

College of Education

Dean

Daniel L. Clay

Associate Dean for Faculty and Graduate Education

Pamela M. Wesely

Interim Associate Dean for Research

Ariel Aloe

Associate Dean for Undergraduate Education and Educator Preparation

Mark A. McDermott

Undergraduate major: BA

Undergraduate minors: educational psychology; human relations

Graduate degrees: MA; MAT; MS; EdS; EdD; PhD

Graduate certificates: applied behavior analysis; institutional research and effectiveness; K-12 equity and inclusion; online teaching; talent development

Website: <https://education.uiowa.edu/>

The University of Iowa College of Education offers more than 80 undergraduate and graduate degree programs, including licensure, endorsements, certificates, and online programs, many of which are regularly ranked among the best in the nation. The college's vision is to be a world-class college of education: leading research, engaging communities, and preparing education and mental health professionals for innovation and impact.

In 1847, Iowa legislators created the State University of Iowa, the state's first public institution of higher education to provide teacher training. More than 175 years later, students from across the state, nation, and globe are drawn to the College of Education, where they can experience the rigor of an R1 research university with a personal touch, a strong sense of community, and Hawkeye pride.

The college is also home to a number of research centers, including the Scanlan Center for School Mental Health, highlighting the college's expertise in school and community mental health counseling. Other areas of expertise include gifted education and talent development, thanks to the Belin-Blank Center, and educational testing and measurement due to the legacy of alumnus E.F. Lindquist. Lindquist created the Iowa Academic Meet, the impetus for the development of the world-renowned Iowa Testing Programs (ITP). Soon after in 1935, ITP experts authored the first Iowa Tests of Basic Skills (renamed Iowa Assessments), which revolutionized test scoring by inventing the first optical scanner, allowing tests to be accurately scored by high-speed equipment rather than by hand. Then in 1959, ITP spun off the most widely accepted college entrance exam to American College Testing Program, Inc., now known as ACT.

The University of Iowa Wildlife Instruction and Leadership Development (UI WILD) joined the College of Education in 2021, bringing a variety of experiential learning opportunities to our students. Students have the unique opportunity to take their learning outside of the classroom. There are opportunities to teach middle school students across Iowa with School of the Wild, take science education to the next

level with the Iowa Raptor Project, and work hands-on with youth at Iowa Wildlife camps.

The college has four departments—the departments of Counselor Education, Educational Policy and Leadership Studies, Psychological and Quantitative Foundations, and Teaching and Learning.

Extramural Education

Through Distance and Online Education, selected College of Education courses are offered at off-campus sites and hours outside the traditional schedule. If taken after formal admission to a specific program, some of these courses may be applied to meet the requirements for degrees. Students who plan to complete a degree program should apply for admission to the Graduate College and satisfy all application requirements for the degree program they wish to enter.

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

Honors in Education

The Honors Opportunity Program is open to undergraduates in the College of Education who are interested in pursuing either a research-based or context-based culminating project. Honors Opportunity Program students must take EHOP:4100 Honors Seminar in Education, EHOP:4101 Senior Honors Project, and complete five additional honors experiences while working with a self-selected mentor and the HOP facilitator at the Belin-Blank Center. Students in the program typically have a grade-point average (GPA) of at least 3.50 in their major and 3.33 overall but interested students with lower GPAs are encouraged to apply. 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 public schools. Several hold joint appointments in the College of Liberal Arts and Sciences.

Programs

Undergraduate Programs of Study

Bachelor of Arts

The College of Education awards a Bachelor of Arts (BA) degree with eight majors related to the Teacher Education Program (TEP) and two non-licensure majors. Requirements for earning a Bachelor of Arts degree from the College of Education include all of the following.

- Complete a minimum of 120 semester hours of credit toward graduation, as defined under College of Education credit hour policies.
- Meet the University of Iowa residence requirement. The University of Iowa residence requirement is the minimum number of semester hours that must be earned at the University of Iowa in order to be eligible for an

undergraduate degree. See the section titled "University of Iowa Residence Requirement."

