Honors Seminar in Education

Honors Opportunity Program students must take and/or staff members and the education honors advisor may be accepted, based on the recommendations of faculty averages who have demonstrated research potential also to sophomores, juniors, and seniors who have maintained The College of Education honors in Education not count toward residency requirements.

extramural courses, but credit earned before admission does registering in extramural courses. Students not regularly obtain prior approval from their program advisor before Special regulations govern such coursework. Students should obtain prior approval from their program advisor before registering in extramural courses. Students not regularly admitted to the University of Iowa also may register in extramural courses, but credit earned before admission does not count toward residency requirements.

Honors in Education

The College of Education Honors Opportunity Program is open to sophomores, juniors, and seniors who have maintained a g.p.a. of at least 3.50. Students with lower grade-point averages who have demonstrated research potential also may be accepted, based on the recommendations of faculty and/or staff members and the education honors advisor. Honors Opportunity Program students must take EHOP:4100 Honors Seminar in Education, EHOP:4101 Senior Honors Project, and complete five additional honors experiences. Successful completion of the program results in recognition of the student as a College of Education honors graduate.

Faculty

All tenure-track faculty members hold earned doctorates in their teaching fields, and many have had teaching or administrative experience in the public schools. Several hold joint appointments in the College of Liberal Arts and Sciences.

Programs

Undergraduate Programs of Study

Majors

The College of Education offers the following undergraduate degree and programs.

Degree Program Offered

B.A.; the following programs are available:

• Education studies and human relations
• Education studies and human relations (education studies)
• Education studies and human relations (human relations)

Department of Teaching and Learning

The College of Education also offers eight undergraduate majors in teacher education licensure areas. Students pursuing any of the undergraduate majors complete a Teacher Education Program (TEP) approved by the State of Iowa through the College of Education. See TEP Licensure [p. 4] in this section of the Catalog. See the Department of Teaching and Learning in the Catalog for details about the majors.

B.A.; the following programs are available:

• Art education
• Elementary education
• English education
• Mathematics education
• Music education
• Science education
• Social studies education
• World language education

Combined B.A. (Special Education Subprogram)/M.A. in Teaching and Learning (Special Education Subprogram)

Bachelor of Arts students interested in pursuing a graduate degree in special education may apply to the combined Bachelor of Arts with a special education subprogram/Master of Arts with a special education subprogram (K-8 instructional strategist I: mild/moderate; nonthesis) offered by the College of Education. Designed for undergraduate students majoring in elementary education who are currently enrolled in the TEP program, the combined program enables students to earn a B.A. and M.A. in five years by beginning to earn graduate credit during their last semester of undergraduate study and counting up to 6 s.h. of qualifying credit toward both degrees. For more information, see Combined Programs under the B.A.
in elementary education section of the Catalog. Interested students should consult an advisor.

**Minors**

The College of Education offers two undergraduate minors for students who wish to be better informed about education and related fields: one in educational psychology and one in human relations. Admission to the program requires an overview of various educational areas beyond, but supportive of, traditional education programs. The minors may help support students’ future career objectives and benefit students in their roles as parents, taxpayers, or future members of local boards of education. View the minor in educational psychology (Department of Psychological and Quantitative Foundations) and the minor in human relations (Department of Counselor Education) in the Catalog to learn more.

**Graduate Programs of Study**

Graduate study in the College of Education is guided by the policies of the Graduate College, with additional requirements set by the College of Education’s faculty. Graduate students in education enroll in the Graduate College and receive their degrees from that college. See the Manual of Rules and Regulations on the Graduate College website.

**Majors**

The College of Education offers the following graduate degrees and programs.

**Degree Programs Offered**

**Department of Counselor Education**

M.A. and Ph.D. in rehabilitation and counselor education; the following programs are available:

- Clinical mental health counseling (offered in the M.A.)
- Counselor education and supervision (offered in the Ph.D.)
- Rehabilitation counseling program (offered in the M.A.)
- School counseling (offered in the M.A.)

**Department of Educational Policy and Leadership Studies**

M.A., Ed.D., Ed.S., and Ph.D. in educational policy and leadership studies; the following programs are available:

- Educational leadership (offered in the M.A., Ed.S., and Ph.D.)
- Higher education (offered in the Ed.D.)
- Higher education and student affairs (offered in the M.A., Ed.S., and Ph.D.)
- PK-12 administration (offered in the Ed.D.)
- School curriculum and assessment policy (offered in the Ed.S.)
- Schools, culture, and society (offered in the M.A. and Ph.D.)

**Department of Psychological and Quantitative Foundations**

M.A., Ed.S., and Ph.D. in psychological and quantitative foundations; the following programs are available:

- Counseling psychology (offered in the Ph.D.)
- Couple and family therapy (offered in the Ph.D.)
- Educational measurement and statistics (offered in the M.A. and Ph.D.)
- Educational psychology (offered in the Ph.D.)
- Learning sciences (offered in the M.A.)
- School psychology (offered in the Ed.S. and Ph.D.)

**Department of Teaching and Learning**

M.A., M.A.T., M.S., and Ph.D. in teaching and learning; the following programs are available:

- Art education (offered in the M.A. and M.A.T.)
- Developmental reading (offered in the M.A.)
- English education (offered in the M.A. and M.A.T.)
- Literacy, culture, and language education (offered in the Ph.D.)
- Mathematics education (offered in the M.A., M.A.T., and Ph.D.)
- Multilingual education (offered in the M.A.)
- Science education (offered in the M.S., M.A.T., and Ph.D.)
- Social studies education (offered in the M.A. and M.A.T.)
- Special education (offered in the M.A. and Ph.D.)
- STEM education (offered in the M.S.)
- Teaching, leadership and cultural competency (offered in the M.A.)
- World language education (offered in the M.A.T.)

