Department of Curriculum and Instruction

(College of Education)

https://coe.uni.edu/curriculum-instruction

The Department of Curriculum and Instruction offers the following programs:

Undergraduate Majors (B.A.)

Minors

Graduate Majors (M.A.)

Graduate Majors (M.A.E.)

Graduate Major (MAT) (p. 14)

Graduate Major (Ed.D.)

(for all requirements for Doctor of Education see website www.uni.edu/catalog/collegeofeducation)

Program Certificates

Bachelor of Arts Degree Programs
Early Childhood Education Major-Teaching

The Early Childhood major requires a minimum of 120 hours to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

This major leads to ED 1001 (Birth through grade three, Inclusive Settings) licensure for teaching young children, emphasizing working in inclusive settings. Early Childhood Education majors engage in a curriculum that prepares them for general and special education positions in early childhood settings.

Students majoring in Elementary Education, Early Childhood Education, or Middle-Level Education may not **repeat or withdraw** from any courses within the ELEMECML, LRNTECH, or LITED course categories more than twice (taking any course a total of 3 times). Students in these programs are also limited to a maximum of five course retakes across these same courses. Under extraordinary circumstances, an elementary, early childhood, or middle-level education major may request in writing that an exception be made to this policy. All written requests will be reviewed by the department head, who will determine whether or not an exception will be granted. Where an exception is not granted, a student may appeal the decision through the regular appeal process for other teacher education-related appeals. This policy applies to all majors declared after April 2016.

Required:

Educational Psychology:		
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	3
EDPSYCH 3109/5109	Development and Assessment of Young Children	3
Elementary, Early Childhood, and Middle Level Education:		
ELEMECML 3149	Child, Family, School and Community Relationships *	3
ELEMECML 4130/5130	Guidance and Instruction in Early Childhood Education *	3

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ELEMECML 4151	Early Childhood Curriculum Development and Organization *	3
ELEMECML 4162/5162	Administration and Advocacy of Early Childhood Programs	3
ELEMECML 4192/5192	Field Experience and Seminar in Early Childhood	2
Literacy Education:		
LITED 1044	Children's Literature	3
LITED 3115	Methods of Teaching Early Literacy *	3
LITED 3119/5119	Language Development and Emergent Literacy	3
Mathematics:		
MATH 1204	Mathematical Reasoning **	3
MATH 2204	Mathematical Reasoning for Elementary Teachers II **	3
MATH 3203	Teaching Mathematics in the Elementary School *	3
MATH 3204	Mathematical Reasoning for Elementary Teachers III **	3
Life Science course:		3-4
SCI ED 1200	Inquiry into Life Science (recommended)	
OR		
Any life/biological (BIOL xxxx) science course ***		
Physical Science course:		3-4
SCI ED 1300	Inquiry into Physical Science (recommended)	
OR		
Any chemistry (CHEM xxxx) or physics (PHYSICS xxxx) ***		
Earth/Space Science:		3-4
One course from the following:		
SCI ED 1100	Inquiry into Earth and Space Science (recommended)	
EARTHSCI 1100	Astronomy	
EARTHSCI 1200	Elements of Weather	
EARTHSCI 1300	Introduction to Geology	
Special Education:		
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	3
SPIE 4148/5148	Assessment of Young Children and Families with Exceptionalities	3
SPIE 4191/5191	Experience in Special & Inclusive Education: Birth - 3 Years	1
Total Hours		**57-60**

* A grade of C (2.00) or higher is required for all Methods courses.
**Students must earn a C- or higher in MATH 1204, MATH 2204, and MATH 3204 in order for the course to satisfy in the Early Childhood Education major.
***Excluding 1000Z transfer courses.

A 2.50 grade index in all course work at the University of Northern Iowa, and also a 2.50 GPA in all course work at this university and elsewhere, or the approval of the head of the Department of Curriculum and Instruction is required for registration in major courses in the department.

Professional Experiences

Required:

EDUC 2301	Teaching Methods l: Infant/Toddler Curriculum and Early Intervention *	3
EDUC 2401	Teaching Internship l: Infants/Toddlers	3
EDUC 3523/5523	Teaching Methods ll: Teaching Elementary Science *	3
EDUC 3524/5524	Teaching Methods ll: Teaching Elementary Social Studies *	3
EDUC 3602/5602	Teaching Internship ll: Elementary Methods	3
EDUC 4132	Early Childhood Teaching	12
Total Hours		**27**

* A grade of C (2.00) or higher is required for all Methods courses.

Students should plan their coursework so that all Early Childhood courses are taken before student teaching. Students must have a cumulative, UNI, and major GPA of 2.50 to student teach.

Students should apply for their student teaching one year in advance.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner		**3**
EDPSYCH 1500	Reflections on Learning	
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom	
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)	
Category 2: Social Contexts of Learning		**3**
SOCFOUND 2119	Social & Cultural Foundations of Education	
SOCFOUND 2134	A Modern History of Education in the United States	
SOCFOUND 2334	Education Policy and Politics of Education	
TESOL 2015	Language Today	
Category 3: Education for All		**3**
KINES 4152	Adapted Physical Education	
SOCFOUND 3334	Education, Power, and Change	
SOCFOUND 3434	Social Movements and Education	

SPIE 3140	Interdisciplinary and Intersectional Study of Education for All	
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	
TESOL 3710	Content Area Strategies for English Language Learners	
Category 4: The Classroom Environment		**3**
EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom	
EDPSYCH 3300	Level Up: Gamified Learning Environments	
ELEMECML 4151	Early Childhood Curriculum Development and Organization	
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments	
SOCFOUND 3219	Critical Perspectives on Technology and Education	
Category 5: Effective Pedagogy		**3**
ARTED 4600	Expressive Learning Assessment	
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
Category 6: The Professional Educator		**3**
ELEMECML 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		**18**

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Early Childhood majors are encouraged to take EDPSYCH 2068 to satisfy category 1 of Educator Essentials, SPIE 3150 to satisfy category 3 of Educator Essentials, ELEMECML 4151 to satisfy category 4 of Educator Essentials, and ELEMECML 3149 to satisfy category 6 of Educator Essentials.

Elementary Education Major-Teaching (K-6 General Classroom Teacher)

The Elementary Education major requires a minimum of 120 hours to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

This major leads to ED 102 (K-6 Teacher Elementary Classroom) endorsement.