- Meet the general education requirements to earn a Bachelor of Arts degree from the College of Education: the GE CLAS Core of the College of Liberal Arts and Sciences (CLAS).
- Complete one of the Bachelor of Arts (BA) majors that is awarded by the College of Education.
- Achieve a minimum major, overall cumulative, and UI cumulative grade-point average (GPA) of 2.00 as defined in the College of Education Academic Standards.
- Resolve any grades of "I" (Incomplete) and "O" (Unreported).

Students in majors related to the TEP must also maintain TEP academic and professional standards.

University of Iowa Residence Requirement

The University of Iowa residence requirement is the minimum number of semester hours that must be earned at the University of Iowa in order to be eligible for an undergraduate degree. Credit hours earned in all courses offered by the University of Iowa are considered UI residence hours. Credit hours earned from colleges and universities other than the University of Iowa are considered non-resident credit.

To earn an undergraduate degree from the College of Education, students must satisfy the University of Iowa residence requirement by satisfying one of the following:

- earn the final 30 semester hours after admission to the University of Iowa;
- earn 45 of the final 60 semester hours after admission to the University of Iowa; or
- earn an overall total of 90 semester hours after admission to the University of Iowa.

Credit by examination may be resident or non-resident credit. Credit by examination earned while a student is enrolled in a college of the University of Iowa is considered UI residence credit. Credit by examination earned while a student is enrolled in a college or university other than the University of Iowa and brought to Iowa as part of a transfer transcript is considered non-resident credit.

This requirement is unrelated to Classification of Residents and Nonresidents for Admission and Tuition Purposes.

Undergraduate Degree Programs Offered

The College of Education offers a BA in education studies and human relations.

The BA in education studies and human relations is available without a subprogram with a subprogram in education studies or human relations.

Department of Psychological and Quantitative Foundations

The Department of Psychological and Quantitative Foundations offers a BA in counseling and behavioral health services.

Department of Teaching and Learning

The College of Education 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. 5] in this section of the catalog. See the Department of Teaching and Learning in the catalog for details about the majors.

Undergraduate degrees include the BA in art education, elementary education, English education, mathematics education, music education, science education, social studies education, or world language education.

Undergraduate Combined Degrees

College of Education BA/College of Liberal Arts and Sciences Degree

The College of Education and the College of Liberal Arts and Sciences offer a combined degree program in which students earn two University of Iowa bachelor's degrees: a Bachelor of Arts (BA) from the College of Education and a Bachelor of Arts (BA), Bachelor of Science (BS), Bachelor of Fine Arts (BFA), or Bachelor of Music (BM) from the College of Liberal Arts and Sciences.

This combined degree program is available with any of the Bachelor of Arts majors in the College of Education. The combined degree program is required for the seven secondary teaching majors; the seven secondary teaching majors require a corequisite College of Liberal Arts and Sciences major, generally in the main subject the student is preparing to teach.

To learn about liberal arts and sciences majors, see the College of Liberal Arts and Sciences in the catalog.

College of Education BA/Tippie College of Business Bachelor of Business Administration

The College of Education and the Tippie College of Business offer a combined degree program in which students earn two University of Iowa bachelor's degrees: a Bachelor of Arts (BA) from the College of Education and a Bachelor of Business Administration (BBA) from the Tippie College of Business. This combined degree program is available with the College of Education's Bachelor of Arts major in education studies and human relations and the Bachelor of Arts major in elementary education. The program is not available with the seven secondary teaching majors.

The Bachelor of Business Administration requires admission to the Tippie College of Business. Students in the combined education/business degree program must declare the Tippie College of Business program of study as their primary (first) major.

To learn about the Bachelor of Business Administration majors, see Tippie College of Business in the catalog.

Combined Elementary Education BA (Special Education Subprogram)/MA 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 BA and MA in five years by beginning to earn graduate credit during their last year of undergraduate study and counting up to 12 s.h. of qualifying credit toward both degrees. For more information, see Combined Programs in the BA 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, offering students 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.

