



PhD. Student Handbook

Literacy, Culture, and Language Education

Department of Teaching and Learning
College of Education
N259 Lindquist Center
University of Iowa

The Ph.D. Handbook is published for informational purposes only and should not be construed as the basis of a contract between a student and department or academic program at the University of Iowa. Every effort is made to keep this handbook up to date. However, the faculty retain the right to make changes as needed. Further information regarding University policies that pertain to graduate students can be found at the <http://www.grad.uiowa.edu/>.

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Overview

Welcome to the University of Iowa’s Ph.D. program in Literacy, Culture, and Language Education (LCLE). The LCLE faculty and students come from a variety of backgrounds and work experiences. We are a diverse interdisciplinary program with foci in: literacy, applied linguistics, social studies education, foreign and world language education, English education, writing, cultural studies, and ESL/Bilingual Education. In the LCLE program, you are part of an engaging and thoughtful academic community, with small classes that encourage meaningful dialogue and faculty-student interactions. As an LCLE student, you choose a disciplinary foundation – multilingual education, literacy education, or social studies education – but take courses in different areas. Faculty members are focused on their students’ growth as scholars and practitioners and the LCLE program encourages students to explore their academic interests via a flexible and interdisciplinary curriculum.

The doctoral program in LCLE is designed to prepare students for positions in universities and colleges, foreign and second language programs, and educational policy-making organizations. The program places a strong emphasis on building research skills.

Faculty

Faculty	Email	Phone	Office
Will Coghill-Behrends	william-behrends@uiowa.edu	319-335-5349	N119 LC
Carolyn Colvin	carolyn-colvin@uiowa.edu	319-335-5588	N242 LC
Eric Freedman	eric-freedman@uiowa.edu	319-467-1615	N238 LC
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Maia Sheppard	maia-sheppard@uiowa.edu	319-467-3116	N236 LC
Bonnie Sunstein	bonnie-sunstein@uiowa.edu	319-335-5607	N266 LC
Amanda Thein	amanda-haertling-thein@uiowa.edu	319-335-5383	N459 LC
Saba Vlach	saba-vlach@uiowa.edu		
Pamela Wesely	pamela-wesely@uiowa.edu	319-335-5261	N282 LC

Will Coghill-Behrends, Clinical Assistant Professor and Director, Global Education Initiatives, Baker Teacher Leader Center
Ph.D., Foreign Language & ESL Education, University of Iowa

Research Interests and Areas of Expertise:

- LGBTQ Topics in Education
- Foreign Language Education
- Teacher Professional Development
- Global & Multicultural Education
- Narrative Inquiry

Carolyn Colvin, Associate Professor
Ph.D., Reading, Writing, Language, University of Nebraska/Lincoln

Research Interests and Areas of Expertise:

- Literacy Instruction for Immigrant Adult Students

Enrique David Degollado, Assistant Professor
Ph.D. Curriculum & Instruction, Bilingual/Bicultural Education, The University of Texas

Research Interests and Areas of Expertise:

- Bilingual/Bicultural Education
- Biliteracy Studies
- Narrative Inquiry and Oral History Methods
- LatCrit and Critical Race Theory
- Border Studies and Border Thinking
- Bilingual Teacher Preparation

Eric Freedman, Assistant Professor
Ph.D., Curriculum and Instruction: Social Studies, University of Wisconsin-Madison

Research Interests and Areas of Expertise:

- Social studies and history education
- Critical pedagogy
- Classroom discourse
- Design-based research
- Mixed methods

David Cassels Johnson, Associate Professor
Ph.D., Educational Linguistics, University of Pennsylvania

Research Interests and Areas of Expertise:

- Sociolinguistics
- Language Policy and Planning
- Critical Discourse Studies
- ESL and Bilingual Education
- Ethnography

Erika Johnson, Assistant Professor
Ph.D., Literacy, Language, and English Education, Stanford University

Research Interests and Areas of Expertise:

- Literacy instruction
- Multilingual learners
- Elementary education
- Teacher education

- Qualitative methods

Lia Plakans, Professor and Departmental Executive Officer
Ph.D., Foreign Language/ESL Education, The University of Iowa

