

Teaching and Learning, MA

Special Education

The Master of Arts in teaching and learning with a special education subprogram requires a minimum of 30 s.h. of graduate credit and the Master of Arts in teaching and learning with a subprogram in special education-ABA requires a minimum of 39 s.h. of graduate credit. A Graduate College program grade-point average (GPA) of at least 3.00 for graduation is required for students in both subprograms. A thesis is not required; a final exam is required.

The MA in teaching and learning with a special education subprogram prepares scholars to deliver services to individuals with disabilities. The MA is available with licensure and non-licensure. Contact the Department of Teaching and Learning for specific program requirements.

The MA in teaching and learning with a subprogram in special education [p. 1] (30 s.h.) is available to individuals interested in becoming a special education teacher or enhancing their current teaching license, including U2G students. Students can prepare to work in elementary and secondary schools with individuals who have behavior disorders and learning disabilities, intellectual disabilities, and/or mild/moderate disabilities. This pathway prepares graduates for positions in public schools, local and state education agencies, clinical settings, and institutions of higher education. Students typically pair the MA with a special education licensure and endorsement program. Course selections align with requirements for a specific licensure and/or endorsement; see the section "Teacher Licensure and Endorsements" for more information.

The MA in teaching and learning with a subprogram in special education-ABA [p. 1] (39 s.h.) is a non-licensure program available to individuals interested in pursuing certification in applied behavior analysis. This pathway prepares graduates to become board-certified behavior analysts (BCBAs) and to provide services in education, community, or clinical settings. This pathway does not, however, lead to a teaching license to serve as a special education teacher.

Special Education Subprogram

The MA in teaching and learning with a subprogram in special education requires the following 30 s.h. of graduate coursework. Please note that while the MA requires 30 s.h., the student's chosen licensure preparation program and/or added endorsement program may require additional coursework. Students work closely with their advisor to determine which courses they should take based on the student's chosen licensure or endorsement. All courses for the subprogram must be taken on an A-F graded basis except for those completed for student teaching.

| Requirements | Hours |
|------------------|-------|
| Core Courses | 12 |
| Required Courses | 12 |
| Student Teaching | 6 |

Core Courses, Special Education

| Course # | Title | Hours |
|---------------|--|-------|
| All of these: | | |
| EDTL:3103 | Assessment for Instructional Planning and Practice | 3 |
| EDTL:4900 | Foundations of Special Education | 3 |
| EDTL:4950 | Behavioral and Social Interventions | 3 |
| EDTL:5967 | Supervision Strategies in Special Education | 3 |

Required Courses, Special Education

| Course # | Title | Hours |
|----------------|---|-------|
| Both of these: | | |
| EDTL:4980 | Dyslexia and Other Reading Difficulties: Instruction and Assessment | 3 |
| EDTL:6906 | Practicum With Exceptional Persons | 3 |
| One of these: | | |
| EDTL:4984 | Academic Skills for Students With Special Needs | 3 |
| EDTL:5961 | Foundation of Applied Behavior Analysis | 3 |
| One of these: | | |
| EDTL:4975 | Explicit Instruction | 3 |
| EDTL:7953 | Seminar: Single Subject Design Research | 3 |

Student Teaching, Special Education

| Course # | Title | Hours |
|---------------|---|-------|
| This course: | | |
| EDTL:6909 | Seminar: Graduate Supervised Teaching | 1 |
| One of these: | | |
| EDTL:6907 | Elementary Practicum With Exceptional Persons | 5 |
| EDTL:6908 | Secondary Practicum With Exceptional Persons | 5 |
| EDTL:6950 | Strategist I Student Teaching: Elementary | 5 |
| EDTL:6951 | Strategist I Student Teaching: Secondary | 5 |
| EDTL:6953 | Strategist II Student Teaching: Elementary | 5 |
| EDTL:6954 | Strategist II Student Teaching: Secondary | 5 |

Special Education-ABA Subprogram

The MA in teaching and learning with a subprogram in special education-ABA requires the following 39 s.h. of graduate coursework. Certification and licensure as a behavior analyst require additional fieldwork and assessment outside of the MA program. All courses for the subprogram must be taken on an A-F graded basis except for those completed for student teaching.