**Master of Arts**

The College of Education offers a Master of Arts. Some of the college’s M.A. programs are offered with thesis as well as without thesis. Nonthesis programs usually provide more specialized coursework than do thesis programs. Although a nonthesis program is not necessarily terminal, students who expect to continue their studies in a doctoral program are urged to select a thesis program in order to gain more experience in research procedures. Students who complete a nonthesis M.A. and are admitted to a Ph.D. program may be asked to submit evidence of writing and research skills to their advisor or department during the early part of their doctoral program. For information about programs that offer a thesis option, see the program descriptions under “Graduate Programs of Study” in College of Education department sections of the Catalog.

Coursework completed more than 10 years before the session in which the degree is to be conferred must be evaluated to determine how much credit may be accepted toward the degree requirements. Students must earn at least 24 s.h. in University of Iowa courses after formal admission to a master’s degree.

**Master of Arts in Teaching**

The M.A.T. program is designed for academically superior liberal arts and sciences graduates who completed few or no professional education courses in their undergraduate programs. It is a nonthesis program with requirements that range from 45 s.h. to 67 s.h. of credit. See the M.A.T. in teaching and learning in the Catalog.

The program leads to a master’s degree and licensure as a secondary teacher in the fields of art, English, foreign languages, mathematics, science education, and social studies education. Admission to the program requires a g.p.a. of at least 3.00 in undergraduate coursework. The program includes 18 s.h. of graduate coursework in the student’s teaching field. Students must complete a minimum of 20 s.h. of graduate work in education to satisfy licensure requirements.
Combined B.A./M.A.T. (Science Education Subprogram)

Bachelor of Arts students interested in pursuing a graduate degree in teaching may apply to the combined Bachelor of Arts/Master of Arts in Teaching with a science education subprogram offered by the College of Liberal Arts and Sciences and the College of Education. Designed for undergraduate students majoring in biology, chemistry, environmental sciences, mathematics, or physics, the combined program enables students to earn a B.A. and M.A.T. in five years by beginning to earn graduate credit during their fourth year of undergraduate study and by counting up to 18 s.h. of qualifying credit toward both degrees. For more information, see “Combined B.A./M.A.T.” under Science Education in the Master of Arts in Teaching, M.A.T. section of the Catalog. Interested students should consult an advisor.

Master of Science

The College of Education offers a Master of Science in teaching and learning with a science education subprogram. The degree requirements are similar to those for a Master of Arts. It also offers the Master of Science in teaching and learning with a STEM education subprogram.

Specialist in Education

The Ed.S. is granted upon completion of a prescribed two-year postbaccalaureate program designed for students preparing for professional work in fields such as administration and supervision, and special services. Of the minimum 60 s.h. required for the degree, 28 s.h. must be in the specialization area; the rest may be earned in cognate fields, supervised experience, research, and elective courses. The research must culminate in a written report.

Other requirements for the Ed.S. are the same as for the master’s degree, except that an Ed.S. requires students to complete 30 s.h. of resident work on campus after admission to the program. Coursework completed 10 years before the final examination must be evaluated to determine the amount of credit that may be accepted toward program requirements.

Not all programs offer an Ed.S. degree. For a list of programs and degrees offered, see "Graduate Programs of Study" above.

Doctor of Education

The Ed.D. is designed for educators seeking a terminal doctoral degree to practice upper-level leadership in PK-20 educational settings. Based on the scholar-practitioner model, the Ed.D. differs from the Ph.D. in that it allows for a more practical-based approach, grounded in problem-based learning pedagogy, to use and perform applied research in educational settings. Ed.D. students must complete 75 s.h. post-baccalaureate, with at least 39 s.h. completed at the University of Iowa after formal program admission. Students are expected to already have a related masters degree when admitted to the program and to have been practicing in education for a minimum of three years. Up to 36 s.h. may be transferred from the previous graduate degree for elective credit toward the 75 s.h. to earn the Ed.D. degree.

Doctor of Philosophy

The Ph.D. is the most advanced academic degree. It is conferred upon students who have demonstrated superior scholarship and mastery of research skills in coursework as well as in the preparation and defense of a dissertation. Ph.D. students must complete at least 39 s.h. while registered in the University of Iowa Graduate College and after formal program admission.

Certificates

The Certificate in Applied Behavior Analysis requires 21 s.h. of graduate credit. The certificate program is open to students enrolled in University of Iowa graduate degree programs and to individuals who are enrolled in the Graduate College as nondegree students. The purpose of the certificate is to provide professionals who have a background in education, psychology, and related services with expertise in behavior intervention and intensive educational interventions. Students who complete the program are eligible for national certification as board-certified behavior analysts. To learn more or apply, see the Certificate in Applied Behavior Analysis in the Catalog.

The Certificate in College Teaching requires 12 s.h. of graduate credit. The certificate program is open to all University of Iowa students working toward a Ph.D. or other terminal graduate degree. The certificate program complements discipline-oriented graduate programs and prepares students for careers in postsecondary education. It requires coursework, supervised teaching experience, and preparation of a teaching portfolio. To learn more or to apply, see the Certificate in College Teaching (Graduate College) in the Catalog.

The Certificate in Institutional Research and Effectiveness (IRE) requires 15 s.h. of graduate credit and is offered with hybrid and conventional courses. The certificate program prepares professionals to use data for institutional decision making, reporting, and accountability in higher education and K-12 contexts. This certificate amends and complements students’ competence in other areas (business affairs, information technology, student affairs, development, among other areas) to prepare them with the skills and capabilities to use data for educational improvement, accountability, quality, and equity. To learn more or apply, see the Certificate in Institutional Research and Effectiveness in the Catalog.