Research Interests and Areas of Expertise:

- Language Assessment
- Second Language Reading and Writing

Maia Sheppard, Assistant Professor
Ph.D., Curriculum and Instruction: Social Studies, University of Minnesota

Research Interests and Areas of Expertise:

- Social studies and history education
- Emotion and affect in social education
- Teacher education
- Teacher leadership
- Qualitative methods

Bonnie Sunstein, Professor
Ph.D., Reading and Writing Instruction, University of New Hampshire

Research Interests and Areas of Expertise:

- Writing and revision
- Nonfiction Writing
- English Education & Literacy Studies
- Ethnography

Pamela Wesely, Associate Professor
Ph.D., Second Languages and Cultures, University of Minnesota

Research Interests and Areas of Expertise:

- World/Foreign Language Education
- Attitudes, Motivation, and Beliefs
- K-12 Education in the United States
- Teacher Education
- Mixed Methods Research

Amy Engelbert Shultz, Clinical Professor
Ph.D., Language, Literacy, and Culture, The University of Iowa
M.A.T., English Education, University of Iowa

Research Interests and Areas of Expertise

- English Education
- Teacher Preparation

- ELA Classroom Pedagogy
- Implicit Bias and Equity Training

Amanda Thein, Professor
Ph.D., English Education, University of Minnesota

Research Interests and Areas of Expertise:

- Reader Response Theory
- English Language Arts Education
- Multicultural and Youth Adult Literature Instruction
- Critical Youth Studies
- Affect and Emotion

Saba Vlach, Assistant Professor
Ph.D., Curriculum and Instruction, The University of Texas at Austin

Research Interests and Areas of Expertise

- Language and Literacy
- Critical Pedagogies
- Anti-Oppressive Education
- Diverse Children's Literature
- Ethnography
- Critical Discourse Analysis
- Cultural Studies
- Curriculum and Instruction
- Teacher Education

Program Requirements

Minimum total semester hours required: 73 s.h.

1. EDTL: 6015 Seminar in Literacy, Culture, and Language Education (3 s.h.)

2. Either EDTL7004 Schooling in the US or EDTL7033 Seminar in Teacher Education (3 s.h.)

- It is recommended that students complete this requirement in the first year.

3. Disciplinary and Interdisciplinary Foundations (15 s.h.)

- A minimum of three courses in a chosen area of concentration (9 s.h.)
- A minimum of two courses in other areas of concentration (6 s.h.)

Students choose a disciplinary area – Literacy Education, Multilingual Education, or Social Studies Education – and take three courses in this foundational area and two courses in another area of concentration. The following is a description of the disciplinary areas.

A. Literacy Education

Literacy Education brings together scholarly traditions and contemporary theory in Literacy/English/Language Arts education and cultural studies. Coursework provides both a broad background in relevant theoretical and research literature and opportunities to conduct original studies that explore the nature of literacy practices both in and out of school. Literacy faculty and doctoral students reflect a range of national and international contexts and have professional experiences teaching in school and community settings from early childhood through adulthood. Literacy education students share a commitment to explore and investigating contemporary issues in literacy practices. Literacy education has a rich legacy of placing graduates in careers as tenure track professors, as well as curriculum leaders and administrators of literacy programs. Faculty members and students in Literacy Education specialize in English Education, Elementary Education, Multilingual Literacy, Writing, Children's and Young Adult's Literature, Critical Pedagogies, Cultural Studies, and Critical Youth Studies.

B. Multilingual Education

Faculty members and students in Multilingual Education specialize in Foreign Language Education, TESOL, Educational Linguistics, Language Assessment, Second Language Literacy, Sociolinguistics, Language Policy and Planning, and Second Language Acquisition. Students and faculty have experience, and conduct research, in different educational contexts, including Foreign/World language classrooms, English as a Second Language Classrooms, Bilingual Education classrooms, as well as families and communities.

C. Social Studies Education

Faculty in Social Studies Education examine the role of the social and behavioral sciences and history in a diverse society. The Social Studies program emphasizes interdisciplinary explorations of the social studies. Course offerings engage students in global perspectives, multicultural education, education for democratic citizenship, and social justice issues.