Students majoring in Elementary Education, Early Childhood Education, or Middle-Level Education may not **repeat or withdraw** from any courses within the ELEMECML, LRNTECH, or LITED course categories more than twice (a total of three times for any course). Students in these programs are also limited to a maximum of five course retakes across these same courses. Under extraordinary circumstances, an elementary, early childhood, or middle-level education major may request in writing that an exception be made to this policy. All written requests will be reviewed by the department head, who will determine whether or not an exception will be granted. Where an exception is not granted, a student may appeal the decision through the regular appeal process for other teacher education-related appeals. This policy applies to all majors declared after April 2016.

Required:

Elementary, Early Childhood, and Middle Level Education:		
ELEMECML 3120	Classroom Management K-8 *,^	3
ELEMECML 4123/5123	Methods of Teaching Visual and Performing Arts Integration in the Elementary Classroom	3
Literacy Education:		
LITED 1044	Children's Literature	3
LITED 3115	Methods of Teaching Early Literacy *	3
LITED 3116	Methods of Teaching Content Literacy in the Intermediate Grades *,#	3
Kinesiology, Allied Health and Human Services-Interdepartmental:		
KAHHS 2045	Health and Physical Education for Elementary Teachers	3
Mathematics:		
MATH 1204	Mathematical Reasoning **	3
MATH 2204	Mathematical Reasoning for Elementary Teachers II **	3
MATH 3204	Mathematical Reasoning for Elementary Teachers III **	3
MATH 3203	Teaching Mathematics in the Elementary School *	3
Life Science course:		3-4
SCI ED 1200	Inquiry into Life Science (recommended)	
OR		
Any life/biological (BIOL xxxx) science course ***		
Physical Science course:		3-4
SCI ED 1300	Inquiry into Physical Science (recommended)	
OR		
Any chemistry (CHEM xxxx) or physics (PHYSICS xxxx) ***		
Earth/Space Science:		3-4
One course from the following:		
SCI ED 1100	Inquiry into Earth and Space Science (recommended)	

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EARTHSCI 1100	Astronomy
EARTHSCI 1200	Elements of Weather
EARTHSCI 1300	Introduction to Geology
Total Hours	**39-42**

* A grade of C (2.00) or higher is required for all Methods courses.

** Students must earn a C- or higher in MATH 1204, MATH 2204 and MATH 3204 in order for the course to satisfy in the Elementary Education major.

*** Excluding 1000Z transfer courses.

\# Middle Level/Elementary Education double majors may substitute LITED 4117/5117 Methods of Teaching Content Literacy at the Middle and Secondary Levels for LITED 3116 Methods of Teaching Content Literacy in the Intermediate Grades.

^ Elementary Education majors can count ELEMECML 3120 for category 4 of Educator Essentials.

A 2.50 grade index in all work at the University of Northern Iowa and also a 2.50 GPA on all course work at this university and elsewhere, or the approval of the head of the Department of Curriculum and Instruction, is required for registration in major courses in the department.

Professional Experiences

Required:

EDUC 2302	Teaching Methods l: Elementary Curriculum *	3
EDUC 2402	Teaching Internship l: Elementary Curriculum	3
EDUC 3523/5523	Teaching Methods ll: Teaching Elementary Science *	3
EDUC 3524/5524	Teaching Methods ll: Teaching Elementary Social Studies *	3
EDUC 3602/5602	Teaching Internship ll: Elementary Methods	3
EDUC 4134	Elementary Teaching	12
Total Hours		**27**

* A grade of C (2.00) or higher is required for all Methods courses.

Students should plan their coursework so that all Elementary Education courses are taken before student teaching. Students must have a cumulative, UNI, and major GPA of 2.50 to student teach.

Students should apply for their student teaching one year in advance.

Verification of Iowa Teaching Licensure Requirements

In addition to the Elementary Education major requirements, students must complete 9 credit hours of coursework in the social sciences: history, economics, psychology, sociology, geography, or political science/civic literacy to be eligible to be recommended for an Iowa teaching license. Courses used to satisfy a UNIFI/General Education category **may** also be used to satisfy these licensure requirements.

9 hours from 3 different areas:

History: with prefix HISEUA, HISEUB, HISNW, HISUS, HIST

or classes

HUM 1021	Humanities I: The Ancient, Classical, and Medieval Worlds
or HUM 1022	Humanities II: The Renaissance, Reformation, and Enlightenment
or HUM 1023	Humanities III: The Age of Revolution to the Present

Economics: with prefix ECON

Psychology: with prefix PSYCH

Sociology: with prefix SOC

Geography: with prefix GEOG

Political Science/Civic Literacy: with prefix POL AMER

Area of Specialization

As required for state licensure, students must include a 12-hour area of specialization, which can be fulfilled through UNIFI/General Education courses.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner		**3**
EDPSYCH 1500	Reflections on Learning	
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom	
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)	
Category 2: Social Contexts of Learning		**3**
SOCFOUND 2119	Social & Cultural Foundations of Education	
SOCFOUND 2134	A Modern History of Education in the United States	
SOCFOUND 2334	Education Policy and Politics of Education	
TESOL 2015	Language Today	
Category 3: Education for All		**3**
KINES 4152	Adapted Physical Education	
SOCFOUND 3334	Education, Power, and Change	
SOCFOUND 3434	Social Movements and Education	
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All	
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	
TESOL 3710	Content Area Strategies for English Language Learners	
Category 4: The Classroom Environment		**3**
EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom	

EDPSYCH 3300	Level Up: Gamified Learning Environments	
ELEMECML 4151	Early Childhood Curriculum Development and Organization	
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments	
SOCFOUND 3219	Critical Perspectives on Technology and Education	
Category 5: Effective Pedagogy		**3**
ARTED 4600	Expressive Learning Assessment	
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
Category 6: The Professional Educator		**3**
ELEMECML 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		**18**

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Elementary Education: Purple Pathway Major

The Purple Pathway for Paraeducators (PPP) is an accelerated pathway that builds on the elementary paraeducator's Associate Degree (or higher) and their employment as a full-time elementary paraeducator. The pathway requires two years, including the summer between, ending in Student Teaching. The PPP is built in 10 sessions of 8 weeks each with a total credit load of 8 sch/session. The course of study prepares the teacher candidate for endorsement as an elementary (K-6) and special education (K-8) (Strat 1: Mild and Moderate Disabilities) teacher. Teacher apprentices engage in application of knowledge and skills that they learn in classes while working in their assignment in schools and engage in practica under the supervision of their mentor (MCL) assigned by the school district. The final practica conducted in Sessions 7-8 also incorporates virtual supervision by UNI supervisors via GoReact. Students are required to maintain a 2.5 GPA throughout the program, and have a 2.5 major GPA to student teach and to graduate. Students must receive a C or higher in each session.