Graduate Degree Programs Offered

Department of Counselor Education

MA and PhD in counselor education; the following programs are available.

- Clinical mental health counseling (offered in the MA)
- Counselor education and supervision (offered in the PhD)
- Rehabilitation counseling program (offered in the MA)
- School counseling (offered in the MA)

Department of Educational Policy and Leadership Studies

MA, EdD, EdS, and PhD in educational policy and leadership studies; the following programs are available.

- Educational leadership (offered in the MA, EdS, and PhD)
- Higher education (offered in the EdD)
- Higher education and student affairs (offered in the MA, EdS, and PhD)
- PK-12 administration (offered in the EdD)

Department of Psychological and Quantitative Foundations

MA, EdS, and PhD in psychological and quantitative foundations; the following programs are available.

- Counseling psychology (offered in the PhD)
- Educational measurement and statistics (offered in the MA and PhD)
- Learning sciences and educational psychology (offered in the MA and PhD)
- School psychology (offered in the EdS and PhD)

Department of Teaching and Learning

MA, MAT, MS, and PhD in teaching and learning; the following programs are available.

- Art education (offered in the MA and MAT)
- English education (offered in the MA and MAT)
- Language, literacy, and social studies education (offered in the PhD)
- Mathematics education (offered in the MA, MAT, and PhD)
- Multilingual education (offered in the MA)
- Science education (offered in the MS, MAT, and PhD)
- Social studies education (offered in the MA and MAT)
- Special education (offered in the MA and PhD)
- Teaching, leadership, and cultural competency (offered in the MA)
- World language education (offered in the MAT)

Master of Arts

The College of Education offers a Master of Arts. Some of the college's MA programs are offered with a thesis as well as without a thesis. Nonthesis programs usually provide more specialized coursework than 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 MA and are admitted to a PhD 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 MAT programs are 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 MAT in teaching and learning in the catalog.

The programs lead to a master's degree and include preparation for licensure as a secondary school teacher in the fields of art, English, mathematics, science, and social studies education, or world languages. Admission to the program requires a grade-point average (GPA) of at least 3.00 in undergraduate coursework.

Combined BA/MAT (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. The MAT with a science education subprogram is open to any undergraduate student majoring in the sciences, but draws most typically from students in the following majors: biology, chemistry,

earth and environmental sciences, geographical and sustainability sciences, mathematics, or physics. The combined program enables students to earn a BA and MAT in five years by beginning to earn graduate credit during their fourth year of undergraduate study and by counting up to 19 s.h. of qualifying credit toward both degrees. For more information, see "Combined BA/MAT" under Science Education in the Master of Arts in Teaching, MAT section of the catalog. Interested students should consult an advisor.

Combined BA/MAT (Mathematics Education Subprogram)

The College of Liberal Arts and Sciences and the College of Education offer students the opportunity to earn their Bachelor of Arts in Mathematics/Master of Arts in Teaching degree in education with a mathematics education subprogram in as little as five years. The combined BA/MAT Undergraduate to Graduate (U2G) program is a seamless process whereby students can progress from undergraduate to graduate status. The usual period of study for both the Bachelor of Arts and the Master of Arts in Teaching degree is six years. Through careful planning, many of the courses required for the MAT program can be taken during the undergraduate years, creating an opportunity to focus the fifth year of study on the comprehensive and student teaching requirements. For more information, see "BA in Mathematics/MAT" under Mathematics Education in the Master of Arts in Teaching, MAT section of the catalog.

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.

Specialist in Education

The EdS 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 EdS are the same as for the master's degree, except that an EdS 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 EdS degree. For a list of programs and degrees offered, see "Graduate Programs of Study."

Doctor of Education

The EdD 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 EdD differs from the PhD 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. EdD students must complete 75 s.h. post-baccalaureate, with at least 27 s.h. completed at the University of Iowa after formal program admission. Students are expected to already have a related master's 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 EdD degree.

Doctor of Philosophy

The PhD 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. PhD 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 PhD 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, and 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.