5. Elective Coursework: 9 courses (27 sh)

- to be selected in consultation with the advisor
- can be taken within any department in the university
- can be partially or completely unified as a cognate area but this is not required
- may include courses that transfer from a Master's degree

6. Research Methods: 5 courses (minimum of 15 sh)

Research Methods	Required Courses
LCLE	EDTL:7405 <i>Research Methods in Literacy, Culture, and Language Education</i>
Quantitative Methods	Choose from: PSQF:6243 <i>Intermediate Statistical Methods</i> PSQF: 6242 <i>Selected Applications of Statistics</i>

	If students plan to use quantitative methods for their dissertation, they should take 6243.
Qualitative Methods	EDTL:7070 <i>Qualitative Research Methods in Teaching and Learning</i>
Additional Coursework	In consultation with their advisor, students choose at least two more advanced research methods courses, focusing on quantitative, qualitative, or mixed methods research.

7. Dissertation Credit Hours (minimum of 10 sh)

Ph.D. students are required to register each fall and spring semester after satisfactorily completing the comprehensive examination until the degree is awarded. If a student fails to register, the student may not be readmitted to candidacy until the student has submitted an application that has been approved by the student's advisor, the departmental executive officer, and the Graduate College dean.

The following is *a sample* of additional research methods courses. Course offerings change. Students should choose research methods courses in consultation with their advisor.

Advanced Qualitative Courses

EDTL:7071 Critical Discourse Analysis

EDTL:7072 Advanced Methods of Literacy Research: Qualitative Data Analysis and Reporting

EDTL:7073 Ethnographic Methods, Theories, and Texts

EDTL:7074 Qualitative Research with Computer-Aided Qualitative Data Analysis Software

EDTL:7075 Educational Ethnography

EDTL:7206 Research in the Arts and Humanities

EDTL:7751 Advanced Qualitative Data Analysis

Advanced Research Design Courses

PSQF:6265 Program Evaluation

EDTL:7410 Mixed Methods Research

PSQF:7331 Conducting Research Online

EDTL:7953 Single Subject Design Research

Advanced Quantitative Courses

EPLS:6206 Research Process and Design

EPLS:6209 Survey Research and Design

EPLS:6370 Quantitative Methods for Policy Analysis

PSQF:6220 Quantitative Educational Research Methodologies

PSQF:6244 Correlation and Regression

PSQF:6246 Design of Experiments

PSQF:6247 Nonparametric Statistics

PSQF:6249 Factor Analysis and Structural Equation Models

PSQF:6252 Introduction to Multivariate Statistical Methods

Transfer Credits

It is possible to transfer graduate-level coursework for credit. Students must provide evidence of successful completion of the course, including transcripts and a syllabus. No course older than ten years will count. Decisions about which courses will transfer are made by the advisor. For most students, this means transferring coursework in as “electives”; however, occasionally a student has taken a course that matches a course in the LCLE Ph.D. program. Decisions about whether a course can be substituted for a required course are made by the advisor and the instructor of the course at Iowa.

Academic Advising

All LCLE Ph.D. students are initially assigned to a faculty academic advisor. This assignment is not necessarily permanent and can be changed at the request of the student. In the case of changing advisors, a conversation with all parties is recommended.

Milestones

Dissertation

A dissertation is a required part of the doctoral program at the University of Iowa. LLSI Ph.D. students identify a dissertation topic with the assistance of their faculty advisor. While writing the dissertation, students must register each fall and spring until the semester of their actual graduation. Consult the Graduate College [manual](#) for more information.

The dissertation committee must include:

- at least four faculty members who are members of the University of Iowa tenure-track/tenured faculty.
- at least two tenure-track/tenured faculty members from the T&L department (defined as faculty members who hold any appointment in the major department or program).
- At least one faculty member from outside the T&L department. This committee member can be an appointee if four tenured/tenure-track faculty are serving on the committee. (This is Graduate-College policy.)

Graduate-College policy states that departments and programs may request the dean’s permission to replace one of the five members of the Graduate Faculty by a recognized scholar of professorial rank from another academic institution. This request must demonstrate that the external scholar brings expertise or experience not available among University of Iowa faculty. (Please note that in the event of any discrepancy, the policies of the Graduate College and College of Education will take precedence over program policies.)