The program is created as 8 week sessions with 3 hour meetings once/ week and 2 Saturday meetings of 6 hours each for a total meeting time for the session 36 hours. During the 8 weeks, the teacher apprentice works in their elementary paraeducator role for 320 hours and applies the knowledge and skills learned during classwork. Students also engage in asynchronous work with readings and assignments in preparation for class and for assessment purposes.

ELSPED 3115	Schooling and Inclusive Education in the 21st Century	8
ELSPED 3116	Child Development and Integrated Arts, Media, and Early Literacy	8
ELSPED 3117	Inclusive Classroom Environments and Learning Assessment	8
ELSPED 3118	Learning Motivation, Behavior Support, and Reasoning Skills	8
ELSPED 4115	Engaging in Integrated Science, Methods of Teaching Science, and Math Reasoning Part 1	8
ELSPED 4116	Engaging in Integrated Science, Methods of Teaching Science, and Math Reasoning Part 2	8
ELSPED 4117	Differentiating Literacy and Social Studies for All Students	8
ELSPED 4118	Differentiating Math for All Students and Differentiation Practicum	8
ELSPED 4120	Transitions: Education and Post K-12	2
ELSPED 4121	Health and Fitness for Elementary Teachers	2
EDUC 4134	Elementary Teaching	6
EDUC 4135	Special Education Teaching	6
Total Hours		**80**

Middle Level Education Dual Major-Teaching

This major is designed to prepare students to teach young adolescents at the middle level of education (grades 5-8). This is a dual major and must be combined with either an elementary or secondary education teaching major. Students will complete UNIFI/General Education requirements, the Professional Experiences requirements, the Educator Essentials requirements, major requirements for middle level education, major requirements for elementary or secondary education, and endorsement requirements for the Iowa Middle School endorsement for a minimum total of 120 hours.

This major leads to 2-4 of the following endorsements: 1821: 5-8 Middle School Language Arts, 1822: 5-8 Middle School Mathematics, 1823: 5-8 Middle School Science, 1824: 5-8 Middle School Social Studies. The holder of this endorsement is authorized to teach in grades five through eight in two to four concentration areas in which the specific requirements have been completed. The holder is not authorized to teach art, industrial arts, music, reading, physical education and special education, but may teach in other areas allowed by the State of Iowa.

Students majoring in Elementary Education, Early Childhood Education, or Middle-Level Education may not **repeat or withdraw** from any courses within the ELEMECML, LRNTECH, or LITED course categories more than twice (a total of 3 times for any course). Students in these programs are also limited to a maximum of five course retakes across these same courses. Under extraordinary circumstances, an elementary, early childhood, or middle-level

education major may request in writing that an exception be made to this policy. All written requests will be reviewed by the department head, who will determine whether or not an exception will be granted. Where an exception is not granted, a student may appeal the decision through the regular appeal process for other teacher education-related appeals. This policy applies to all majors declared after April 2016.

Required:

Educational Psychology:		
EDPSYCH 4152/5152	Development of the Middle School Aged Child	3
Middle Level Education:		
ELEMECML 3120	Classroom Management K-8 *,^	3
or EDPSYCH 4151/5151	Approaches to Classroom Management for Secondary Students	
ELEMECML 4152/5152	The Nature of Middle School	3
Literacy Education:		
LITED 4117/5117	Methods of Teaching Content Literacy at the Middle and Secondary Levels *	3
Minimum of two subject concentration areas		24
Total Hours		**36**

* A grade of C (2.00) or higher is required for all Methods courses.
^ Middle Level Education majors can count ELEMECML 3120 for category 4 of Educator Essentials.

Students will complete a minimum of 12 hours of coursework in two, three, or four subject area concentrations. Subject area concentrations are limited to the following four areas and must include the specified coursework:

Language Arts:

Language Arts: to include composition, language usage, speech, young adult literature, and literature across cultures		**12**
Composition course options:		
ENGLISH 1005	College Writing and Research	
ENGLISH 2015	Introduction to Writing Studies	
ENGLISH 2120	Critical Writing About Literature	
PHIL 1050	The Art of Critical Thinking and Writing	
Language Usage course options:		
LITED 4117/5117	Methods of Teaching Content Literacy at the Middle and Secondary Levels	
Speech course options:		
COMM 1000	Oral Communication	
Young Adult Literature course options:		
ENGLISH 3940/5940	Literature for Young Adults	
Literature Across Cultures course options:		
ENGLISH 2520	Multicultural Literature	
LITED 3121/5121	Children's Literature for Diversity and Social Justice *	

* LITED 3121/5121 has prerequisite of LITED 1044 and junior standing.

Mathematics:

Mathematics: to include algebra		**12**
Math course options:		
Any MATH course, including one course from MATH 1110, MATH 1140, MATH 1420, MATH 3211, MATH 4500/5500 *		
STAT 1772	Introduction to Statistical Methods	

* Excluding MATH 100, MATH 1310, MATH 1900, MATH 3203, MATH 3304

Science:

Science: to include life, earth, and physical		**12**
Life Science course options:		
Any BIOL course **		
SCI ED 1200		
Earth Science course options:		
Any EARTHSCI course		
SCI ED 1100	Inquiry into Earth and Space Science	
Physical Science course options:		
Any CHEM course ***		
Any PHYSICS course		
SCI ED 1300	Inquiry into Physical Science	

**Excluding BIOL 1033 and BIOL 3101.
***Excluding CHEM 1610.

Social Studies:

