Teaching and Learning, PhD

Learning Outcomes

Students will:

• demonstrate understanding and application of research methods and methodological knowledge;
• demonstrate understanding of and ability to analyze theoretical concepts and research in their field of study;
• express ideas effectively in written and spoken communication;
• connect research to practice and practical questions in education; and
• plan, conduct, report on, and disseminate original research.

PhD Required Research Courses

Students admitted to doctoral programs must complete the program's research requirements.

Required Core Courses

All PhD students in the Department of Teaching and Learning must complete one or both of the following core courses, depending upon program requirements.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL:7004</td>
<td>Schooling in the United States</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:7033</td>
<td>Seminar on Teacher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Cognate Areas

The following list of cognates offered by program areas in the department is not exhaustive; students may select cognates from this list, or they may customize their own cognate areas in consultation with their advisors.

Multilingual Education

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL:6483</td>
<td>Multilingual Education and Applied Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Two of these, chosen in consultation with faculty:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDTL:6400</td>
<td>Fundamentals of Second Language Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:6402</td>
<td>Second Language Program Management</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:6403</td>
<td>Language Policy and Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:6409</td>
<td>Cultural Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:6480</td>
<td>Graduate Seminar in Multilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:6484</td>
<td>Bi/Multilingual Literacies</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:6497</td>
<td>Principles of Course Design for Second Language Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

Gifted Education

Administrative Strand

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two of these, chosen in consultation with faculty:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPLS:4110</td>
<td>Administration and Policy in Gifted Education</td>
<td>2</td>
</tr>
<tr>
<td>EPLS:4111</td>
<td>Evaluation of Gifted Programs</td>
<td>1</td>
</tr>
<tr>
<td>EPLS:4113</td>
<td>Staff Development for Gifted Programs</td>
<td>1</td>
</tr>
</tbody>
</table>

Programming Strand

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both of these:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDTL:4066</td>
<td>Curriculum Concepts in Gifted Education</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:4199</td>
<td>Program Models in Gifted Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Psychology Strand

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two of these, chosen in consultation with faculty:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSED:4120</td>
<td>Psychology of Giftedness</td>
<td>3</td>
</tr>
<tr>
<td>CSED:4121</td>
<td>Identification of Students for Gifted Programs</td>
<td>3</td>
</tr>
<tr>
<td>CSED:4137</td>
<td>Introduction to Educating Gifted Students</td>
<td>3</td>
</tr>
<tr>
<td>CSED:5226</td>
<td>Assessment of Giftedness</td>
<td>3</td>
</tr>
<tr>
<td>CSED:5237</td>
<td>Seminar in Gifted Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Literacy, Culture, and Language Education

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both of these:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDTL:7008</td>
<td>Seminar: Research and Current Issues (topic chosen in consultation with advisor)</td>
<td>arr.</td>
</tr>
<tr>
<td>EDTL:7015</td>
<td>PhD Seminar in Language, Literacy, and Culture (topic chosen in consultation with advisor)</td>
<td>arr.</td>
</tr>
</tbody>
</table>

Mathematics Education

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both of these:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDTL:6536</td>
<td>Teaching of Geometry</td>
<td>2-3</td>
</tr>
<tr>
<td>EDTL:7535</td>
<td>Seminar: Research in Mathematics Education</td>
<td>arr.</td>
</tr>
</tbody>
</table>

Science Education

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both of these:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDTL:6757</td>
<td>Learning in the Science Classroom</td>
<td>2-3</td>
</tr>
<tr>
<td>EDTL:6759</td>
<td>Advanced Pedagogy</td>
<td>3</td>
</tr>
</tbody>
</table>
Special Education

<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>EDTL:7945</td>
<td>Current Issues and Trends in Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:7948</td>
<td>Contemporary Research in Behavioral Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:7953</td>
<td>Seminar: Single Subject Design Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Literacy, Culture, and Language Education

The Doctor of Philosophy in teaching and learning with a literacy, culture, and language education (LCLE) subprogram requires a minimum of 73 s.h. of graduate credit. All students must maintain a program grade-point average (GPA) of at least 3.00. Students may be able to use some coursework completed for their master’s degree toward the PhD; most courses for the PhD should be numbered 5000 or above.