Graduate Exams Procedures and Deadlines

<https://education.uiowa.edu/services/office-student-services/graduate-exams/graduate-exams-procedures-and-deadlines>

Policies and Procedures

We follow the Graduate College [policies](#) regarding grades and progress toward degree. A doctoral student on regular status shall be placed on academic probation if, after completing 9 semester hours of graded (A, B, C, D, F) graduate work at The University of Iowa, the student's UI Cumulative GPA falls below 3.00. A student regains good academic standing when his or her UI Cumulative GPA returns to 3.00. If, after completing 9 more semester hours of graded (A, B, C, D, F) graduate work at this University, the student's UI Cumulative GPA remains below 3.00, the student will be dropped from the degree program and denied permission to re-register within any Graduate College doctoral degree program. Students should also be mindful of the threshold for academic probation status.

The University of Iowa requires that every Ph.D. student fulfill a residency requirement that can be met one of two ways: (1) enrollment as a full-time student (9 semester hours minimum) in each of two semesters, or (2) enrollment for a minimum of 6 semester hours in each of three semesters. This is a non-negotiable Graduate College requirement that may become burdensome for some part-time students. You would be well-served to plan early for this requirement. More information about residency, updating old credits, and registration requirements can be found on the Graduate College website.

Professional and Ethical Expectations and Behavior

All students in LCLE program are expected to comply with the highest professional and ethical standards in all of their activities, including their classes and research, as advisees, when interacting with peers, and as graduate assistants. LCLE students should honor commitments, keep confidences, make and keep appointments, fulfill assignments in a timely manner, avoid plagiarism, conduct themselves with all ethical standards in research, and be honest in their interactions with faculty and students.

Examples of misconduct include, but are not limited to, cheating on examinations, signing another person's name on a form, misrepresenting the truth about oneself or others, submitting the same paper for two or more classes, and submitting another student's paper as one's own. LCLE students are expected to behave ethically in and out of the classroom. Students should be familiar with appropriate ethical standards that help define their professionalism.

When preparing papers and reports, students are responsible for following the style manual recommended by the instructor. Not knowing how to give credit and cite sources is not an acceptable reason for plagiarism or failure of attribution. Plagiarism and other misconduct are viewed seriously by the faculty and can result in disciplinary action by the Department, College, and University.

Travel Funding

We encourage student investment in their academic and professional development. The College of Education offers the Audrey Qualls Travel Award and the Office of the Dean Graduate Student Travel Award. This award provides conference registration, travel, and lodging support for students enrolled in the College of Education who present (or co-present) at professional meetings.

In addition, the Graduate Student Senate (GSS) and the Graduate and Professional Student Government (GPSG) offer Travel Funding Assistance to graduate students who present their research at conferences, meetings, symposia, and similar professional or academic gatherings. Funds are awarded for travel to both domestic and international conferences.

Iowa Student Travel Awards and Scholarships

Audrey Qualls Travel Award & The Office of the Dean Graduate Student Travel Award

Website: Follow [this link](#) (login required)

Amount: Up to \$300 for each

Due Date: Travel award applications must be approved two weeks in advance of travel

Notes: Covers cost incurred in the presentation of research.

GSS/Graduate College Presentation Travel Funds

Website: Follow [this link](#)

Amount: Up to \$1,000

Due Date: Revolving

Notes: Travel funding assistance to present research.

GPSG Travel, Research, and Service Grants

Website: Follow [this link](#)

Amount: Up to \$500-\$1500

Due Date: Revolving

Notes: For travel to conferences, possible to receive if not presenting.

External Funding for Travel

TESOL Research Mini-Grant

Website: Follow [this link](#)

Amount: Up to \$2,500

Due Date: Early Fall

Notes: Helps support the TESOL research agenda.

AAAL Graduate Student Award

Website: Follow [this link](#)

International Language Testing Association Student Travel Award

Website: Follow [this link](#)

Amount: \$750

Due Date: January

Notes: Provides funding for graduate students whose papers have been accepted to LTRC.