Social Studies: to include United States history, world history, government, and geography		**12**
United States History course options:		
HIST 1023	History of the United States	
HIST 1110	United States History to the Civil War and Emancipation	
HIST 1120	United States History since the Civil War and Emancipation	
HIST 4110/5110	American Colonial History	
HIST 4130/5130	The Early Republic, 1785-1850	
HIST 4140/5140	Civil War and Reconstruction	
HIST 4150/5150	Foundations of Modern America: The United States, 1877-1929	
HIST 4160/5160	U.S. History from 1929 to 1960	
HIST 4170/5170	U.S. Environmental History	
HIST 4175/5175	History on Film	
HIST 4180/5180	Recent United States History	
HIST 4190/5190	The American Revolution and Its War	

HIST 4200/5200	History of Iowa
HIST 4220/5220	History of the American West
HIST 4235/5235	Popular Culture in the United States
HIST 4240/5240	History of American Thought
HIST 4245/5245	African-American History
HIST 4250/5250	Religion in America
HIST 4260/5260	United States Women's History
HIST 4270/5270	American Indian History
HIST 4275/5275	United States Constitutional History

World History course options:

HIST 1210	Making the Modern World
HIST 4310/5310	History of Ancient Greece
HIST 4320/5320	History of Ancient Rome
HIST 4330/5330	Greek and Roman Life and Culture
HIST 4340/5340	Barbarians, Saints, and Pestilence: The Middle Ages
HIST 4350/5350	Rebirth, Reform, and Rebellion: The Beginnings of the Modern World
HIST 4360/5360	Age of Absolutism and the Enlightenment
HIST 4420/5420	History of Ireland
HIST 4440/5440	Kings, Heretics, Witches, and Revolutionaries: England to 1688
HIST 4460/5460	History of Germany to 1648
HIST 4480/5480	The Ancient Near East
HIST 4510/5510	Europe from the French Revolution to World War I
HIST 4520/5520	Europe from World War I to the Present
HIST 4610/5610	English History since 1688
HIST 4630/5630	History of Germany Since 1648
HIST 4640/5640	Modern Mediterranean Europe: History and Culture
HIST 4650/5650	Modern Central and Eastern Europe
HIST 4660/5660	History of Imperial Russia
HIST 4670/5670	History of Soviet Russia
HIST 4675/5675	Great Power Diplomacy from the Congress of Vienna to the Present
HIST 4680/5680	Military History from Napoleon to the Present
HIST 4690/5690	Modern European Women's History
HIST 4720/5720	Modern Latin American History
HIST 4730/5730	African Kingdoms & Societies
HIST 4740/5740	Modern African History
HIST 4820/5820	Modern Middle East History

HIST 4830/5830	Sanskrit and Sovereigns; Sultans and Sufis: A History of South Asia to 1526 CE
HIST 4840/5840	Mughals and Marauders; Merchants and Mahatmas: A History of South Asia since 1526 CE
HIST 4850/5850	Pre-Modern Chinese History
HIST 4860/5860	Modern Chinese History
HIST 4870/5870	Courtiers, Warriors, and Merchants: Japan to 1800
HIST 4880/5880	The Legacy of the Samurai: Japan since 1800

Government course options:

Any POL AMER course
Any POL COMP course
Any POL GEN course
Any POL INTL course
Any POL THRY course

Geography course options:

Any GEOG course

Some or all of this coursework may be completed as part of the UNIFI/General Education requirements. Students should contact their advisor, the College of Education Advising Center, or the undergraduate record analyst in the Office of the Registrar to determine specific courses required for the endorsement.

Professional Experiences

Required:

EDUC 2302	Teaching Methods l: Elementary Curriculum [*]	3
EDUC 2402	Teaching Internship l: Elementary Curriculum	3
EDUC 3523/5523	Teaching Methods ll: Teaching Elementary Science [*]	3
EDUC 3524/5524	Teaching Methods ll: Teaching Elementary Social Studies [*]	3
EDUC 3602/5602	Teaching Internship ll: Elementary Methods	3
EDUC 3518/5518	Teaching Methods ll: Middle Level Grades [*]	3
EDUC 3618/5618	Teaching Internship ll: Middle Level Grades	3
Student Teaching		12
Total Hours		**33**

[*] A grade of C (2.00) or higher is required for all Methods courses.

Students should plan their coursework so that all Middle-Level Education courses are taken before student teaching. To student teach, students must have a cumulative, UNI, and major GPA of 2.50. In addition, students must achieve a grade of C (2.00) or higher in the methods classes and other methods courses required by their second major.

Students should apply for their student teaching one year in advance.

The student teaching semester will include two experiences, one in an elementary or secondary classroom, depending on the primary major, and the other in a teamed or departmentalized, grades 5-8, middle-level classroom. Students enroll for EDUC 4137 and EDUC 4134 or EDUC 4138 for 12 hours.

Educator Essentials

Required: *

Select one of the following in each category:

Category 1: The Learner		3
EDPSYCH 1500	Reflections on Learning	
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom	
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)	
Category 2: Social Contexts of Learning		**3**
SOCFOUND 2119	Social & Cultural Foundations of Education	
SOCFOUND 2134	A Modern History of Education in the United States	
SOCFOUND 2334	Education Policy and Politics of Education	
TESOL 2015	Language Today	
Category 3: Education for All		**3**
KINES 4152	Adapted Physical Education	
SOCFOUND 3334	Education, Power, and Change	
SOCFOUND 3434	Social Movements and Education	
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All	
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	
TESOL 3710	Content Area Strategies for English Language Learners	
Category 4: The Classroom Environment		**3**
EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom	
EDPSYCH 3300	Level Up: Gamified Learning Environments	
ELEMECML 4151	Early Childhood Curriculum Development and Organization	
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments	
SOCFOUND 3219	Critical Perspectives on Technology and Education	
Category 5: Effective Pedagogy		**3**
ARTED 4600	Expressive Learning Assessment	
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
Category 6: The Professional Educator		**3**
ELEMECML 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		**18**

* A grade of C (2.00) or higher is required in each Educator Essentials course.

Minors

Early Childhood Education Minor -Teaching

Elementary Education majors may choose to minor in Early Childhood Education. This minor provides undergraduate students wishing to teach in prekindergarten and kindergarten classrooms with advanced knowledge and experiences in child development and learning, integrated curriculum, family and community relations, positive guidance and assessment in early childhood. Completion of a minor will lead to the State of Iowa Teacher- PK-Kindergarten (ED 103) endorsement which can only be earned in conjunction with the K-6 General Classroom teacher endorsement.

