Standards (NBPTS) certification process. Additionally, elective tracks are aligned with Iowa added endorsements in talented and gifted (TAG); science, technology, engineering, and math (STEM); and English as a second language (ESL).

The M.A. in teaching and learning with a teaching, leadership, and cultural competency subprogram requires the following course work.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDTL:5090</td>
<td>Diversity and Identity in K-12 Schools</td>
<td>3</td>
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<tr>
<td>EDTL:5095</td>
<td>Issues in U.S. Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:6483</td>
<td>Second Language Classroom Learning</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:5090</td>
<td>Instructional Coaching for Teaching Excellence</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:4740</td>
<td>Issues in K-12 Assessment</td>
<td>3</td>
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<tr>
<td>PSQF:4750</td>
<td>Learning Environments: Design, Context, and Activity</td>
<td>3</td>
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<tr>
<td>PSQF:4760</td>
<td>Participatory Learning and Media: Creating, Remixing, Making, and Education</td>
<td>3</td>
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<tr>
<td>EDTL:5099</td>
<td>Conducting School-Based Action Research</td>
<td>3</td>
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<tr>
<td>Specialization courses (consult advisor)</td>
<td>9</td>
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Admission

Applicants must meet the admission requirements of the Graduate College. They must have a bachelor’s degree, a g.p.a. of at least 3.00 in undergraduate course work, a teaching license, or relevant significant teaching experience in K-12 education. Applicants are asked to supply two letters of recommendation from individuals familiar with their work in schools or in an educational program. International applicants whose first language is not English must score at least 81 (internet-based) on the Test of English as a Foreign Language (TOEFL).