TESOL Travel Grants

Website: Follow [this link](#)

Amount: \$500

Due Date: October 1

Notes: For travel to the International TESOL Conference

Graduate Assistantships and Scholarships

Graduate and Teaching Assistantships at the University of Iowa are designed to provide students with work experience and means to finance their education, while providing the University with the benefit of an innovative work force. While nearly all fulltime LCLE PhD students are placed in Graduate or Teaching Assistantships, there is no guarantee of funding or placement from year to year. Individual faculty members occasionally receive funds for research assistants, grants, and the Iowa Testing Program awards a limited number of assistantships in the College of Education each year.

Graduate students enrolled in a Ph.D. program are eligible for ten academic year semesters of College of Education assistantship support. Although the LCLE faculty discourages it, students may have an opportunity to increase their assistantship above 0.50 (half-time). Such invitations must be approved by the faculty advisor and DEO, and then forwarded with a letter of petition to the Dean of the Graduate College; approval is not guaranteed.

- College of Education Information Graduate Assistantships and Grants [Webpage](#)
- Graduate College Fellowships, Assistantships, and Grants [Webpage](#)
- Graduate College Grants for the arts, humanities, and social sciences [webpage](#)
- Each year, the Office of the Dean coordinates a competitive scholarship process for students in the College of Education. The application period begins in early October and runs through mid-November. College of Education Scholarships and Awards [Webpage](#)
- University of Iowa Graduate Assistant Job Openings [Webpage](#)
- Special Graduate Assistantship [Webpage](#)

Dissertation and Research Funding and Fellowships

College of Education Internal and External Funding (fellowships and grants) [Webpage](#)

Graduate College Internal Fellowships [webpage](#)

University of Iowa Fellowships

Ballard and Seashore Dissertation Fellowship

Website: Follow [this link](#)

Amount: \$10,000 for 1 semester

Due Date: Once per semester

Graduate Student Research Award

Website: Follow [this link](#) (login required)

Amount: Up to \$500

Notes: Covers costs incurred in the design and conduct of research

Graduate College Summer Fellowships

Website: Follow [this link](#)

Amount: \$5,000 for the summer

Due Date: Spring

Post-Comprehensive Exams Research Fellowship

Website: Follow [this link](#)

Amount: \$10,000

Due Date: Early fall and spring (2 award cycles per year)

External Fellowships

ACTFL Research Priorities Grant

Website: Follow [this link](#)

Amount: \$2500

Due Date: Early Fall

ETS Small Grants for Doctoral Research in Assessment

Website: Follow [this link](#)

Amount: Up to \$2,000

Due Date: Mid-Fall

ETS TOEFL Young Students Series Research Program: Research Grants for Graduate Students

Website: Follow [this link](#)

Amount: Up to \$5,000

Due Date: Mid-Spring

Notes: To support research for high-quality language assessment for English learners between 8 and 15.

The International Research Foundation for English Language Education (TIRF)

Website: Follow [this link](#)

Amount: Up to \$5,000

Due Date: Mid-Spring

The Language Learning Dissertation Grant Program

Website: Follow [this link](#)

Amount: Up to \$2,000

Due Date: Late Fall. Application procedures and information is available yearly in the September issue of *Language Learning* journal.

Notes: Covers actual expenses connected to data collection and research

NAEd/Spencer Dissertation Fellowship Program

Website: Follow [this link](#)

Amount: \$27,500 for one year

Due Date: Mid-Fall

Notes: 35 fellowships awarded yearly

Ford Foundation Fellowship Programs

Website: Follow [this link](#)

Amount: \$28,000 for one year

Due Date: Late Fall

AERA Dissertation Grants

Website: Follow [this link](#)

Amount: \$25,000 for one year

Due Date: Early Fall

Notes: Supports research utilizing quantitative methods.

American Association of University Women (AAUW)

Website: Follow [this link](#)

Amount: \$20,000 for one year

Due Date: Mid-Fall

Notes: Provides support for women in graduate education completing dissertations.

Mellon/ACLS Dissertation Completion Fellowship

Website: Follow [this link](#)

Amount: \$35,000 plus research and university fees

Due Date: Mid-Fall

Fullbright-Hays – Doctoral Dissertation Research Abroad

Website: Follow [this link](#)

Amount: Varies depending on expenses

Due Date: Spring

Notes: Funding for doctoral students conducting research in other countries

Modern Language Journal Dissertation Support Grants

Website: See the annual winter issue of *MLJ* for updated grant information.