The Certificate in K-12 Equity and Inclusion requires 12 s.h. of graduate credit and is offered with hybrid and conventional courses. The certificate program offers educational professionals or nondegree-seeking students currently working in K-12 schools, districts, and area education agencies expertise in equity and inclusion to better support the needs and interests of a diversifying K-12 student population. To learn more or apply, see the Certificate in K-12 Equity and Inclusion in the Catalog.

The Certificate in Online Teaching requires 12 s.h. of graduate credit and is offered completely online. The certificate program is open to students enrolled in University of Iowa graduate degree programs and to individuals who are enrolled in the Graduate College as nondegree students. The certificate program develops students’ skills in using technology to solve instructional problems associated with distance and time. The certificate’s online format uses the techniques and approaches that the program teaches. To learn more or apply, see the Certificate in Online Teaching in the Catalog.

Professional Improvement

Students who are interested in taking courses as nondegree students should apply for nondegree status to the Graduate College. They can then be admitted by a department on a nondegree basis by contacting the department. Students must
be admitted to a department in order to complete a program objective such as teacher licensure.

### TEP/Licensure

#### Teacher Education Programs (TEP) and Student Teaching

The College of Education offers a Teacher Education Program (TEP) that includes preparation for teaching in elementary, secondary, or K-12 education. It offers teacher preparation in art education, elementary education, English education, mathematics education, music education, science education, social studies education, and world language education. Preparation for special education teaching is offered primarily as a master's degree program, but undergraduate students in the elementary education major may complete a special education endorsement for teaching elementary school students with mild or moderate disabilities. In cooperation with the School of Library and Information Science, the college offers graduate-level preparation for school teacher librarians.

In addition, the college offers specialized programs in additional elementary, secondary, middle school, and K-12 teaching areas. See "Added Endorsements" below.

The College of Education awards Bachelor of Arts undergraduate majors in elementary education and seven other majors. Majors in art education, English education, mathematics education, music education, science education, social studies education, and world language education require a corequisite content major from the College of Liberal Arts and Sciences. See the Department of Teaching and Learning section of the Catalog for details about these majors. The majors require admission to the TEP.

Individuals with a previous bachelor's degree or a more advanced degree also may complete a TEP. See "Graduate and Postbaccalaureate Admission to TEPs" below and the Department of Teaching and Learning section of the Catalog.

The Office of Student Services provides information on TEPs; offers assistance with admission, student field experiences, and teacher licensure/certification; and serves as a liaison with other University units and external agencies. For more information, visit the office's website.

#### Undergraduate Admission to TEPs

Undergraduate applicants to the University of Iowa who wish to become teachers may indicate their interest in the elementary education major or a secondary-level Teacher Education Program on their application for admission. Application materials for TEPs are available on the office’s website and are filed through the web application, Tk20 (Watermark).

Acceptance to a TEP is prerequisite to registration for most Teacher Education Program undergraduate courses.

#### Application Deadlines

Students must be admitted to the TEP in order to register for certain courses, to participate in field experiences/practicums, and to student teach. The priority admission deadline for fall semester is March 1, with applications accepted on a rolling basis until May 1. The priority admission deadline for spring semester is October 1, with applications accepted on a rolling basis until December 1. The ideal time to apply is by the priority deadline, so that students who are admitted to the program can be cleared for advising and registration in a timely manner. Applications are only considered by the faculty when all requirements are complete. Faculty members in each program area review and select applicants to be admitted to their program. Some program areas may reach capacity for acceptance before the final deadlines. Applicants are notified of admission decisions by email following faculty review.

#### General Requirements

Admission to TEPs is selective. Admission requirements may vary by program area. In order to be considered for admission to a TEP, an undergraduate student must satisfy the following requirements: admission to the University of Iowa, a minimum amount of credit for college-level work, and a predmission volunteer field experience in a regular K-12 classroom setting. There may be additional requirements. TEP application materials and current minimum application requirements are available on the Office of Student Services website.

#### Review of Applications

TEP admission is based on a faculty review of all application components. Meeting the minimum criteria does not ensure program admission. Selection is determined by academic achievement as reflected in grade-point average, aptitude as reflected by recommendations and personal statements, and the ability of the given program area to provide quality instruction and clinical and field experiences.

#### Direct Admissions Policy

The College of Education offers direct admission into the music education TEP. First-year students who, upon graduation from high school, have a high school g.p.a. of 3.00 or higher and have been accepted into a music studio will be directly admitted into the K-12 music education TEP. This admission is conditional until the minimum admission requirements are complete. The requirements include admission to the School of Music, completion of an essay in 500 words or less on why the applicant wishes to be a music teacher, and completion of the 10-hour preadmission school field experience verification form.

#### Graduate and Postbaccalaureate Admission to TEPs

Students with a previous bachelor's degree or more advanced degree may be admitted to a TEP as graduate or undergraduate students, and may have the option to pursue an additional undergraduate or graduate degree, or to pursue the TEP as a nondegree student. See the Department of Teaching and Learning for degree program options. Students must apply to the TEP through the web application, Tk20 (Watermark), and to the University of Iowa through the Office of Admissions. Application information is available from the Office of Student Services.

Graduate applicants must be eligible for admission to the Graduate College, which requires a g.p.a. of at least 3.00 in all previous college coursework. See the Graduate Admissions website.