The Certificate in Talent Development requires 14 s.h. of graduate credit. The certificate 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 increase the understanding of talented individuals, the process of talent development and the creative process, and to prepare advocates for talented individuals. In addition to coursework, students design a culminating original project aligned with a career objective or personal interest. Students may use the coursework embedded in the certificate to apply to the State of Iowa Gifted and Talented teaching endorsement. To learn more or apply, see the Certificate in Talent Development 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 education (teaching kindergarten through grade 6 or grade 8); and secondary education (teaching one or more subjects in grades 5 through 12). Secondary teacher education is offered in art education, English education, mathematics education, music education, science education, social studies education, and world language education. Two secondary education programs, art education and music education, prepare students to teach kindergarten through grade 12. 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.

Preparation is available for teaching additional subjects; see the section titled "Added Endorsements."

With the Teacher Education Program, the College of Education awards the Bachelor of Arts degree with 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 major. See the section titled "Graduate and Nondegree Admission to the TEP" and the Department of Teaching and Learning section of the catalog.

The Office of Student Services provides information on TEP; 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 of Student Services website.

Admission to the Teacher Education Program

Admission to a TEP major is required in order to register for most TEP courses, to participate in field experiences/practicums, and to student teach.

Elementary Education

First-year undergraduate applicants to the bachelor of arts major in elementary education are admitted to the major and the College of Education upon acceptance to the University of Iowa; these students are guided through TEP application requirements as a part of their first two semesters of coursework. Transfer applicants and current University of Iowa students in other colleges may be admitted to the major; these students complete TEP application requirements independently.

Secondary and K-12 Teacher Education Programs

Undergraduate applicants to the University of Iowa who wish to become teachers in secondary education apply for a College of Liberal Arts and Sciences major in the subject they would like to teach. They may also indicate secondary education interest on their application.

Requirements for admission to the TEP include admission to the University of Iowa, a minimum of 30 s.h. of college credit, and a preadmission school field experience. Some programs have additional requirements. Complete application requirements and procedures can be found on the Office of Student Services website. TEP applications are submitted through a web application, Tk20 (Watermark).

For secondary and K-12 programs, admission to the TEP is selective and is based on a faculty review of academic achievement as reflected in grade-point average (GPA), 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. Meeting the minimum criteria does not ensure program admission.

Application Deadlines

For spring semester admission, applications are open from Sept. 1 to Dec. 1. For summer session or fall semester admission, applications are open from Feb. 1 to May 1. For timely advising and registration, applicants are encouraged to submit the application by Oct. 1 or March 1. See the College of Education website for additional information on TEP application requirements and procedures.

Direct Admission to Music Education

The College of Education offers early admission into the K-12 music education TEP. First-year students who upon graduation from high school have a high school GPA of 3.00 or higher and have been accepted into a music studio are 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 of 500 words or less on why

the applicant wishes to be a music teacher, and completion of a 10-hour preadmission school field experience.

Graduate and Nondegree Admission to the TEP

Students with a previous bachelor's degree may be admitted to a TEP major as graduate or undergraduate students and may have the option to pursue an additional undergraduate or graduate degree or to pursue a TEP major 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 University of Iowa 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 GPA 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 Academic and Professional Standards

Teacher candidates in the TEP, including students in TEP Majors who have not yet progressed to full admission to the TEP, must meet grade and GPA requirements and maintain appropriate professional dispositions each semester.

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. The specific criteria that apply to a student depend on the degree program(s) in which the student is enrolled (or if they are a nondegree student), and whether the student is an undergraduate-level or graduate-level, but may include the following.

- University of Iowa cumulative GPA and overall cumulative GPA, based on total hours earned
 - 0–29 overall earned semester hours: minimum of 1.85 (2.70 for good standing)
 - 30 or more overall earned semester hours: minimum of 2.00 (2.70 for good standing)
 - Non-degree students: minimum of 2.00 (2.70 for good standing)
- UI cumulative GPA on graded graduate courses: minimum of 2.75 (consistent with the academic standing policy of the Graduate College)
- University of Iowa term GPA: minimum of 1.50 during fall or spring enrollment
- TEP major GPA (overall cumulative): minimum of 2.00 (2.70 for good standing)
- A grade of C-minus or higher in TEP major courses
- No notices of concern in professional dispositional qualities
- Academic good standing in the College of Liberal Arts and Sciences
- Major GPA in the TEP CLAS content major: minimum of 2.00
- UI major GPA in the TEP CLAS content major: minimum of 2.00

For additional information about these standards, contact the Office of Student Services.