Amount: Up to \$2,500

Due Date: Early Spring

Social Science Research Council International Dissertation Research Fellowship

Website: Follow [this link](#)

Amount: Varies depending on expenses; Average of \$23,000

Due Date: Mid-Fall

Notes: For conducting research on non-U.S. topics

Student Involvement and Governance

College of Education

[Graduate Student Executive Committee](#) (GSEC) – The College has invited a group of experienced graduate students to form the Graduate Student Executive Committee, which has been active in offering informational and social sessions that are intended to support graduate student endeavors. They have also provided valuable input to college administration on many issues including orientation for new students entering the college. To be a part of this group as a departmental representative, contact the GSEC Chair.

[i-fellows](#) –The [i-fellows program](#) helps new College of Education doctoral students start early, start together, and start right. i-fellows provides professional development programs, peer and faculty mentorship, and community building opportunities. Stop by the Office of Graduate Teaching Excellence in N222 for more information.

Graduate College

[Graduate Student Senate](#) (GSS) – The GSS is comprised of grad students, for grad students. It is the duly constituted collegiate association of the Graduate College and is the primary representative, administrative, and service organization for the graduate students at the University of Iowa. It serves as the voice of the graduate student population to the university administration, faculty, and to all other organizations at the University, and within the Iowa City community. Furthermore, it assists in the administration of resources designated to graduate students, and works to establish and maintain programs and activities of interests to graduate students.

Division of Student Life

[Graduate and Professional Student Government](#) (GPSG) – GPSG is the student government for graduate and professional students at the University of Iowa. GPSG represents nearly 10,000 graduate and professional students and advocates on their behalf to university administrators, the Board of Regents, and state and federal legislators. GPSG is a representative democracy, with delegates elected from all graduate and professional students at the University of Iowa. In addition to the delegates, GPSG is comprised of its Executive Officers and its Committee Chairs.

GPSG itself holds monthly meetings and is also heavily involved in campus-wide initiatives and committees

Other Unique Opportunities

Obermann Graduate Institute for Engagement and the Academy

The Obermann Graduate Institute is a 3 1/2-day interdisciplinary institute in which UI graduate students from across campus and at any point in their graduate studies explore how public engagement can enhance teaching, research, and creative work. By the end of the Institute, participants will be familiar with the history of public engagement, current trends, and be able to both differentiate between and apply various modes of engagement to teaching and research projects. Graduates of the program tell us that the Institute helped them to develop a cohort of like-minded colleagues and mentors while at the University of Iowa. Many have reported that the experience and familiarity with public engagement helped them to secure job interviews, some of which translated into positions that include strong engagement components. Selected students are named Obermann Graduate Fellows and earn a \$400 stipend at the end of the Institute.

Campus Resources and Services

Office of Diversity, Equity, and Inclusion

The [Office of Diversity, Equity, and Inclusion](#) at Iowa is committed to fostering a welcoming environment for graduate student populations that are historically underserved and underrepresented in higher education.

Grad-DEI is dedicated to supporting the outreach, recruitment, retention and success of underrepresented graduate students by:

- Sponsoring events and programming through our Connecting Communities: Creating Space for Underrepresented Students.
- Providing training, networking, community building, and celebrating achievements to establish a foundation of support on campus.
- Holding space for students who experience isolation, micro-aggressions, and any other factors that may deter a student's academic mission.
- Offering the [Summer Research Opportunities Program \(SROP\)](#), which provides underrepresented undergraduate students with research experience to create a gateway to graduate education.

University Counseling Service

[The University Counseling Service](#) (UCS) is The University of Iowa's primary mental health service provider for university students. The UCS supports the Division of Student Life mission for student success by providing support and mental health services to the University of Iowa campus community. The scope of UCS service entails three primary areas: Clinical and Case Management Services, Outreach and Consultation Services, and Training and Supervision Services. To read the full Scope of Services document, please click [here](#).