Enrollment Management Policies: The Early Childhood Education teaching minor is only available to students pursuing K-6 General Classroom teacher licensure. Early Childhood Education minors may begin their program in either fall or spring semester.

Admission requirements: In order to declare this minor, a student must have a GPA of 2.5 or higher and be admitted to the Teacher Education program.

A 2.00 (C) or higher is needed for all courses to count in the minor.

Students should plan their course work so that all Early Childhood Education courses are taken prior to student teaching. Students must have a cumulative, UNI, minor and major GPA of 2.50 in order to student teach. Student teaching placements in a PreK classroom and an elementary classroom are required (EDUC 4132 and EDUC 4134).

Required:

EDPSYCH 2068	Development and Learning in Sociocultural Contexts	3
Select one of the following:		3
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	

EDPSYCH 3109/5109	Development and Assessment of Young Children	3
ELEMECML 3149	Child, Family, School and Community Relationships	3
ELEMECML 4130/5130	Guidance and Instruction in Early Childhood Education	3
ELEMECML 4151	Early Childhood Curriculum Development and Organization	3
ELEMECML 4192/5192	Field Experience and Seminar in Early Childhood	2
LITED 3119/5119	Language Development and Emergent Literacy	3
Total Hours		**23**

Early STEM Education

The Early STEM Education Minor (PK-2) Program, applicable to Early Childhood Education and Elementary Education programs, provides an opportunity to build on the existing coursework essential to the Early Childhood Teacher Preparation Program. This specialized minor empowers elementary and early childhood educators to be influential figures within their school and community, particularly in Science, Technology, Engineering, and Mathematics Integration (STEM). Students who complete this minor will better understand how educators engage in daily STEM experiences with children as they develop as innovators and scientists. This minor does not lead to an endorsement.

Required Science:		
SCI ED 1100	Inquiry into Earth and Space Science	3
SCI ED 1200	Inquiry into Life Science	3
SCI ED 1300	Inquiry into Physical Science	3
Professional Experiences:		
EDUC 3523/5523	Teaching Methods ll: Teaching Elementary Science	3
Required Technology:		
LRNTECH 1031	Educational Technology and Design	3
Required Engineering:		
ELEMECML 4151	Early Childhood Curriculum Development and Organization	3
Required Math:		
MATH 1204	Mathematical Reasoning	3
MATH 2204	Mathematical Reasoning for Elementary Teachers II	3
MATH 3204	Mathematical Reasoning for Elementary Teachers III	3
MATH 3203	Teaching Mathematics in the Elementary School	3
Required STEM:		
ELEMECML 3187	Facilitating Early STEM Education	3
Total Hours		**33**

Literacy Education Minor -Teaching

Required:		
Literacy Education:		4
LITED 4140/5140	Assessment and Evaluation of Literacy	
LITED 4193/5193	Experience in Literacy: Field	
Course work chosen for appropriate endorsement		21
Total Hours		**25**

Reading K-8 Endorsement

Literacy Education:		
LITED 1044	Children's Literature	3
LITED 3115	Methods of Teaching Early Literacy	3
LITED 3116	Methods of Teaching Content Literacy in the Intermediate Grades	3
or LITED 4117/5117	Methods of Teaching Content Literacy at the Middle and Secondary Levels	
LITED 3119/5119	Language Development and Emergent Literacy	3
LITED 3121/5121	Children's Literature for Diversity and Social Justice	3
LITED 4147/5147	Advanced Literacy Practices	3
LITED 4192/5192	Experience in Literacy: Tutoring	3
Total Hours		**21**

Reading 5-12 Endorsement

Literacy Education:		
LITED 3119/5119	Language Development and Emergent Literacy	3
or TESOL 4510/5510	Language Development	
LITED 4117/5117	Methods of Teaching Content Literacy at the Middle and Secondary Levels	3
LITED 4147/5147	Advanced Literacy Practices	3
LITED 4192/5192	Experience in Literacy: Tutoring	3
Languages and Literatures/Linguistics:		
ENGLISH 2520	Multicultural Literature	3
or ENGLISH 2420	Survey of American Literature	
ENGLISH 3940/5940	Literature for Young Adults	3
ENGLISH 3920/5920	The Teaching of Writing	3
or TESOL 4120/5120	Introduction to Linguistics	
or TESOL 3110	The Structure of English	
Total Hours		**21**

English/Language Arts K-8 Endorsement

Literacy Education:		
LITED 1044	Children's Literature	3
LITED 3115	Methods of Teaching Early Literacy	3

LITED 3116	Methods of Teaching Content Literacy in the Intermediate Grades	3
or LITED 4117/5117	Methods of Teaching Content Literacy at the Middle and Secondary Levels	
LITED 3119/5119	Language Development and Emergent Literacy	3
LITED 3121/5121	Children's Literature for Diversity and Social Justice	3
Languages and Literatures/Linguistics:		
ENGLISH 2520	Multicultural Literature	3
or ENGLISH 2420	Survey of American Literature	
or ENGLISH 3940/59	Literature for Young Adults	
Theatre:		
THEATRE 1050	Creative Drama	3
or ELEMECML 4123	Methods of Teaching Visual and Performing Arts Integration in the Elementary Classroom	
Total Hours		**21**

In order to declare the Literacy Education Minor, a student must have a cumulative and UNI GPA of 2.50 or higher. To continue in the minor, students must earn a C or above in minor courses numbered LITED 3119/5119 Language Development and Emergent Literacy or above and maintain a cumulative and UNI GPA of 2.50 or higher.

Persons selecting this program are eligible for the State of Iowa Reading K-8, Reading 5-12, or English/Language Arts K-8 endorsement, depending on their choice of courses.

Social & Emotional Learning Minor

The Social & Emotional Learning Minor is composed of 21-24 credits of course work and 3 workshops which are embedded into the ELEMECML 3186 seminar. The goal of the minor program is to support elementary and secondary educators becoming leaders in their schools and communities in the area of Social & Emotional Learning (SEL). Early Childhood majors should work with a CATS advisor if interested in this minor. Students who complete this minor will have a deeper understanding of how to create safe spaces for all students, promote empathy, engage in and teach well-being practices, support student self-awareness, and facilitate shared decision-making.

