

# College of Education

## Dean

- Daniel L. Clay

## Associate Dean for Faculty and Academic Affairs

- Pamela M. Wesely

## Associate Dean for Research

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- Mark A. McDermott

**Undergraduate major:** B.A.

**Undergraduate minors:** educational psychology; human relations

**Graduate degrees:** M.A.; M.A.T.; M.S.; Ed.S.; Ed.D.; Ph.D.

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

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

The nation's first university-level professorial chair in education was established at the University of Iowa in 1872. The department became the School of Education in 1907; and the College of Education, structured largely as it is today, was founded in 1913. Since then, the college's growth has mirrored the growth of the University.

Over the years, College of Education faculty members have been leaders in a variety of educational fields. Particularly noteworthy have been their contributions in the fields of educational testing and measurement. These contributions helped lay the foundation for today's testing and measurement industry, making Iowa City one of the best-known centers for this educational specialty.

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 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 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

- Bachelor of Arts in Education Studies and Human Relations 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, 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.

## Degree Programs Offered

### Department of Counselor Education

M.A. and Ph.D. in 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.)
- 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.

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 understanding of talented individuals, the process of talent development and the creative process, and 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, elementary 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, are preparation for teaching 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 "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 TEP" below 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 Teacher Education Program

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

### Elementary Education

Beginning with the fall 2022 semester, 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 complete TEP application requirements as a part of their first two semesters of coursework. Transfer students from outside the University of Iowa who wish to pursue the elementary education major or current University of Iowa students who wish to change their major to elementary education should contact the Office of Student Services for TEP application requirements and procedures.

### 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 also may 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, 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.

Students are encouraged submit complete applications for timely advising and registration by the priority application deadlines of March 1 for fall semester or October 1 for spring semester. Applications are accepted on a rolling basis until December 1 for spring semester or May 1 for fall semester. Some program areas may reach capacity for acceptance before the final deadlines. Applicants are notified of admission decisions by email following faculty review.

### 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 g.p.a. 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 10-hour preadmission school field experience.



## Graduate and Postbaccalaureate Admission to the TEP

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 Academic and Professional Standards

Students in the TEP must meet grade-point average requirements and maintain appropriate professional dispositions 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, progress toward meeting professional standards is documented on 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.

## 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. 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 November 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. 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, China, Costa Rica, Ecuador, England and Wales, Greece, India, Ireland, Italy, Japan, New Zealand, Norway, Russian Federation, Scotland, Spain, and Tanzania. 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.

## 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.

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 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 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.

## 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 5-12) 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).

Precollege student programs include Invent Iowa, Scholastic Art & Writing Awards, above-level testing for students in grades 3-9, precollege 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 maintains an 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 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 modelling, 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, 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 qualitative and quantitative 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 Center for School Mental Health

The purpose of the Iowa Center for School Mental Health is to provide social, emotional, behavioral, and psychological services to all of Iowa's schools, not only to aid in COVID-19 recovery, but to build state capacity for immediate and future delivery of mental health supports across the state. The center will bring together educational partners, policymakers, and mental health professionals to serve as Iowa's hub for research-to-practice related to mental health.

## 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.

## UI WILD

UI WILD (Wildlife Instruction and Leadership Development) 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 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 Life 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

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 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 Hieronymus and Family Scholarship:** presented to a graduate student with experience and an interest in research or innovation to improve the field of education.

**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.

**Bulah 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.

**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. James Blanche Graduate Student Fellowship Fund:** to be used to support graduate student fellowships within the Department of Educational Policy and Leadership Studies.

**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 an undergraduate or graduate teacher education student.

**Guy and Gladys Peterson 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 undergraduate or graduate students in the College of Education who are pursuing an endorsement 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 McClenahan 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: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.