Undergraduate applicants must meet the general requirements for undergraduate admission to the University of Iowa; see the Undergraduate Admissions website.

#### TEP Standards and Policies

Students in the TEP must meet grade-point average requirements each semester. Students who do not meet the requirements are placed on probation; those who fail to meet the requirements in a successive semester may be removed from the TEP or denied admission to student teaching. For
more information on standards and policies, consult the Office of Student Services.

**InTASC Standards-Based Assessments**

Once admitted to the TEP, teacher candidates’ progress toward meeting professional standards is documented on TK20 (Watermark), a web-based assessment system. Students apply to the TEP through the system, and throughout the program submit assignments designated by their respective program area for standards-based scoring on rubrics in common across all program areas.

**Teacher Leader Professional Development Program**

Teachers from the University of Iowa are distinguished by their preparation with world-class faculty researchers and clinical practitioners and a one-of-a-kind professional development program that highlights contemporary issues in 21st-century education. All requirements must be completed prior to student teaching. All teacher education students are required to participate.

**Student Teaching**

The final phase of the TEP is the professional semester, devoted to supervised student teaching and directed observation in a variety of situations. The student teaching semester is a full-time, all-day, experience. Faculty members, professional staff, and advanced graduate students who are experienced teachers serve as supervisors.

Periodic seminars provide for discussion and evaluation of student teachers’ experiences. Transfer credit may not be used to satisfy the student teaching requirement.

To be admitted to the student teaching semester, students must submit a separate application to the Office of Student Services in the College of Education. All coursework in education, for the major, and for the degree must be completed before the student teaching semester. Applications are submitted during the calendar year before the student teaching semester. The deadline is November 15 for students planning to student teach the following fall semester and April 15 for students planning to student teach the following spring semester.

Admission to student teaching requires program area faculty approval as well as verification of satisfactory progress in meeting both College of Education professionalism standards and program area standards, which are set at the time of admission to the TEP. In some programs, standards are higher than the college’s required g.p.a. of at least 2.70. Students should consult with their advisors regarding specific requirements for the program areas. For more information, contact the Office of Student Services.

**Placement Options**

Student teaching placements typically are in schools within a 60-70 mile radius of Iowa City, referred to as local placements. Students who receive faculty approval, based on academic and professional criteria, may have options to student teach in other locations, referred to as special sites. Special sites are schools in other parts of Iowa, the Midwest region, and in select urban districts in other parts of the United States, that have ongoing contracts with the College of Education for placement of student teachers. For more information on student teaching placement options, see Student Field Experiences on the College of Education website.

**International Student Teaching**

International student teaching experiences are available primarily through Global Gateway for Teachers, an Indiana University Program working in collaboration with the University of Iowa. Sites include Australia, China, Costa Rica, Ecuador, England and Wales, Greece, India, Ireland, Italy, Japan, New Zealand, Norway, Russian Federation, Scotland, Spain, and Tanzania.

Interested students must meet the regular requirements for student teaching and must have the approval of their advisor and the appropriate program coordinator. In most locations, students are assisted with housing by the on-site coordinator.

International assignments are for eight weeks. Students complete an eight-week assignment in a stateside placement followed by an eight-week assignment in an international placement. Secondary education students in some program areas (for instance, English education) are required to complete a full semester of student teaching in the United States before student teaching at an international site.

For more information about international student teaching opportunities, contact the Office of Student Services.

**Program Completion Assessment**

As a requirement for completion of an approved TEP for initial teaching licensure, the state of Iowa requires a program completion assessment. University of Iowa student teachers must pass the edTPA assessment of their program as a requirement for program completion.

**Course Substitutions**

Students who have completed courses that they wish to substitute for program requirements should consult with their advisors.

All University of Iowa students seeking an Iowa teaching license must complete EPLS:4180 Human Relations for the Classroom Teacher and EDTL:4900 Foundations of Special Education, or approved substitutes. Human relations courses offered through community colleges are not accepted.

**Teacher Licensure/Certification**

The Iowa Board of Educational Examiners issues teacher, support service, and administrator licenses on the recommendation of Iowa colleges and universities whose programs have been approved by the Iowa Department of Education. All University of Iowa preparation programs have Iowa Department of Education approval.

Licensure/certification requirements across the nation are subject to change. Students who plan to seek employment in a state other than Iowa should make every effort to be informed about current requirements in that state. Generally, students who apply out-of-state should first secure Iowa licensure.

To be recommended by the University of Iowa, applicants must complete all requirements of the appropriate approved program. A minimum of 20 s.h. of coursework applied to meet program requirements must be earned at the University of Iowa.

In the State of Iowa, applicants must be at least 21 years old to be granted a teaching license. The Iowa Board of Educational Examiners requires a national criminal history background check, an Iowa Division of Criminal Investigation background check, and registries and records checks for all new applicants for Iowa licensure. Disqualifying criminal
convictions and founded child abuse are set out Iowa Code
272.2 and Iowa Administrative Code 282-11.35, and in the
Iowa Board of Educational Examiners Ethics Brochure.
The College of Education Office of Student Services
provides Iowa application forms, fingerprinting procedures,
and licensure/certification assistance to all students
completing approved programs offered by the college. It also
provides assistance to in-service teachers and other school
professionals who are interested in adding endorsements
to their Iowa license based on completion of State of Iowa
minimum licensure requirements.

