Psychological and Quantitative Foundations, MA

Learning Sciences and Educational Psychology

The Master of Arts program in psychological and quantitative foundations with a learning sciences and educational psychology subprogram has a strong emphasis on how theory and research inform the understanding of learners, learning, instruction, and the technology and environments in which learning and instruction occur. The program requires a minimum of 30 s.h. of graduate credit. Students are expected to maintain a cumulative grade-point average of at least 2.75. A thesis is not required.

The curriculum includes courses in the theories of the learning sciences, design of effective learning environments and technologies, and implementation of instructional design. Elective opportunities allow students to choose an interest area to develop a multidisciplinary specialization. Current areas include technology and media, learning in the disciplines, human development and motivation, and measurement and evaluation. The capstone experience of the program is an internship/practicum/portfolio that allows students to apply knowledge of the learning sciences in a context of interest. Students develop a program of study in consultation with their advisor.

Full-time students typically take at least 9 s.h. each semester, with the option of additional summer session work; they usually complete the program in four semesters. Part-time students take 3–6 s.h. each semester; they usually complete the degree in two or three years.

Students may apply substitute equivalent coursework from another institution or department for required or recommended courses.

The MA in psychological and quantitative foundations with a learning sciences and educational psychology subprogram requires the following coursework.

Required Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of these:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSQF:6200</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6203</td>
<td>Tools and External Representations in Individual and Social Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6204</td>
<td>Foundations of the Learning Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6205</td>
<td>Design of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6214</td>
<td>Design of Learning Environments: Theory, Practice, and Method</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6281</td>
<td>Cognitive Theories of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6299</td>
<td>MA Project: Portfolio/Internship/Practicum</td>
<td>3</td>
</tr>
<tr>
<td>One of these:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSQF:6208</td>
<td>Digital Media and Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6215</td>
<td>Online Instruction: Design and Facilitation</td>
<td>3</td>
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</table>

Electives

Elective opportunities allow a student to choose an area of interest to develop a multidisciplinary specialization. Students choose 6 s.h. from one of the following focus areas.

Technology and Media

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSQF:4760</td>
<td>Participatory Learning and Media: Creating, Remixing, Making, and Education</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6211</td>
<td>Universal Design and Accessibility for Online Instruction</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6216</td>
<td>Tools and Utilities for Online Teaching</td>
<td>3</td>
</tr>
<tr>
<td>One of these, if not taken as a required course above:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSQF:6208</td>
<td>Digital Media and Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6215</td>
<td>Online Instruction: Design and Facilitation</td>
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Learning in the Disciplines

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL:4630</td>
<td>Psychology of Music</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:5610</td>
<td>Foundations of Music Education Curricula</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:6267</td>
<td>Seminar: Current Issues in Art Education</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:6315</td>
<td>MA Seminar: English Education</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:6483</td>
<td>Multilingual Education and Applied Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:6570</td>
<td>Foundation of School STEM Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:6757</td>
<td>Learning in the Science Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:6758</td>
<td>Writing in the Science Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:6833</td>
<td>History and Foundations of Social Studies Education</td>
<td>3</td>
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Human Development and Motivation

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<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSQF:4106</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:4111</td>
<td>Human Motivation</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:4133</td>
<td>The Adolescent and Young Adult</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6206</td>
<td>Advanced Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6213</td>
<td>Advanced Lifespan Development</td>
<td>3</td>
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Measurement and Evaluation

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<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSQF:4143</td>
<td>Introduction to Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:4740</td>
<td>Issues in K-12 Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:5165</td>
<td>Introduction to Program and Project Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6220</td>
<td>Quantitative Educational Research Methodologies</td>
<td>3</td>
</tr>
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Admission

Applicants must meet the admission requirements of the Graduate College, including the minimum grade-point average. Viable applicants should have a verbal score of at least 146 and a quantitative score of at least 149 on the Graduate Record Examination (GRE) General Test; successful applicants generally score higher (the GRE is optional).

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Duolingo English Test (DET).

Applications must include the following:

• University of Iowa application packet (and fee);
• a personal statement addressing the applicant's motivation for attending graduate school in general and the University of Iowa specifically, motivation for seeking advanced degree in learning sciences and educational psychology, and specific things the applicant has done that are relevant to the desire to attend and their potential success in graduate school;
• three academic or professional references who will be prompted by the admissions system to provide letters of recommendation; and
• either GRE General Test scores (preferred) or an academic or professional writing sample such as an academic paper (coursework or publication), project report, research proposal, or creative work that includes a written component; and
• for international applicants, TOEFL or other score as approved by the University of Iowa.

Following an initial review of the application, applicants may be asked to participate in a virtual interview with one or more faculty members. No preparation is required for this interview, it provides faculty members an opportunity to better understand the applicant’s graduate school goals and provides applicants with an opportunity to ask questions about the program.

Admission decisions are announced approximately six weeks after the application deadline. Applicants who accept admission or financial aid and do not relinquish either one on or before April 15 should consider themselves committed and should not solicit or accept another offer. Offers made by the program after April 15 include the provision that the offer is void if the applicant has accepted and continues to hold a previous offer from another program listed in the American Psychological Association publication, *Graduate Study in Psychology and Associated Fields*. This policy is consistent with standards set by the association’s Board of Educational Affairs.

Application deadline for fall entry is Jan. 15 with review beginning soon after. Application deadline for the spring entry is Oct. 1. Applications after the deadline may not be considered for funding.