Teaching and Learning, MA

Teaching, Leadership, and Cultural Competency

The Master of Arts in teaching and learning with a teaching, leadership, and cultural competency subprogram requires a minimum of 33 s.h. of graduate credit. Students must maintain a UI cumulative grade-point average (GPA) of at least 2.75.

The program is offered completely online and prepares practicing teachers, school-based personnel, and those working with K–12 populations in community settings for the challenges facing U.S. schools and communities in particular. Special emphasis is placed on understanding how identities, including race, sexuality, linguistic background, socioeconomic status, gender identity, ethnicity, and residency status impact learning in the environment, and in particular, how schools and classroom teachers can shift practices to create more just and inclusive learning environments. Students engage in these topics using up-to-date research and collaborative technologies under the guidance of a faculty member who has considerable experience supporting effective change in schools. Students who are changemakers and those motivated to serve and celebrate all students are encouraged to apply to this program.

Students take a 24 s.h. core, including courses in instructional leadership, cultural competency and diversity, assessment, technology, and curriculum; and 9 s.h. of elective coursework. Iowa teachers can apply their course credits toward their ongoing learning requirements for maintaining licensure. The program requirements are aligned with the National Board for Professional Teaching Standards (NBPTS) certification process. Additionally, elective tracks can be aligned with added state of Iowa endorsements in selected areas.

The MA in teaching and learning with a teaching, leadership, and cultural competency subprogram requires the following coursework.

Course #	Title	Hours
All of these:		
EDTL:5090	Diversity and Identity in K-12 Schools	3
EDTL:5095	Issues in U.S. Schools	3
EDTL:5099	Conducting School-Based Action Research	3
EDTL:6483	Multilingual Education and Applied Linguistics	3
EPLS:5090	Instructional Coaching for Teaching Excellence	3
PSQF:4740	Issues in K-12 Assessment	3
PSQF:4750	Learning Environments: Design, Context, and Activity	3
One of these:		
EDTL:5085	Generation Innovation: Technology Integration in 21st-Century K-12 Schools	3
PSQF:4760	Participatory Learning and Media: Creating, Remixing, Making, and Education	3
At least 9 s.h. of elective coursework chosen from the following:		
EDTL:4066	Curriculum and Programming for Advanced Learners	3
EDTL:4093	Teaching and Learning for a Global Perspective	3
EDTL:4392	Voice, Drama, and Debate in the Secondary Schools	3
EDTL:4393	Critical Media Studies and Production in Secondary Schools	3
EDTL:4467	Methods: ESL and Bilingual Education	4
EDTL:4498	Applied Linguistics and the Multilingual Classroom	4
EDTL:4565	Mathematics in Management and Social Sciences	3
EDTL:5081	Facilitating Student-Centered Discussions	3
EDTL:5087	Anti-Oppressive Literature Instruction	3
EDTL:5091	LGBTQ Topics in Education	3
EDTL:6164	Early Literacy Development and Instruction	2-3
EDTL:6171	Advanced Reading Clinic Techniques	2-3
EDTL:6172	Advanced Reading Clinic Practicum	2-3
EDTL:6563	STEM Through Mathematical Modeling	3
EDTL:6761	STEM Research and Leadership Seminar	3
EDTL:6762	STEM Experiential Learning	3
EDTL:6766	Physical Science Topics in STEM Education	3
EDTL:6767	Systems Thinking in Biology and Integrated STEM Education	3
CSED:4137	Introduction to Educating Advanced Learners	3
CSED:5300	Culturally Relevant Social and Emotional Learning	3
EPLS:6381	Analysis and Appraisal of Curriculum	3
PSQF:4121	Identification of Students for Advanced Programming	3
Other courses in consultation with an advisor		

Admission

Applicants must meet the admission requirements of the Graduate College. They must have a bachelor's degree, a GPA of at least 3.00 in undergraduate coursework, a teaching license, or relevant significant teaching experience in K–12 education.