This interdisciplinary program brings together scholarly traditions and contemporary theory in multilingual education and applied linguistics, literacy and cultural studies, and social studies education. The program provides students with the necessary content area knowledge and research skills for independent research, program administration, and varied leadership positions in LCLE education. In consultation with their advisor, students create a program of study that fits their interests and professional aspirations.

The PhD in teaching and learning with a literacy, culture, and language education subprogram requires the following coursework.

### Required Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDTL:6015</td>
<td>PhD Seminar: Literacy, Culture, and Language Education</td>
<td>3</td>
</tr>
</tbody>
</table>

One of these:

- EDTL:7004 Schooling in the United States 3
- EDTL:7033 Seminar on Teacher Education 3

### Disciplinary and Interdisciplinary Foundations

Students choose a disciplinary area in literacy education, multilingual education, or social studies education for their three foundational courses. They then select one or both of the other areas for their interdisciplinary foundation coursework.

<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>At least three courses in a chosen area of concentration</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>At least two courses in other areas of concentration</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Research Methods

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both of these:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDTL:7070</td>
<td>Qualitative Research Methods in Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:7405</td>
<td>Research Methods in Literacy, Culture, and Language Education</td>
<td>3</td>
</tr>
</tbody>
</table>

One of these:

- PSQF:6241 Quantitative Policy Analysis for Practitioners 3
- PSQF:6243 Intermediate Statistical Methods (for students who utilize quantitative methods in their dissertation) 3

And:

- Two additional advanced research methods courses in quantitative, qualitative, or mixed methods in consultation with their advisor 6

### Electives

Students choose 27 s.h. of elective coursework in consultation with their advisor. Courses may be taken in any department and can be partially or completely unified as a cognate area of study.

### Comprehensive Examination

Upon completion of their coursework, students take their comprehensive exam. This is an opportunity for students to show a comprehensive understanding of the scholarship in the field. Successful completion of the exam identifies candidates who are ready for dissertation work.

### Dissertation

After students pass their comprehensive exam, they consult with their advisor to choose a dissertation committee with at least four faculty members who approve the dissertation proposal. After a successful defense of their dissertation, students conduct dissertation research in the following course.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL:7493</td>
<td>PhD Thesis</td>
<td>10</td>
</tr>
</tbody>
</table>

### Admission

Applicants must meet the admission requirements of the Graduate College. They must have earned a bachelor’s degree with an undergraduate GPA of at least 3.00 on a 4.00 scale and earned a master’s degree or completed significant graduate coursework. It is recommended that applicants have at least two years of teaching experience in a related field within or outside of the United States.

Application materials should include a statement of purpose, official transcripts from all institutions attended, a sample of academic writing, curriculum vitae, and three current letters of recommendation. International applicants whose first language is not English, and do not meet the waiver requirements, must submit official Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or DuoLingo English Test (DET) scores.

Application deadline for fall is Jan. 5; the deadline for spring is Oct. 1.
Mathematics Education

The Doctor of Philosophy in teaching and learning with a mathematics education subprogram requires a minimum of 80–90 s.h. of graduate credit. Students must have a program grade-point average of at least 3.00 or higher in all graduate work in mathematics, all University of Iowa graduate work in mathematics, all graduate work, and all University of Iowa graduate work.

The program prepares supervisors, teacher education personnel, community college personnel, and researchers in mathematics education. It is administered by the College of Education. Students must update graduate coursework completed more than 10 years before admission to the program.

The PhD program in teaching and learning with a mathematics education subprogram requires the following coursework.

**Required Courses**

Students must complete a minimum of 15 s.h. in qualitative and quantitative coursework, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Students select from courses listed under PhD Research Requirements on the college’s Graduate Student Life website.

**Core Course**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of these:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDTL:7004</td>
<td>Schooling in the United States</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:7033</td>
<td>Seminar on Teacher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition, students must complete an approved cognate area; see "Additional Requirements" below.