Added Endorsements
Current TEP students and in-service teachers may prepare
for teaching additional subjects through added endorsement
programs and courses.
Most added endorsements for kindergarten through 8th grade
(K-8) are intended for TEP students and in-service teachers in
elementary education. See the B.A. in elementary education for
these added endorsements. Other endorsements,
including most secondary (grades 9-12) endorsements
for which the University of Iowa offers a TEP, also can be
available to elementary, secondary, or K-12 TEP students and
teachers as added endorsements.
Preparation is offered for these added endorsements:
  • Grades 5-8 middle school (language arts, mathematics,
    science, and/or social studies)
  • Grades 5-12 reading
  • K-12 athletic coach
  • K-12 dyslexia specialist
  • K-12 English as a second language (ESL)
  • PK-12 talented and gifted
For additional information contact an academic advisor or
licensure staff in the Office of Student Services.

Resources

Baker Teacher Leader Center
The Baker Teacher Leader Center (Baker TLC) develops,
supports, and facilitates a variety of professional development
opportunities for students, faculty, staff, and community
members affiliated with the College of Education.
The Baker TLC manages the Teacher Leader Certificate,
a value-added professional development certificate that
provides students in the Teacher Education Program (TEP)
opportunities to engage with innovative educational topics
aimed toward developing their identities as emerging teacher
leaders.
The Baker TLC operates a teacher licensure renewal credit
program, offering relevant research and evidence-based
professional development to practicing Iowa teachers.
Professional development offered through the Baker TLC
is aligned with needs identified by the Teacher Education
Advisory Committee through survey responses received from
school administrators, policy leaders, and faculty, and from
information and data received from professional education
organizations such as the Iowa Association of Colleges for
Teacher Education (IACTE), the American Association of
Colleges for Teacher Education (AACTE), and community
partners.

The Baker TLC supports College of Education Global Education
Initiatives including international and domestic partnerships
and programming, and professional learning opportunities for
domestic and international faculty, staff, and students.

Belin-Blank Center for
Gifted Education and Talent
Development
Located in the Blank Honors Center, the Connie Belin and
Jacqueline N. Blank International Center for Gifted Education
and Talent Development conducts research, training, and
service in gifted education and disseminates information on
the education of gifted students. Professional development
opportunities include the Belin-Blank Fellowship Program in
Gifted Education, practicum and internship experiences, and
coursework in gifted education (including coursework for the
State of Iowa Talented and Gifted Endorsement).
Precorlege student programs include Invent Iowa, Scholastic
Art & Writing Awards, above-level testing for students in
grades 3-9, precorlege summer and academic year programs
for high-ability students in grades 2-11, and the Iowa Online
Advanced Placement Academy.

Other services include the Wallace Assessment and
Counseling Clinic, which specializes in twice-exceptionality;
and the Acceleration Institute, which is dedicated to the
study of curricular acceleration for academically talented
children. The center also administers the Bucksbaum Early
Entrance STEAM Academy, a highly selective early-entrance
program for students who have completed their sophomore or
junior year in high school and are ready to enroll as full-time
University of Iowa Honors students.

For more information, contact the Belin-Blank Center.

Blommers Measurement
Resources Library
The Paul Blommers Measurement Resources Library includes
books, journals, research reports, and reference materials
related to educational and psychological measurement,
testing, assessment, and evaluation, as well as an extensive
collection of published and unpublished tests. The library
supports the teaching and research needs of faculty, staff,
and students at the University of Iowa, primarily serving the
College of Education.

Center for Advanced Studies in
Measurement and Assessment
The Center for Advanced Studies in Measurement and
Assessment (CASMA) pursues interdisciplinary research-
based initiatives that lead to advances in the methods and
practice of educational measurement and assessment. CASMA
performs, promotes, fosters, and disseminates research in
measurement and psychometric methodologies that respond
to contemporary needs and initiatives in testing.
The center devotes considerable resources to research on
equating, scaling, and generalizability theory; it also offers
workshops and training sessions on those topics. Extensive
free suites of computer programs are available on the CASMA
website. The site also features research reports and technical
notes on measurement topics such as generalizability theory,
equating methods, and linking with item response theory.
CASMA staff pursue research on advances in psychometric modeling, with expertise in diagnostic classification models, Bayesian psychometric techniques, and computerized adaptive testing. Beyond measurement, CASMA staff conduct research in research synthesis, meta-analytic methods, and causal inference.

**Center for Evaluation and Assessment**

The Center for Evaluation and Assessment (CEA) provides third-party program evaluation, assessment, and other research services to a broad range of clients working in multiple programmatic areas. The center’s mission is to provide high quality program evaluation and research services to support data-driven decision-making, to train graduate students, and to advance evaluation theory and practice.

**Center for Research on Undergraduate Education**

The Center for Research on Undergraduate Education (CRUE) is dedicated to the study of undergraduate education in the United States and beyond. This rigorous research explores various topics, with an emphasis on understanding dynamics and improving equity within college experiences, environments, interventions, and outcomes.

**College of Education Writing Resource**

The College of Education Writing Resource provides academic writing support for graduate students at the College of Education. Students sign up to work collaboratively with a writing tutor throughout the composing processes—from conceptualizing ideas to polishing and publishing/finalizing the paper. The mission is to facilitate each student’s individual growth as a writer and to foster a collaborative writing community. Services are free to graduate students in the College of Education.

**Cooperating Schools Program**

The Cooperating Schools Program (CSP) is a University-wide service that facilitates placement of research projects and service-learning projects conducted by faculty, staff, and students in public schools throughout Iowa. The program provides information to help researchers obtain permission to conduct research in Iowa schools. The Cooperating Schools Program was instituted at the request of school administrators charged with the responsibility of approving research projects in their schools.

