

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 UI 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, the design of effective learning environments and technologies, and the 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

Course #	Title	Hours
All of these:		
PSQF:6200	Educational Psychology	3
PSQF:6203	Tools and External Representations in Individual and Social Learning	3
PSQF:6204	Foundations of the Learning Sciences	3
PSQF:6205	Design of Instruction	3
PSQF:6214	Design of Learning Environments: Theory, Practice, and Method	3
PSQF:6281	Cognitive Theories of Learning	3
PSQF:6299	MA Project: Portfolio/Internship/Practicum	3

One of these:

PSQF:6208	Digital Media and Learning	3
PSQF:6215	Online Instruction: Design and Facilitation	3

Electives

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

Technology and Media

Course #	Title	Hours
PSQF:4760	Participatory Learning and Media: Creating, Remixing, Making, and Education	3
PSQF:6208	Digital Media and Learning (if not taken as a required course)	3
PSQF:6211	Universal Design and Accessibility for Online Instruction	3
PSQF:6215	Online Instruction: Design and Facilitation (if not taken as a required course)	3
PSQF:6216	Tools and Utilities for Online Teaching	3

Learning in the Disciplines

Course #	Title	Hours
EDTL:4630	Psychology of Music	3
EDTL:5610	Foundations of Music Education Curricula	3
EDTL:6267	Seminar: Current Issues in Art Education	3
EDTL:6315	MA Seminar: English Education	3
EDTL:6483	Multilingual Education and Applied Linguistics	3
EDTL:6570	Foundation of School STEM Curriculum	3
EDTL:6757	Learning in the Science Classroom	3
EDTL:6758	Writing in the Science Classroom	3
EDTL:6833	History and Foundations of Social Studies Education	3

Human Development and Motivation

Course #	Title	Hours
PSQF:4106	Child Development	3
PSQF:4111	Human Motivation	3
PSQF:4133	The Adolescent and Young Adult	3
PSQF:6206	Advanced Child Development	3
PSQF:6213	Advanced Lifespan Development	3

Measurement and Evaluation

Course #	Title	Hours
PSQF:4143	Introduction to Statistical Methods	3
PSQF:4740	Issues in K-12 Assessment	3
PSQF:5165	Introduction to Program and Project Evaluation	3
PSQF:6220	Quantitative Educational Research Methodologies	3
PSQF:6257	Educational Measurement and Evaluation	3
PSQF:6265	Program Evaluation	3

Admission

Applicants must meet the admission requirements of the Graduate College, including the minimum grade-point average; see the Manual of Rules and Regulations on the Graduate College website.