Students must complete a minimum of 24 s.h. of graduate work in the departments of Computer Science, Mathematics, and Statistics and Actuarial Science, as approved by their advisor. Electives are encouraged in the pure mathematics and applied mathematics sequences.

Students who completed their mathematics requirement at another institution must complete at least 6 s.h. of additional coursework in mathematics at the University of Iowa, chosen with advisor approval. They also must complete at least six courses in mathematics education.

**Additional Requirements**

Students concentrate in two additional comprehensive examination areas in either the mathematical sciences or education. A minimum of three courses usually are required for a comprehensive examination area, but candidates should consult with faculty members in the areas selected to determine which courses they should take in order to adequately prepare for the examinations.

Students must complete a total of at least 36 s.h. in College of Education courses; this includes the coursework listed above. They must complete an approved cognate area; a partial list of potential cognate areas is available from the mathematics education program.

Comprehensive Examination

Students take three written comprehensive examinations, one in mathematics education and two in other fields of education or mathematics; an oral examination follows the written examinations.

**Dissertation**

Candidates complete a dissertation on a research problem in mathematics education. A prospectus of the proposed research must be presented to the dissertation committee before candidates undertake the study. Upon completion of the dissertation, candidates defend the dissertation in an oral examination. Students must earn dissertation credit in the following course.

**Course #** | **Title**       | **Hours** |
------------|-----------------|-----------|
EDTL:7493   | PhD Thesis      | 10        |

**Admission**

Applicants must meet the admission requirements of the Graduate College. They must have an undergraduate major in mathematics or the equivalent, a current teaching license/certificate, and at least two years of teaching experience are strongly preferred. A faculty review committee makes admission decisions.

Science Education

The Doctor of Philosophy in teaching and learning with a science education subprogram requires a minimum of 85 s.h. of graduate credit. Students must maintain a program grade-point average (GPA) of at least 3.00.

The program is designed for individuals who aspire to positions as college and university science educators; major supervisors in national, state, and local systems; teachers in small liberal arts colleges; instructors of general education science courses at major universities; research directors in science education; and professionals in medical and/or allied health education.

The PhD in teaching and learning with a science education subprogram requires the following coursework.

**Required Courses**

Students in science education complete a minimum of 15 s.h. in qualitative and quantitative coursework, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Students select from courses listed under PhD Research Requirements on the college’s Graduate Student Life website. Course selections must be consistent with other requirements for the degree.

**Core Courses**

All doctoral students in science education complete one or both of the following core courses. Students may not substitute other courses for these.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL:7004</td>
<td>Schooling in the United States</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:7033</td>
<td>Seminar on Teacher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition, all doctoral students in the Department of Teaching and Learning complete an approved cognate area;
see "Cognate Areas" under PhD Required Research Courses [p. 1] in this section of the catalog.

Science Education

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<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:6759</td>
<td>Advanced Pedagogy</td>
<td>3</td>
</tr>
</tbody>
</table>

Graduate-level science education courses chosen in consultation with advisor 6

Science Area

Students complete a family of courses (total of 12 s.h.) in a major science area.

Dissertation

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL:7493</td>
<td>PhD Thesis</td>
<td>10</td>
</tr>
</tbody>
</table>

Admission

Applicants must meet the admission requirements of the Graduate College. They should have completed a bachelor’s degree in a science area (or combination of science areas), in science education, or in elementary education with a science emphasis; and have a cumulative GPA of at least 3.00 on undergraduate and graduate work. Applicants must submit three letters of recommendation, a statement of purpose describing their reasons for pursuing graduate work and their goals for graduate study, and an example of their academic writing.

Special Education

The Doctor of Philosophy in teaching and learning with a special education subprogram requires a minimum of 90 s.h. of graduate credit. Students must maintain a program grade-point average (GPA) of at least 3.00.

The program prepares students for teaching and research positions in higher education, and for curriculum, supervisory, and research positions in state and local education agencies. The program permits students to study and practice extensively in their special education interest area and in an interest area outside of special education.