InTASC Standards-Based Assessments

Once admitted to the TEP, progress toward meeting professional standards is documented in Tk20 (Watermark), a web-based assessment system. Throughout the program, students submit assignments designated by their respective program area for standards-based scoring on rubrics in common across all program areas.

Teacher Leader Certificate 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, the Teacher Leader Certificate. The Teacher Leader Certificate is not a teaching license or a university recognition but it supplements the TEP courses, practicums, and student teaching requirements with a series of competencies and experiences offered through intensive and innovative workshops and 10 hours of volunteer work in an education setting. All TEP students are required to complete the requirements of the certificate prior to their student teaching semester.

The Teacher Leader Certificate is supported by the Baker Teacher Leader Center (Baker TLC) and provides professional development programs for in-service teachers and other school professionals.

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. All coursework in education, for the major, and for the degree must be completed before the student teaching semester. The student teaching semester is a full-time, all-day experience with a full registration, typically a 15 s.h. enrollment. Student teachers are expected to follow the calendar of the district in which they are placed; breaks may not align with the University of Iowa semester calendar. Transfer credit may not be used to satisfy the student teaching requirement.

Faculty members, professional staff, and advanced graduate students who are experienced teachers serve as supervisors. Periodic seminars provide for discussion and evaluation of student-teacher experiences.

To be admitted to the student teaching semester, students submit their application to the Office of Student Services. Student teaching applications are due the calendar year before the student teaching semester: by Nov. 15 for student teaching the following fall semester and by April 15 for student teaching the following spring semester.

Admission to student teaching requires faculty approval based on grade-point average requirements and appropriate professional dispositions. Students on TEP Probation are not permitted to student teach. 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. Placements also may be available in some school districts in other parts of Iowa, the Midwest region, urban districts in other parts of the United States, and international settings. These placements are referred to as special sites. Special site placements have higher grade-point average

requirements and expectations for appropriate professional dispositions.

International student teaching experiences are available primarily through Global Gateway for Teachers, an Indiana University Program working in collaboration with the University of Iowa. International sites vary, depending on available placements and international conditions, but have included Australia, Costa Rica, Ecuador, England and Wales, Greece, India, Ireland, Italy, Japan, New Zealand, Scotland, and Spain. In most locations, students are assisted with housing by an on-site coordinator.

International assignments are for eight weeks. Students complete an eight-week assignment in a local placement or another special site 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 options, see Student Teaching and Classroom Experience on the College of Education website.

Course Substitutions

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

Community college human relations courses are not accepted as substitutes for EPLS:4180 Human Relations for the Classroom Teacher.

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 State Board of Education.

All University of Iowa educator preparation programs have approval from the Iowa State Board of Education (and Iowa Department of Education) as preparation for a teacher, support service, or administrator license and/or one or more endorsements. For students who declare their intention to seek educator licensure or certification in another state, the College of Education attempts to advise those students of the applicability of the University of Iowa's curriculum to the requirements for licensure in the other state. Students whose primary program of study is an on-campus program are assumed to be located in Iowa.

In general, an educator license in one state is a good basis for licensure in another state and in many cases, states will issue a license to an applicant who is licensed in another state. But, states may require deficiencies to be fulfilled, which could include additional training, courses, tests, or field experiences. Names, terms, and renewal requirements of licenses vary from state to state. Endorsements awarded on another state's license or certificate and the authority provided by those endorsements may be different than those on an Iowa license. For additional information, visit Professional Licensure Disclosures on the Office of the Provost website.