Iowa Youth Writing Project

The Iowa Youth Writing Project ([IYWP](#)) is an arts outreach organization based at the University of Iowa that empowers, inspires, and engages K-12 youth throughout the state using language arts and creative thinking. We provide one-of-a-kind writing, publishing, and creative learning opportunities to Iowa's children and teens. To ensure that all young people can participate, the IYWP provides programs at little or no cost, thanks to the time, energy, and creativity of IYWP volunteers, partnerships with local organizations and institutions, and the generosity of community members.

Information Technology Services

[ITS](#) is a very helpful resource for students and faculty. You can get help with your computer, access deep discounts for purchases, download discounted and free software, attend learning sessions for software, and create your own electronic portfolio to support your job search. To see a list of services and software, click [here](#). They are located in the University Capitol Center.

LGBTQ+ Council

The [LGBTQ+ Council](#) is dedicated to uplifting, supporting, and fostering a greater sense of community amongst all lesbian, gay, bisexual, transgender, and queer faculty/staff members of the University of Iowa, as well as those in our greater Iowa City community.

Libraries

Most hard copy education holdings relevant to LCLE can be found in the Main Library. Students can also make use of the extensive collection of online resources via the library website: <http://www.lib.uiowa.edu>. Finally, arrangements also can be made for students and faculty to use the extensive resources of the library of the American College Testing Program (ACT).

Iowa Testing Programs Statistical Outreach Center (224A Lindquist)

Complimentary stat consulting is available to faculty and students in 224A Lindquist. A number of training courses are also available on SPSS, SAS, and other popular statistical analyses software. For more information, visit their website at: www.education.uiowa.edu/soc

Collaborative Writing Consultancy (N302E Lindquist – Graduate Student Commons)

The Collaborative Writing Consultancy provides College of Education graduate students with a writing tutor who can assist with academic writing: to revise, discuss and offer a one-to-one “workshop” setting. For more information or to schedule an appointment, visit <https://education.uiowa.edu/services/college-education-writing-resource>.

Professional Associations

Why Join a Professional Association?

Joining professional associations is useful for enhancing and/or developing administrative and professional skills needed for work in the field of education. Benefits of association membership include assistance in building professional networks and alliances, gaining new perspectives and insight into the field, influencing the direction the profession takes, and identifying emerging issues. Most organizations offer membership to students at reduced rates. The list below is a

sample of professional associations related to LCLE. Check with faculty members to learn about other professional associations.

American Educational Research Association (AERA)

The American Educational Research Association (AERA), a national research society, strives to advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good. Each member of AERA joins a Division and may join additional Divisions or Special Interest Groups (SIGs). Some divisions and SIGS relevant to LCLE are:

Division G: Social Context of Education

SIG #4: Adult Literacy and Adult Education

SIG #11: Research in Reading and Literacy

SIG #12: Bilingual Education Research

SIG #27: Critical Examination of Race, Ethnicity, Class and Gender in Education

SIG #58: Language and Social Processes

SIG #61: Literature

SIG #82: Qualitative Research

SIG #89: Social Studies Research

SIG #108: Second Language Research

SIG #130: Teaching History

SIG #137: Writing and Literacies

SIG #144: Critical Educators for Social Justice

SIG #162: Multicultural/Multiethnic Education: Theory, Research, and Practice

American Association of Applied Linguistics (AAAL)

Founded in 1977, the American Association for Applied Linguistics (AAAL) is a professional organization of scholars who are interested in and actively contribute to the multi-disciplinary field of applied linguistics. AAAL members promote principled approaches to language-related concerns, including language education, acquisition and loss, bilingualism, discourse analysis, literacy, rhetoric and stylistics, language for special purposes, psycholinguistics, second and foreign language pedagogy, language assessment, and language policy and planning.

Organizationally, AAAL is the United States affiliate of the International Association of Applied Linguistics (Association Internationale de Linguistique Appliquée, AILA).

American Council on Teaching of Foreign Languages (ACTFL)

The American Council on the Teaching of Foreign Languages (ACTFL) is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 12,500 language educators and administrators from elementary through graduate education, as well as government and industry.