| Requirements | Hours |
|------------------|-------|
| Core Courses | 12 |
| Required Courses | 21 |
| Student Teaching | 6 |

Core Courses, Special Education-ABA

| Course # | Title | Hours |
|----------------|--|-------|
| Both of these: | | |
| EDTL:4900 | Foundations of Special Education | 3 |
| EDTL:5967 | Supervision Strategies in Special Education | 3 |
| One of these: | | |
| EDTL:3103 | Assessment for Instructional Planning and Practice | 3 |
| PSQF:6238 | Assessment of Learning Differences | 3 |
| One of these: | | |
| EDTL:4984 | Academic Skills for Students With Special Needs | 3 |
| PSQF:7344 | Academic Interventions | 3 |

Required Courses, Special Education-ABA

| Course # | Title | Hours |
|---------------|---|-------|
| All of these: | | |
| EDTL:4950 | Behavioral and Social Interventions | 3 |
| EDTL:4975 | Explicit Instruction | 3 |
| EDTL:5961 | Foundation of Applied Behavior Analysis | 3 |
| EDTL:5963 | Ethics and Professional Conduct for Behavior Analysts and Psychologists | 3 |
| EDTL:5966 | Advanced Topics in Applied Behavior Analysis | 3 |
| EDTL:5970 | Experimental Analysis of Behavior | 3 |
| EDTL:7953 | Seminar: Single Subject Design Research | 3 |

Student Teaching, Special Education-ABA

Students work closely with their advisor to determine which course they should take.

| Course # | Title | Hours |
|---------------|---|-------|
| This course: | | |
| EDTL:5964 | Behavior Analyst Practicum | 1 |
| One of these: | | |
| EDTL:6907 | Elementary Practicum With Exceptional Persons | 5 |
| EDTL:6908 | Secondary Practicum With Exceptional Persons | 5 |

Teacher Licensure and Endorsements

Special education licensure and endorsement programs of the University of Iowa are approved by the state of Iowa. With this MA program, licensure preparation (preparation for

initial licensure as a teacher) and added endorsement (an additional teaching area for licensed teachers) are offered in the following areas of specialization.

- Instructional strategist I (mild/moderate): added endorsements for K-8 or 5-12
- Instructional strategist II (behavioral disorders/learning disabilities): licensure preparation or added endorsement for K-12
- Instructional strategist II (intellectual disabilities): licensure preparation or added endorsement for K-12
- Instructional strategist I and II (all): licensure preparation or added endorsement for K-12

Added endorsement programs for regular education endorsements may also be available.

Contact the Teacher Education Program (TEP) for more information, including TEP admissions, requirements, and program policies.

TEP Academic and Professional Standards

For students who are enrolled for licensure preparation (preparation for initial licensure as a teacher), the 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. For graduate-level teacher candidates in special education, these standards include:

- a UI minimum cumulative GPA of 2.75 in graded graduate courses (consistent with the academic standing policy of the Graduate College);
- a minimum TEP major GPA of 2.00 (2.70 for good standing);
- a minimum UI term GPA of 1.50 during fall or spring enrollment;
- a grade of C-minus or higher in TEP major courses; and
- no notices of concern in professional dispositional qualities.

Liberal Arts Core

For students pursuing initial licensure as a teacher, the 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. Students who have not completed these requirements with their previous coursework will need additional coursework. Bachelor's degree graduates of the College of Education or the College of Liberal Arts and Sciences have met these requirements with the GE CLAS Core if a course in mathematics, statistics, or computer science was selected for the Quantitative and Formal Reasoning requirement. For additional information about these standards, contact the Office of Student Services.

Admission

Applicants must meet the admission requirements of the Graduate College. They must have an undergraduate GPA of at least 3.00 and/or at least 3.00 on a minimum of 12 s.h. of graduate coursework. Applicants seeking initial

teacher licensure must have at least 10 hours of documented experience in K-12 schools.