Licensure/certification requirements across the nation are subject to change. Students who plan to seek employment in a state other than Iowa are encouraged to inform themselves about current requirements in that state. In most cases,

students applying for an out-of-state license or certificate should first secure an Iowa license.

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.

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 check for all new applicants for Iowa licensure. Disqualifying criminal convictions and founded child abuse are set out in Iowa Code 272.2 and Iowa Administrative Code 282-25.

The College of Education Office of Student Services provides instructions on application for licenses, 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.

Liberal Arts Core

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. The general education requirements of the College of Education, GE CLAS Core, satisfy this requirement if a course in mathematics, statistics, or computer science is selected for the Quantitative or Formal Reasoning general education requirement. Students who have not completed these requirements with their previous coursework will need additional coursework. For additional information about these standards, contact the Office of Student Services.

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 BA in elementary education for these added endorsements. Other endorsements, including most secondary (grades 5-12) endorsements for which the University of Iowa offers a TEP major, can also be available to elementary, secondary, or K-12 TEP students and teachers as added endorsements.

In addition, 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

Linda R. Baker Teacher Leader Center

The Linda R. Baker Teacher Leader Center is a transformative space where educators are empowered to excel throughout their careers. Aligned with their mission to advance comprehensive teacher development and well-being, the center serves as a catalyst for lifelong learning, professional growth, and innovative practices in education. The center fosters creativity, builds a sense of community, and champions excellence, inclusion, and integrity in every program and initiative they offer.

Pre-Service Teacher Leadership Certificate Program

For aspiring educators, the BTLC offers the Teacher Leader Certificate, a dynamic professional development program designed to prepare students for leadership roles in education. This program equips participants with essential skills in collaboration, cultural competency, and evidence-based teaching practices. By completing the certificate, pre-service teachers not only strengthen their resumes but also gain a competitive edge in the education job market. This initiative reflects the center's commitment to fostering the next generation of teacher-leaders who are prepared to meet the challenges of today's diverse classrooms.

In-Service Professional Development for Educators

For practicing educators, the BTLC delivers customized professional development (PD) opportunities tailored to the unique needs of PK-12 teachers, administrators, and schools. The center's offerings include research-based workshops, coaching, and support programs designed to unlock each educator's full potential. Whether through on-campus events, virtual sessions, or licensure renewal credit opportunities, the PD programs empower educators to innovate, collaborate, and lead in their schools and communities. These initiatives reflect the center's dedication to fostering ongoing professional growth and creating lasting impact within the field of education.

The Belin-Blank Center

Located in the Blank Honors Center, the Belin-Blank Center creates opportunities for equitable talent development through outreach, professional learning, psychological services, research and assessment, and student programs. Professional development opportunities include a graduate certificate in talent development, coursework in gifted education and talent development (including coursework for the state of Iowa talented and gifted endorsement), the Belin-Blank Talent Development Fellowship, and practicum experiences.

Precollege student programs include Scholastic Art and Writing Awards, above-level testing for students in grades 3-9, precollege summer and academic year programs for high-ability students in grades 3-11, and the Iowa Online Advanced Placement Academy.

Other services include the Assessment and Counseling Clinic, which specializes in twice-exceptionality, and the Acceleration Institute, which is dedicated to the study of academic acceleration for talented students. The center also

administers the Bucksbaum Early Entrance Academy, a highly selective early-entrance program for accelerated students who are ready to enroll as full-time University of Iowa honors students, and the Academy for Twice-Exceptionality, a support program for talented, neurodiverse UI students, specifically those diagnosed with autism.

For more information, contact the Belin-Blank Center.

Blommers Measurement Resources Library

The Paul Blommers Measurement Resources Library maintains a noncirculating archival collection of books, journals, research reports, and reference materials related to educational and psychological measurement, testing, assessment, and evaluation, as well as an extensive, noncirculating 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 through consultation and special access.

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/linking, generalizability theory, diagnostic classification models, Bayesian psychometric techniques, computerized adaptive testing, multilevel modeling, research synthesis, meta-analytic methods, and causal inference. 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 and statistics topics.