Elementary Education Majors:

Required:		
ELEMECML 3120	Classroom Management K-8	3
ELEMECML 4123/5123	Methods of Teaching Visual and Performing Arts Integration in the Elementary Classroom	3
ELEMECML 4150	Elementary Curriculum	3
EDPSYCH 2030	Dynamics of Human Development	3
or PSYCH 2202	Developmental Psychology	
TEACHING 4170/5170	Human Relations: Awareness and Application	3
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	3
ELEMECML 3186: The Science & Practice of Well-Being: Mindfulness, Compassion, & Joy for Teachers		3

Elective (select one of the following):		3
SOC 1000	Introduction to Sociology	
FAM SERV 1010	Human Identity and Relationships	
EDPSYCH 4118/5118	Mental Health and Well-Being in the Classroom	
EDPSYCH 4157/5157	Interpersonal Forgiveness	
EDPSYCH 4232/5232	Risk and Resilience: Child, Family, School and Community Factors	
PSYCH 2203	Social Psychology [*]	
PHIL 3360	Character, Wisdom, and Mind: Philosophical Perspectives	
SOC 2075	The Self in Social Context [*]	
SW 3143	Self-Care and Stress Management in Helping Professions	
SPIE 4161/5161	Constructions of Behavior and Humanistic Supports [*]	
Total Hours		**24**

Secondary Education Majors:

Required:		
EDPSYCH 2030	Dynamics of Human Development	3
or PSYCH 2202	Developmental Psychology	
TEACHING 4170/5170	Human Relations: Awareness and Application	3
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	3
ELEMECML 3186: The Science & Practice of Well-Being: Mindfulness, Compassion, & Joy for Teachers		3

Electives (select three of the following):		9
SOC 1000	Introduction to Sociology	
FAM SERV 1010	Human Identity and Relationships	
EDPSYCH 4118/5118	Mental Health and Well-Being in the Classroom	
EDPSYCH 4157/5157	Interpersonal Forgiveness	
EDPSYCH 4232/5232	Risk and Resilience: Child, Family, School and Community Factors	
PSYCH 2203	Social Psychology [*]	
PHIL 3360	Character, Wisdom, and Mind: Philosophical Perspectives	
SOC 2075	The Self in Social Context [*]	
SW 3143	Self-Care and Stress Management in Helping Professions	
SPIE 4161/5161	Constructions of Behavior and Humanistic Supports [*]	
Total Hours		**21**

[*] The following courses have prerequisites:
  PSYCH 2203 has a prerequisite of PSYCH 1001.
  SOC 2075 has a prerequisite of SOC 1000 or SOC 1060.

SPIE 4161/5161 has a prerequisite of SPIE 3150 and a corequisite of SPIE 4162/5162 and SPIE 4163/5163 and a prerequisite or corequisite of SPIE 4150/5150.

Social Studies Minor (K-8)-Teaching

This minor leads to endorsement #164: K-8 Social Studies.

Required:

Elementary, Early Childhood, and Middle Level Education:	3
ELEMECML 4143/5143 Applications/Content in Elementary Social Studies	
Completion of 21 hours in social studies to include course work from at least 3 of the following areas:	21
Psychology (PSYCH xxxx)	
Economics (ECON xxxx)	
American Government (POL AMER xxxx)	
History: (HIST xxxx) (HISUS xxxx) (HISEUA xxxx) (HISEUB xxxx) (HISNW xxxx)	
Geography (GEOG xxxx)	
Sociology (SOC xxxx) (CRIM xxxx)	
In addition to the course work in three areas above, courses may be taken from:	
Social Science (SOC SCI xxxx)	
Anthropology (ANTH xxxx)	
Total Hours	**24**

Master of Arts Degree Programs

Major in Instructional Design and Learning Technologies

The Master of Arts in Instructional Design and Learning Technologies Program is designed to prepare graduate students for successful careers involving instructional design and associated learning technologies. Candidates include those who wish to learn or improve their instructional design and technology skills for use in any learning environment or professional field. It begins with essential tools and foundations leading up to creative and experiential learning opportunities that equip graduates to lead change and promote successful implementation of instructional design strategies in the classroom, corporate training settings, non-profits, or other learning spaces.

To be admitted to the Instructional Design and Learning Technologies Master's Program, the student must apply through the UNI Admission Application to Graduate Study. Graduate information and the application for graduate admission can be found at https://admissions.uni.edu/application. The applicants should refer to their MyUNIverse Student Center To-Do list or contact the Department of Curriculum and Instruction for other application requirements.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This program is offered as a **non-thesis option**, requiring a **minimum of 12 semester hours of 6000-level coursework**. The culmination of this program involves completing the required internship course (LRNTECH 6298 Capstone Field Experience). Students complete a supervised internship project with proposal, documentation, and presentation.

The M.A. in Instructional Design and Learning Technologies encourages University of Northern Iowa undergraduate students to take graduate courses during their senior year. Students interested in pursuing graduate coursework should consult with their advisor to select appropriate courses.

Required Professional Core:

LRNTECH 6205	Understanding and Evaluating Research	3
Required Instructional Design Courses:		
LRNTECH 6240	Instructional Design for 21st Century Learning	3
LRNTECH 6216	Adult Learning Instructional Strategies	3
Required Learning Technology Courses:		
LRNTECH 4110/5110	Foundations of Distance Learning and Development	3
LRNTECH 4131/5131	Selection and Application of Learning Technologies	3
LRNTECH 4153/5153	Developing Digital Learning Environments	3
LRNTECH 4120/5120	Designing Accessible and Inclusive Learning Environments	3
LRNTECH 6238	Topics and Emerging Trends in Learning Technology	3
LRNTECH 6245	Creating Educational Multimedia Content	3
Required Internship Course:		
LRNTECH 6298	Capstone Field Experience	3
Total Hours		**30**

Major in School Library Studies

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNIverse Student Center To-Do list or contact the Department of Curriculum and Instruction for other application requirements. Graduate information and application for graduate admission can be found at https://admissions.uni.edu/application.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is available on the **non-thesis** option only. A **minimum of 30 semester hours** is required for the **non-thesis** option. **A minimum of 12 hours of 6000-level course work is required for the non-thesis option.**

The **non-thesis** option requires completion of the departmental graduate research requirement.