**Education Technology Center**

The Education Technology Center (ETC) provides computer services to College of Education faculty, staff, and students. In addition to technical support and internet access, services include collegiate file and application servers; standard office tools; specialized applications such as media production tools and quantitative and qualitative analysis programs; secure folders and directories; electronic mailing lists for faculty, staff, and student groups; and digital signage (kiosks). The Education Technology Center also provides faculty with instructional technology support for courses, including online teaching tools and media production.

SMART Boards and wireless access are available throughout the college. Every classroom and conference room has a digital presentation system and videoconferencing capabilities. Faculty, staff, and students can check out wireless laptops, web cameras, computer projectors, digital audio recorders, digital video cameras, iPads, and other devices from the center. In all, the College of Education supports more than 850 computers, laptops, PDAs, and smartphones as well as 20 digital signs, 20 SMART Boards, and six servers.

**Grants and Research Services Center**

The Grants and Research Services Center (GRSC) provides grant and research-related support services for the college’s faculty, staff, and students. GRSC staff members help identify internal and external funding sources, prepare and submit grant proposals and application materials, provide grant accounting services, and help in the preparation of applications for Human Subjects/Institutional Research Board review. The college also provides limited funds for faculty research, professional development, and travel.

**Institute on Disability and Rehabilitation Ethics**

The Institute on Disability and Rehabilitation Ethics (IDARE) is a cross-disciplinary, cross-institutional online community of scholars. Its goal is to use research, education, and consultation to improve the quality of ethical practice experienced by people with disabilities who receive services from rehabilitation, health, mental health, and social service professionals. IDARE works to influence disability policy and practice development nationally and locally and to influence professional organizations’ consideration of ethical issues that affect people with disabilities and other marginalized populations.

**Iowa Supports Education and Resources for Veterans and Enlisted**

Iowa Supports Education and Resources for Veterans and Enlisted (I-SERVE) was created to help facilitate successful transitions for veterans and enlisted service members into higher education at the University of Iowa. I-SERVE is located in the Teacher Leader Center, on the first floor of the North side of Lindquist Center. The center assists veterans with accessing benefits, the application process, completing coursework, preparing for and searching for jobs, and achieving overall career success. I-SERVE also offers educational consultation, workshops, special programs, and presentations that enhance knowledge, skills, and attitudes of teachers and other professionals who work with veterans, military children, and families.

**Iowa Testing Programs**

Iowa Testing Programs (ITP) provides assessment expertise to schools in the state of Iowa and consultation to the Iowa Department of Education and area education agencies. Its faculty and staff develop standardized educational tests, such as the widely used Iowa Assessments, for use in elementary and secondary schools worldwide, and the Iowa Statewide Assessment of Student Progress, for use in the state of Iowa for summative assessment. Iowa Testing Programs also
conducts research studies in educational measurement, publishes the results of these studies, sponsors lectures and symposia, provides consulting and in-service training to educators and school systems, and provides training experience and financial support for graduate students in educational measurement, statistics, and evaluation.

Libraries

University of Iowa Libraries provides a wide variety of resources in print and online. Course reserve materials are available at the Main Library. An education librarian is available to help students with their research projects and assist faculty members and teaching assistants with their research and instructional needs.

Office of Graduate Teaching Excellence

The Office of Graduate Teaching Excellence (OGTE) is dedicated to excellence in college teaching and the preparation of future faculty. The office facilitates opportunities for research, teaching, and service. Through the Iowa Education Fellows Program (i-fellows), OGTE develops and conducts workshops and seminars that address the developmental needs of College of Education doctoral students, from their first semester on campus through completion of their degrees. The office also guides students through the process of earning the graduate Certificate in College Teaching (Graduate College).

Office of Student Services

The Office of Student Services assists students, faculty, staff, and the general public in graduate and undergraduate admission, undergraduate advising, recruitment for the Teacher Education Program (TEP) and undergraduate programs, Graduate College examinations, student field experiences, and teacher licensure/certification. It also serves as a liaison with other University units, including the Graduate College, the College of Liberal Arts and Sciences, the Office of Admissions, and the Office of the Registrar, and with external agencies, including the Iowa Department of Education, out-of-state teacher licensure/certification departments, and school district personnel in Iowa and outside of the state. A variety of application and information materials are available at the office and on its website.

Financial Support

College of Education students may be eligible for scholarships, awards, or graduate assistantships. Information about financial support for students is available at Scholarships and Awards on the college's website. The Graduate College posts a list of open assistantships on its website; see Graduate Assistantships and Grants.

The Graduate Record Exam (GRE) General Test is currently not required for graduate assistantships, teaching assistantships, or research assistantships in the College of Education.

Students interested in employment opportunities in the college's support units and special resources should contact the director of each facility and indicate their interests, their academic and experience records, and their career or degree goals at the University of Iowa.

Graduate Assistantships

Individual academic programs provide opportunities for teaching, research, or service assistantships as well as for fellowships and related employment opportunities. Inquiries should be addressed to the chair of the department or the director of the program in which students believe they can provide service or achieve an outstanding academic record. Assistantship appointments are usually, but not always, made by the program area.

Special Graduate Research Assistantships in Education

The Iowa Testing Programs provides funds to support a limited number of special graduate assistantships in education, in which students do research work under the direction of a faculty member of their choice. Students must be enrolled for at least 6 s.h. but not more than 12 s.h. per semester; assistantships are for the academic year and are renewable for a limited number of years. Students admitted to or pursuing any advanced degree program offered by the College of Education are eligible to apply, provided they are committed to a professional career in the United States.

Applicants must submit transcripts of all completed college work (undergraduate and graduate), recommendation forms specific to the assistantship, and scores on the Graduate Record Exam (GRE) General Test. For assistantship application forms, contact the Iowa Testing Programs directors. Application deadline is late February.