Since its founding (in 1967), ACTFL has become synonymous with innovation, quality, and reliability in meeting the changing needs of language educators and their students. From the

development of Proficiency Guidelines, to its leadership role in the creation of national standards, ACTFL focuses on issues that are critical to the growth of both the profession and the individual teacher.

College and University Faculty Assembly (CUFA) of the National Council for the Social Studies

College and University Faculty Assembly is an affiliate group of the National Council for the Social Studies. CUFA consists of higher education faculty members, graduate students, K-12 teachers, and others interested social studies education research and practice in K-12 and teacher education. In addition, it is an advocacy organization for social studies education. CUFA conducts its own program and business meeting during the NCSS Annual Conference.

English Language Arts Teacher Educators

The National Council of Teachers of English is devoted to improving the teaching and learning of English and the language arts at all levels of education. Through collaboration and community, shared stories and shared experiences, NCTE supports teachers and their students in classrooms, on college campuses, and in online learning environments. For more than 100 years, NCTE has worked with its members to offer journals, publications, and resources; to further the voice and expertise of educators as advocates for their students at the local and federal levels; and to share lesson ideas, research, and teaching strategies through its Annual Convention and other professional learning events.

Literacy Research Association (LRA)

The Literacy Research Association is a non-profit professional organization, comprised of individuals who share an interest in advancing literacy theory, research, and practice. We are a community that engages in research and dialogue pertaining to literacy and related topics. We support the professional development of emerging and established scholars. We advocate research-informed improvements in education. We seek engagement with high-quality research and discussions of important theoretical, methodological, practice and policy issues.

National Council for History Education (NCHE)

The National Council for History Education provides professional and intellectual leadership to foster an engaged community committed to the teaching, learning, and appreciation of diverse histories.

National Council for the Social Studies (NCSS)

Founded in 1921, National Council for the Social Studies is the largest professional association in the country devoted solely to social studies education. NCSS engages and supports educators in strengthening and advocating social studies. With members in all the 50 states, the District of Columbia, and 35 countries, NCSS serves as an umbrella organization for elementary, secondary, and college teachers of history, civics, geography, economics, political science, sociology, psychology, anthropology, and law-related education. The NCSS membership represents K-12 classroom teachers, college and university faculty members, curriculum designers and specialists, social studies supervisors, and leaders in the various disciplines that constitute the social studies.

National Council of Teachers of English (NCTE)

The National Council of Teachers of English is devoted to improving the teaching and learning of English and the language arts at all levels of education. The Council promotes the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language

International Literacy Association (ILA)

The International Literacy Association (ILA) is a global advocacy and membership organization of more than 300,000 literacy educators, researchers, and experts across 86 countries. With more than 60 years of experience, ILA has set the standard for how literacy is defined, taught, and evaluated. Our mission is to empower educators, inspire students, and encourage leaders with the resources they need to make literacy accessible for all.

SIG # 61: Writing and Literacies

Division C: Learning and Instruction

Division K: Teaching and Teaching Education

Teaching English to Speakers of Other Languages (TESOL)

TESOL is an international association of professionals advancing the quality of English language teaching through professional development, research, standards, and advocacy.

Did You Know...?

- All students must use the “uiowa.edu” email address assigned to you upon enrollment. If you prefer to receive mail at a different address, you can set up a mail-forwarding system through your email.
- Program faculty conduct a lot of classroom business routinely by email. They expect you to check your email regularly and respond in a timely manner.
- Faculty may differ in terms of how much time they spend on campus and how they use their office hours. Before you drop in on faculty members, consider sending them an email to make sure they will be available.
- Iowa City is a great place to go wireless! The ped mall and many area businesses and parks are hot zones.
- A map of campus computer labs can be found at: <https://maps.uiowa.edu/study-spaces>
- Most program texts can be purchased at the University Bookstore at the Iowa Memorial Union (IMU), or from a variety of online sellers (i.e., amazon.com).
- Looking for a study site? Try the Graduate Student Commons in the Lindquist Center, the new graduate student study space at the Main Library (need to apply for key card access to enter), the Iowa City Public Library, the Iowa Memorial Union, Java House, or High Ground Café.
- If you want to share information with the LCLE community, please send an email to the LCLE listserv (lcle@list.uiowa.edu).