The program is open to students who hold or have completed coursework for teaching licensure. Students completing this major are eligible for endorsement #174 K-12 School Teacher Librarian endorsement if they hold or are eligible to hold a teaching license.

Required:

School Library Studies:		
SLS 4114/5114	Introduction to the School Library Program	3
SLS 4115/5115	Organization of Information	3
SLS 4132/5132	Library Resources for Children	3
SLS 4134/5134	Library Resources for Young Adults	3
SLS 6223	Elementary School Library Curriculum	3
SLS 6225	Leadership in the School Library Program	3
SLS 6230	Technologies for Libraries	3
SLS 6250	Secondary School Library Curriculum	3
SLS 6290	Practicum in School Libraries	3
SLS 6295	Research in Library and Information Science	3
Total Hours		**30**

Licensure Preparation for Endorsement 108 K-8 School Teacher Librarian

Completion of the following courses leads to endorsement 108 K-8 School Teacher Librarian. The program is open to students who hold or have completed coursework for teaching licensure. Students completing the following set of courses are eligible for the K-8 School Teacher Librarian endorsement if they hold or are eligible to hold a teaching license. In order to be recommended through UNI, all courses must be on your UNI transcript.

Required:

School Library Studies:		
SLS 4114/5114	Introduction to the School Library Program	3
SLS 4115/5115	Organization of Information	3
SLS 4132/5132	Library Resources for Children	3
SLS 6223	Elementary School Library Curriculum	3
SLS 6225	Leadership in the School Library Program	3
SLS 6230	Technologies for Libraries	3
SLS 6290	Practicum in School Libraries	3
SLS 6295	Research in Library and Information Science	3
Total Hours		**24**

Licensure Preparation for Endorsement 109 5-12 School Teacher Librarian

Completion of the following courses leads to endorsement 109 5-12 School Teacher Librarian. The program is open to students who hold or have completed coursework for teaching licensure. Students completing the following set of courses are eligible for the 5-12 School Teacher Librarian endorsement if they hold or are eligible to hold a teaching license. In order to be recommended through UNI, all courses must be on your UNI transcript.

Required:

School Library Studies:		
SLS 4114/5114	Introduction to the School Library Program	3
SLS 4115/5115	Organization of Information	3
SLS 4134/5134	Library Resources for Young Adults	3
SLS 6225	Leadership in the School Library Program	3
SLS 6230	Technologies for Libraries	3
SLS 6250	Secondary School Library Curriculum	3
SLS 6290	Practicum in School Libraries	3
SLS 6295	Research in Library and Information Science	3
Total Hours		**24**

Master of Arts in Education Degree Programs

The Department of Curriculum and Instruction offers three Master of Arts in Education degree programs. The student must complete the professional core, required courses in the program, and electives, if any, for a specified number of semester hours in the program of study.

Major in Early Childhood Education

This program is designed to improve the students' competence in teaching young children and in providing leadership for program development and implementation.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNIverse Student Center To-Do list or contact the Department of Curriculum and Instruction for other application requirements. Graduate information and application for graduate admission can be found at https://admissions.uni.edu/application.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

The degree program in this major is offered on the **non-thesis option**, and requires a **minimum of 31 semester hours with a minimum of 12 hours at the 6000-level.**

Students completing the **non-thesis** option are required to complete a culminating project of a classroom-based action research project.

Required professional core:

MEASRES 6205	Educational Research	3
EDPSYCH 6214	Foundations of Instructional Psychology	3
Curriculum and Instruction:		
ELEMECML 4124/5124	Infant Toddler Curriculum and Early Intervention	3
SPIE 4191/5191	Experience in Special & Inclusive Education: Birth - 3 Years	1
ELEMECML 4130/5130	Guidance and Instruction in Early Childhood Education	3
ELEMECML 4162/5162	Administration and Advocacy of Early Childhood Programs	3
ELEMECML 6210	Diversity in Early Childhood Education: Theory and Practice	3
LITED 6212	Methods and Materials in Literacy Education	3
ELEMECML 6221	Analysis and Design of Curriculum for Young Children	3
ELEMECML 6236	Assessment in Early Childhood	3
Research:		
ELEMECML 6299	Research	3
Total Hours		**31**

Major in Elementary Education

This program is designed to improve the student's effectiveness as a classroom teacher, instructional leader, curriculum developer, and action researcher.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNIverse Student Center To-Do list or contact the Department of Curriculum and Instruction for other application requirements. Graduate information and application for graduate admission can be found at https://admissions.uni.edu/application.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

The degree program in this major requires a **minimum of 30 semester hours for non-thesis option or a minimum of 33 semester hours for thesis option**.

Students completing the **thesis** option are required to pass an oral comprehensive examination prepared and administered by the thesis committee. This comprehensive examination will normally accompany the thesis defense. Students on the thesis option must include 6 hours of ELEMECML 6299 Research on the program of study.

Students completing the **non-thesis** option are required to complete the department graduate research requirement.

Required Professional Core:

EDPSYCH 6214	Foundations of Instructional Psychology	3
MEASRES 6205	Educational Research	3
Curriculum and Instruction:		
LITED 6212	Methods and Materials in Literacy Education	3
ELEMECML 6201	Issues and Trends in Curriculum	3
ELEMECML 4141/5141	Integrated Activities in Elementary School STEM	3
ELEMECML 6242	Analysis and Improvement of Science Instruction in the Elementary School	3
ELEMECML 6243	Analysis and Improvement of Social Studies Instruction in the Elementary School	3
ELEMECML 6289	Seminar in Education	6
Research:		3 or 6
ELEMECML 6299	Research	
Thesis Option (6 hours)		
Non-thesis Option (3 hours)		
Total hours (non-thesis option)		30
Total hours (thesis option)		33

Major in Literacy Education

This program is designed to develop and extend the expertise of educators in both leadership and classroom positions who wish to specialize in the area of literacy education. Students examine theories, programs and practices in the teaching of literacy, the evaluation of literacy development and the integration of literacy across curricular areas.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNIverse Student Center To-Do list or contact the Department of Curriculum and Instruction for other application requirements. Graduate information and application for graduate admission can be found at https://admissions.uni.edu/application.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

The degree program in this major requires a **minimum of 30 (non-thesis option) or 33 (thesis option) semester hours.**

Students on the thesis option must include 6 hours of LITED 6299 Research on the program of study. Students completing the non-thesis option must meet the department graduate research requirement. Students on the non-thesis option must include 3 hours of LITED 6299 Research on the program of study.