Scholarships and Awards

The College of Education presents a number of awards funded by donors; recipients must meet the criteria established by the donors for their awards. Recipients are presented with their award at a spring semester luncheon. For more information, see Scholarships and Awards on the college's website.

Albert and Martha Ruffalo First Generation Education Scholarship: presented to deserving students in the College of Education who are first-generation college students.

Albert Hood Promising Scholar Award: presented to a doctoral student in the Department of Counselor Education and a student in the higher education and student affairs program with an approved prospectus.

Alice and Kendall Atkinson Scholarship: presented to students who are majoring in music education with a passion for community outreach and engagement.

Ann Ramsey and Richard E. Posey Scholarship: presented to a student who is a junior pursuing a career in teaching or education.

Barry Bratton Memorial Award: presented to graduate students who have completed coursework that reflects a commitment to the systematic design and improvement of instructional processes and materials.

Betty Piercy Award: presented to a deserving student in the field of reading.

Beulah A. and Robert L. Darrow Scholarship: presented to deserving students in the College of Education.

Blommers-Hieronymus-Feldt Fellowship: presented to doctoral students in educational measurement and statistics.
C. Esco Obermann Memorial Scholarship: presented to a deserving student pursuing a degree in rehabilitation counseling.

Carol M. and Ed Stenson Scholarship in Education: presented to undergraduate students pursuing a special education certification or degree in general teacher education who exhibit both financial need and academic merit.

Charlotte and Ruby Junge Scholarship: presented to undergraduate or graduate students in elementary or secondary education who will be student teaching for a full semester.

Dale Grabinski Education Scholarship: presented to deserving undergraduate students in the teacher education program.

Daniel G. Loetscher Memorial Science Education Scholarship: presented to students pursuing secondary education with an emphasis in the sciences, with preference given to those pursuing an emphasis in chemistry.

David and Connie Belin Honors Award: presented to graduating seniors who have completed all requirements for the Honors Opportunity Program.

David and Sheila Bennett Fund for Educational Leadership: presented to students in the educational leadership program within the Department of Educational Policy and Leadership Studies.

Debra Clausen Memorial Scholarship: presented to a graduate student in the College of Education who will work at the Hospital School (now the Center for Disabilities and Development) to evaluate and develop learning programs for students with mental disabilities, including Down Syndrome, or to students pursuing careers in special education.

Dieckmann, Renken, Rockway Scholarship: presented to a student pursuing a Ph.D. in science education with secondary preference to a graduate student in science education.

Dr. Bettye M. Caldwell and Dr. Fred T. Caldwell Scholarship: presented to undergraduate students interested in pursuing careers in early childhood development, including the fields of education, sociology, psychology, and other related academic programs.

Dr. Mary Agnella Gunn Memorial Scholarship: presented to worthy undergraduate or graduate students in education.

Drs. Andrew and Jeanne Stevenson Scholarship: presented to students in the College of Education with preference to students studying science education who plan to one day teach science education.

Duane D. Anderson Memorial Scholarship: awarded to a transfer student from an Iowa community college who is currently enrolled in a program in the College of Education.

Edgar M. and Evelyn Benzler Tanruther Scholarship: presented to undergraduate and/or graduate students in elementary education.

Emily C. Wagner Scholarship: presented to an undergraduate student in secondary education with an English education teaching degree who will be student teaching in the academic year following the award, preference for students who are residents of Iowa with a g.p.a. of at least 3.00 and demonstrated financial need.

Emma E. Holmes Education Scholarship: presented to an outstanding undergraduate or graduate student in any program in the College of Education; based on merit and need, the recipient must be a U.S. citizen with first preference for a student in the top 20 percent of their class; second preference for a student with demonstrated financial need.

Ernest L. and Janet M. Yeakey Education Scholarship: presented to a deserving student in the College of Education with preference given to a student who is from the state of Iowa and pursuing math education.

Ernest T. Pascarella Military Veteran Promise Award: presented to a graduate student veteran in the College of Education who demonstrates exceptional career promise.

Erwin and Louise Wasta International Scholarship: presented to an international student in the College of Education.

Franklin D. and Louise P. Stone International Scholarship: presented to an outstanding international student pursuing a Ph.D. in the College of Education.

Gladys and Margaret Harvey Education Scholarship: presented to students who show financial need and are enrolled in the College of Education.

Grace Phelps Stucker Scholarship: presented to students admitted to the Teacher Education Program who have completed at least 12 s.h. of education coursework.

Harvey H. Davis Memorial Scholarship: presented to outstanding graduate students in educational leadership with preference given to students interested in the financing of education.

H.D. Hoover Excellence Scholarship: presented to a graduate student working on mathematics achievement testing in the elementary grades.

Helen Mackin Nichol Memorial Scholarship: presented to students from Iowa who are in secondary education and plan to teach and work with mentally and emotionally disturbed children.

Hemphill/Jones Higher Education Masters Student Award: presented to deserving students in the College of Education with preference given to historically underrepresented students of color working toward an M.A. degree in higher education and student affairs.

Henry Kepner Math Education Scholarship: presented to deserving students who are pursuing a degree in math education.

Hubbard Family Legacy Award: presented to students majoring in mathematics, physics, or chemistry who are pursuing a secondary education teaching certificate with the intention to teach at the secondary level.

Jack Bagford Elementary Education Scholarship: presented to an undergraduate or graduate student in elementary education who will be student teaching during the academic year following the award; recipient must be a resident of Iowa.

Jake and Kimberly Chung Scholarship: presented to a teacher education student for their student teaching semester.