The PhD curriculum includes an emphasis on research skills, all facets of special education, an approved cognate area, and at least one specialization area.

Quantitative Research Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSQF:4143</td>
<td>Introduction to Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6243</td>
<td>Intermediate Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6206</td>
<td>Research Process and Design</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6220</td>
<td>Quantitative Educational Research Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6244</td>
<td>Correlation and Regression</td>
<td>4</td>
</tr>
<tr>
<td>PSQF:6246</td>
<td>Design of Experiments</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6247</td>
<td>Nonparametric Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6249</td>
<td>Factor Analysis and Structural Equation Models</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6252</td>
<td>Introduction to Multivariate Statistical Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Qualitative Research Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL:7953</td>
<td>Seminar: Single Subject Design Research</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:7410</td>
<td>Mixed Methods Research</td>
<td>3</td>
</tr>
<tr>
<td>CSED:7338</td>
<td>Essentials of Qualitative Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:7373</td>
<td>Qualitative Research Design and Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:7331</td>
<td>Qualitative Educational Research Methods</td>
<td>arr.</td>
</tr>
</tbody>
</table>

Core Course

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL:7004</td>
<td>Schooling in the United States</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:7033</td>
<td>Seminar on Teacher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Proseminar Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL:7943</td>
<td>Proseminar: Issues, Trends, and Research in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>
Seminar Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both of these:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDTL:7945</td>
<td>Current Issues and Trends in Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:7948</td>
<td>Contemporary Research in Behavioral Disorders</td>
<td>3</td>
</tr>
</tbody>
</table>

Practicum Requirement

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDTL:7380</td>
<td>Practicum in College Teaching (taken twice for 3 s.h. each)</td>
<td>6</td>
</tr>
</tbody>
</table>

Cognate

Students complete a cognate or specialty area for at least 9 s.h. in consultation with their advisor.

Competencies

Students work with their advisor to ensure they meet two core competencies: one in teaching and one in supervision.

Comprehensive Examination

Students complete a three-part comprehensive examination that includes a qualifying exam I, a qualifying exam II, and a major area paper.

Dissertation

Students complete a doctoral dissertation for at least 10 s.h.

Admission

Applicants must meet the admission requirements of the Graduate College. They must have a master's degree or equivalent in special education; those without an MA thesis must have completed an equivalent project. Applicants should have a graduate GPA of at least 3.50 and a combined verbal and quantitative score of at least 300 on the Graduate Record Exam (GRE) General Test. Applicants whose first language is not English must score at least 100 (internet-based) on the Test of English as a Foreign Language (TOEFL). Applicants should have at least one year of full-time teaching experience with exceptional children; several years are preferred.

Application materials must include a completed Graduate College application form, copies of official transcripts for all college coursework, an official report of Graduate Record Exam (GRE) General Test scores, three current letters of recommendation, and evidence of experience and/or teacher license/certification. An interview may be requested.

Final admission decisions are made by the special education graduate admissions committee.

Academic Plans

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

Teaching and Learning, PHD

- Literacy, Culture, and Language Education Subprogram [p. 5]
- Special Education Subprogram [p. 6]

Literacy, Culture, and Language Education Subprogram

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Career Any Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDTL:6015</td>
<td>PhD Seminar: Literacy, Culture, and Language Education</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:7033 or EDTL:7004</td>
<td>Seminar on Teacher Education or Schooling in the United States</td>
<td>3</td>
</tr>
<tr>
<td>Foundational course d</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Foundational course d</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Hours</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDTL:7070</td>
<td>Qualitative Research Methods in Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>Foundational course d</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary foundation course d</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary foundation course d</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Hours</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Second Year Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDTL:7405</td>
<td>Research Methods in Literacy, Culture, and Language Education</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6241 or PSQF:6243</td>
<td>Quantitative Policy Analysis for Practitioners or Intermediate Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>Additional advanced research methods course f</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective course g</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Hours</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional advanced research methods course f</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective course g</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective course g</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective course g</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Hours</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>
The Teaching and Learning (Literacy, Culture, and Language Development) PhD requires students to have earned a master's degree prior to admission. Up to 34 s.h. can be transferred from a previously earned master's degree. This transfer credit can eliminate much of the first two years of coursework requirements at Iowa.

Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.

Graduate College program GPA is comprised of all courses that are approved degree requirements. If a student takes more than the minimum required number of semester hours to complete the degree, but all courses taken are eligible to count toward the degree, those courses will be included in the Graduate College program GPA.

Students choose a disciplinary area in literacy education, multilingual education, or social studies education for their three foundational courses. They then select one or both of the other areas for their interdisciplinary foundation coursework.

Students who utilize quantitative methods in their dissertation should take PSQF:6243.

Work with academic advisor to determine quantitative, qualitative, or mixed methods coursework.

Work with academic advisor to determine appropriate elective coursework and sequence.

Taken upon completion of required coursework, typically during third year.

Dissertation defense.

### Special Education Subprogram

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL:7493</td>
<td>PhD Thesis</td>
<td>5</td>
</tr>
<tr>
<td>EDTL:7943</td>
<td>Proseminar: Issues, Trends, and Research in Special Education II</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6243</td>
<td>Intermediate Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>Qualitative Research course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Quantitative Research course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL:7033 or EDTL:7004</td>
<td>Seminar on Teacher Education or Schooling in the United States</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:7953</td>
<td>Seminar: Single Subject Design Research</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:4143</td>
<td>Introduction to Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>Cognate/Specialty course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Qualitative Research course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Quantitative Research course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL:7494</td>
<td>Proseminar: Issues, Trends, and Research in Special Education II</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:7945</td>
<td>Current Issues and Trends in Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Cognate/Specialty course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL:7948</td>
<td>Contemporary Research in Behavioral Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Third Year

**Any Semester**

Exam: Doctoral Comprehensive Exam

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL:7493</td>
<td>PhD Thesis</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL:7494</td>
<td>Proseminar: Issues, Trends, and Research in Special Education II</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:7945</td>
<td>Current Issues and Trends in Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Cognate/Specialty course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL:7948</td>
<td>Contemporary Research in Behavioral Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL:7944</td>
<td>Proseminar: Issues, Trends, and Research in Special Education II</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:7945</td>
<td>Current Issues and Trends in Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Cognate/Specialty course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL:7948</td>
<td>Contemporary Research in Behavioral Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Fall

**Elective course** | 3
**Elective course** | 3
**Elective course** | 3

### Spring

**Elective course** | 3
**Elective course** | 3

### Total Hours

73
<table>
<thead>
<tr>
<th>Hours</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>EDTL:7380  Practicum in College Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
</tr>
<tr>
<td>Elective course</td>
<td>2</td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td>11</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>EDTL:7380  Practicum in College Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>EDTL:7493  PhD Thesis</td>
<td>5</td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>EDTL:7493  PhD Thesis</td>
<td>5</td>
</tr>
<tr>
<td>Exam: Doctoral Final Exam</td>
<td>5</td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>90</td>
</tr>
</tbody>
</table>

a. Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.

b. Graduate College program GPA is comprised of all courses that are approved degree requirements. If a student takes more than the minimum required number of semester hours to complete the degree, but all courses taken are eligible to count toward the degree, those courses will be included in the Graduate College program GPA.

c. In consultation with faculty advisor, complete 9 s.h. in a cognate or specialty area.


e. When offered, enroll in EDTL:7943 and EDTL:7944; otherwise take PSQF:7201 and EALL:4130 or advisor approved coursework.


g. When offered, enroll in EDTL:7945 and EDTL:7948; otherwise work with faculty advisor to determine appropriate coursework.

h. In consultation with faculty advisor, select appropriate graduate electives for remaining degree requirements.

i. Major area paper.

j. Typically completed by the end of third year.

k. Take EDTL:7380 twice for 3 s.h. each, once for teaching course and once for supervising field placement students.

l. Dissertation defense.