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, train graduate students, and 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 process—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 the 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) offers a wide range of services to the College of Education's faculty, staff, and students. Their services include technical support, collegiate file and application servers, standard office tools, and specialized applications for media production. The center also provides secure folders and directories, electronic mailing lists for various groups, and digital signage. Additionally, the ETC supports faculty with instructional technology for courses, including online teaching tools and media production platforms like ICON and UICapture/Panopto.

Throughout the college, SMART Boards and wireless access are readily available in open and private spaces for individual and group work. Every classroom and conference room is equipped with digital presentation systems and videoconferencing capabilities. Faculty, staff, and students can reserve and check out a variety of devices and services from the center, including laptops, web cameras, computer projectors, audio recorders, video cameras, robots, podcasting studio equipment, and more. Overall, the College of Education maintains over 1000 computers, laptops, and mobile devices, along with dozens of digital signs and SMART Boards.

Grants and Research Services Center

The Grants and Research Services Center (GRSC) works with faculty, staff, and students to ensure success across the full life cycle of grant development and management. GRSC staff members offer expertise and services in identifying internal and external sources of funding, budget development, pre- and post-award management, and research design and methods. The college also provides limited funds for faculty research, professional development, and travel.

Iowa Testing Programs

Iowa Testing Programs (ITP) provides assessment expertise to schools in the state of Iowa and consultation with 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

The University of Iowa Libraries is the largest library system in Iowa. Along with six branch libraries, the Main Library houses a wide variety of resources in print and online including books, journals, databases, media materials, and archival collections. An education librarian provides specialized research support to College of Education students, staff, and faculty, and assists faculty and teaching assistants with their 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 the 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, 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 applications and information materials are available at the office and on its website.

Scanlan Center for School Mental Health

The Scanlan Center for School Mental Health (SCSMH) aims to positively impact school mental health and well-being across Iowa and beyond. Through its comprehensive approach of innovative research, professional development, training, clinical services, and actionable resources, SCSMH supports K-12 schools and college campuses in creating nurturing learning environments where both students and staff can thrive.

Wildlife Instruction and Leadership Development

Wildlife Instruction and Leadership Development (UI WILD) includes the Iowa Raptor Project, Iowa Wildlife Camps, and School of the Wild programs. Each program has a unique educational focus, but a shared commitment to awaken awareness, nurture appreciation, and inspire action for all things wild in program participants. The Iowa Raptor Project (founded in 1985) is dedicated to the conservation of birds of prey and their habitats through live raptor education programming and research. The Iowa Wildlife Camps (founded in 1991) provide weeklong conservation education programming for campers from preschool through high school during winter, spring, and summer breaks. The accredited and multidisciplinary School of the Wild (founded in 1998) offers weeklong experiences in the wild for participating schools introducing students from all backgrounds to the woodlands, wetlands, and prairies of Iowa. The UI WILD programs are centered at the university's Macbride Nature Recreation Area but are growing throughout Iowa and beyond, and provide many educational opportunities for College of Education students including volunteer roles, internships, camp instructor positions, practicum experiences, and student teaching opportunities.

Financial Support

College of Education students may be eligible for scholarships, awards, or graduate assistantships. Information about financial support for students is available; visit Scholarships on the college's website. The college posts a list of assistantships on its website; visit Graduate Student Resources on the college's website.

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

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. The application deadline is late February.

Scholarships and Awards

The College of Education presents many scholarships funded by generous donors. Students apply through the College of Education scholarships website.

Courses

- Education Interdepartmental Courses [p. 10]
- Education Honors Opportunity Program Courses [p. 10]

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

Education Interdepartmental Courses

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:4200 Education Studies and Human Relations Academic Internship **arr.**
Experiential learning opportunity to support career exploration and professional development in education and human relations related careers; students secure and participate in an internship, make connections between their internship experience, academic coursework, and future career goals; assignments support students in their internship role and allow for reflection on their ongoing experience; supplemental material and units aid in professional development.

EALL:7475 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.**
Introduction to research in education and related professions in preparation for honors exploratory final product; specific focus on a literature review.

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