James and Coretta Stroud Fellowship: presented to an outstanding graduate student in educational psychology.
Jananne F. Nelson Elementary Education Scholarship: presented to a student pursuing a degree in elementary education specializing in literacy.

Jeanette Kinsey Elementary Education Scholarship: presented to an elementary education student.

John H. Haefner Memorial Scholarship: presented to a student who will be student teaching in the area of social studies.

John Leonard Davies Scholarship: presented to a student who is a first- or second-semester senior in the Department of Teaching and Learning who is viewed as being creative and having outstanding potential for success in the field of K-12 education.

Judith Young Saunders Scholarship: presented to an undergraduate or graduate student who is pursuing a degree in teacher education, with preference given to students with severe visual impairments.

Judy Skalsky Memorial Scholarship: presented to an undergraduate or graduate student majoring in art education.

Kathleen M. Ramsay and Family Scholarship: presented to deserving students in the College of Education with preference given to third-year or higher-level students, or to students who have a focus in elementary or secondary education and demonstrate financial need.

Kyle C. and Eula B. Jones Scholarship: presented to undergraduate and graduate students planning careers in elementary and secondary education and administration.

Laurie Jane Croft Scholarship: presented to deserving undergraduate or graduate students in the College of Education who are pursuing an endorsement certificate in gifted education.

Leonard A. Miller Memorial Scholarship: presented to an outstanding first-year M.A. student in rehabilitation counseling.

Lowell Brandt Rehabilitation Counseling Award: presented to graduate students pursuing a master’s degree in the rehabilitation counseling program.

Margaret A. Sloan Scholarship: presented to undergraduate or graduate students in the College of Education.

Margaret P. Park Scholarship: presented to deserving students in the College of Education with preference given to students from St. Louis County, Minnesota; Rock Island County, Illinois; or Iowa.

Mary Ann DePrenger Scholarship for Elementary Education: presented to students pursuing elementary education certification.

Mary Bywater Cross and Robert P. Newman Research Award: awarded to graduate students to provide support for travel and related expenses for attendance at conferences and events at which research is presented and shared, or to conduct research within the field of education.

Mary Maxine Redmond Scholarship: presented to undergraduate students from Iowa enrolled in the College of Education.

Maureen Medberry Snell Education Award: presented to outstanding students in the College of Education.

Melvin R. Novick Award in Educational Measurement and Statistics: presented to a third- or fourth-year doctoral student in educational measurement and statistics who has at least a year of study remaining.

Paul Larson Military/Veteran Student Scholarship: presented to College of Education student veterans and military students to help them achieve success in their studies in the College of Education.

Paul Opstad Scholarship: presented to a full- or part-time graduate student in the College of Education whose career or scholarly interests focus on the concerns and needs of international students.

Perry Eugene McClanahan Memorial Scholarship: presented to an outstanding graduate student in educational administration.

Richard L. Sanner Scholarship: presented to deserving graduate students in the College of Education.

Robert L. Brennan Graduate Student Award: presented to a graduate student in the educational measurement and statistics program based on their research.

Rolland Ray Award: presented to doctoral students completing a dissertation concerned with measurement in mathematics education, science education, social studies education, or English education.

Sheila E. McFarland Memorial Scholarship: presented to a student who will be student teaching for a full semester in the area of elementary education; preference for this award will be given to an Iowa resident.

Student Teaching Abroad Scholarship: presented to students who are doing their student teaching in a foreign country.

T. Anne Cleary Psychological Research Scholarship: presented to students in the Department of Psychological and Quantitative Foundations.

University High School Innovative Developments in Education Award (IDEA): presented to students during their secondary student teaching experience.

Waronka Family Scholarship: presented to one or more deserving students in elementary education who demonstrate merit and are in good academic standing.

Women in Secondary Science/Math Education Scholarship: presented to a female student from a rural area studying secondary science or math education.

Courses

- Education Interdepartmental Courses [p. 11]
- Education Honors Opportunity Program Courses [p. 11]

Most College of Education courses are offered by the college's departments and programs. They are listed and described in the corresponding General Catalog sections. The college also offers the following interdepartmental courses.
Education Interdepartmental Courses

**EALL:4081** ePortfolio Design and Production 1-2 s.h.
Experience producing an ePortfolio and uploading it to the internet; practical experience using digital tools, content and design related to ePortfolio production; experience using a web browser, accessing the internet, and using a digital camera or scanner. Requirements: able to perform basic computer functions and use a World Wide Web browser. Same as EDTL:4081, EPLS:4081, PSQF:4081, RCE:4081.

**EALL:4130** Introduction to Grant Writing 3 s.h.
Comprehensive training in grant proposal writing; basics of project development and management; core principles for writing small and large proposals to public and private funding sources; finer points of grant writing to increase competitiveness of future proposals and applications; for students with limited grant writing experience. Same as MUSM:4150.

**EALL:5150** Introduction to Educational Research 3 s.h.
Principles of empirical educational research; logic of inquiry for both quantitative and qualitative research methodologies.

**EALL:7475** Ph.D. ePortfolio in College Teaching 3 s.h.
Framework for connecting authentic evidence of scholarly work and teaching competencies; use of advanced web and multimedia technologies to link artifacts to ePortfolio templates.

Education Honors Opportunity Program Courses

**EHOP:4100** Honors Seminar in Education 2 s.h.
Research in education and related professions in collaboration with a College of Education faculty member of student's choice; preparation for senior honors project.

**EHOP:4101** Senior Honors Project 1-2 s.h.
Collaboration with a faculty member on research project; written report. Prerequisites: EHOP:4100.