Students that begin the Master's program with an Iowa reading endorsement (K-8 or 5-12), will need to complete the entire Master's program at UNI in order for UNI to make a recommendation for license with the Iowa Board of Educational Examiners for Reading Specialist K-12 endorsement.

Students who did not begin the Master's program with an Iowa reading endorsement (K-8 or 5-12), will need to include an additional six (6) hours of coursework at 5000-level (LITED 4147/5147Advanced Literacy Practices and LITED 4192/5192 Experience in Literacy: Tutoring), in order to complete the Reading Specialist K-12 endorsement and have UNI make a recommendation for license with the Iowa Board of Educational Examiners. Students may include the additional six hours in their program of study for the M.A.E. Literacy Education, or students may complete the six hours of UNI coursework post M.A.E.

Required Professional Core:

EDPSYCH 6216	Advances in Educational Psychology: The Psychology of Literacy	3
MEASRES 6205	Educational Research	3
Literacy Education:		21
LITED 6212	Methods and Materials in Literacy Education	
LITED 6238	Advanced Assessment and Evaluation of Literacy Development	
LITED 6239	Advanced Literacy Curriculum Studies	
LITED 6240	Language Development and Variability	
LITED 6245	Ideological, Cultural, and Sociopolitical Issues in Children's Literature	
LITED 6260	Roles of the Reading Specialist	
LITED 6290	Practicum in Literacy	
Literacy Education Research Requirement:		3 or 6
LITED 6299	Research	
Thesis Option (6 hours)		
Non-thesis Option (3 hours)		
Total hours (non-thesis option)		30
Total hours (thesis option)		33

Major in Transformative Education

The Master of Arts in Education (MAE) in Transformative Education, is comprised of the Transformative Education Graduate Certificate (12 credit hours), which consists of four courses with four recurring themes throughout each course (Theory to Practice, Research, Leadership and Policy, Ethics, and Law), plus one or more education-related stackable graduate certificates. Students may use 18 credit hours of graduate-level coursework completed when pursuing an additional endorsement area to "stack onto" the Transformative Education Graduate Certificate to earn a Master of Arts in Education degree. Students may also use other approved graduate certificates related to education. Interested students may pursue information and advice from the Curriculum and Instruction department.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNIverse Student Center To-Do list or contact the Department of Curriculum and Instruction for other application requirements. Graduate information and application for graduate admission can be found at https://admissions.uni.edu/application.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

The degree program in this major requires a **minimum of 30 semester hours and is offered on the non-thesis option only. A minimum of 12 hours of 6000-level course work is required.**

Students must have a 2.5 GPA to be admitted to this program, and a 3.0 GPA is required to receive the Master's Degree upon completion. This program requires a culminating project that is completed in the Graduate Certificate in Transformative Education. It may take various forms (oral presentation, internship, research paper, public presentation, synthesis paper, field study, etc.) and demonstrate the knowledge and skill development that has taken place and its impact on future learning and educational development.

Students must work with their advisor to draft a study plan and to identify the graduate certificate(s) to satisfy the program requirements.

Required Core:

CI 6118	Exploring Transformative Education	3
CI 6119	Engaging Transformative Education	3
CI 6120	Critiquing Transformative Education	3
CI 6121	Creating Transformative Education	3
Required (work with your advisor to select approved courses):		
18 hours from approved graduate certificate(s) or endorsement pathway(s)		18
Total Hours		**30**

Master of Arts in Teaching Degree Program

Major in Secondary Education

The Master of Arts in Teaching is a 31-35 credit hour graduate program offered to Bachelor's degree or higher graduates who desire to enter the field of education and become teachers. The program features graduate coursework in methods, educator essentials, and professional experiences from the core UNI Teacher Education program.

This program leads to secondary licensure requirements for the Iowa Board of Educational Examiners. Beyond the requirements listed below, students may be required to take additional coursework in their specified content area, dependent on their BA coursework and content licensure requirements. Individual program areas may require

program-specific methods courses linked to internships. Contact the graduate coordinator in your program area.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNIverse Student Center To-Do list or contact the Department of Curriculum & Instruction for any other application requirements. Graduate information and application for graduate admission can be found at https://admissions.uni.edu/application.

The Graduate Record Examination **is not** required for admission to the program.

Only graduate courses (course number 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is available on the **non-thesis** option. **A minimum of 31 semester hours** is required with a **minimum of 12 hours of 6000-level course work.**

Students are required to complete student teaching successfully as the culminating project program experience.

Educator Essentials:

EE1. The Learner: Choose one of the following:		3
EDPSYCH 6214	Foundations of Instructional Psychology	
EDPSYCH 6216	Advances in Educational Psychology: The Psychology of Literacy	
EE2. Social Contexts: Choose one of the following:		3
EDPSYCH 5140	Social Psychology in Educational Contexts	
EDPSYCH 5176	Learning and Behavioral Problems in Education	
EDPSYCH 5232	Risk and Resilience: Child, Family, School and Community Factors	
EE3. Education for All:		3
SPIE 5140	The Interdisciplinary and Intersectional Study of Education for All	
Professional Experiences: EE4 Classroom Environment & EE 5 Effective Pedagogy		
4-6 credit hours from the following:		4-6
EDUC 5300	Teaching Methods l: (Topic) (2-3)	
EDUC 3500/5500	Teaching Methods ll: (Topic) (2-3)	
4-6 credit hours from the following:		4-6
EDUC 5400	Teaching Internship l: (Topic) (2-3)	
EDUC 3600/5600	Teaching Internship ll: (Topic) (2-3)	
EE6. Professional Educator		
EDUC 6130	Student Teaching Seminar	4
Student Teaching:		
EDUC 6250	Advanced Internship in Teaching	10
Total Hours		**31-35**

Doctor of Education Degree Program

The Doctor of Education Degree is one degree supervised through the College of Education. It includes courses within specialized academic fields that are relevant to the students' dissertation topics:

- *Allied Health, Recreation, and Community Services*
- *Curriculum and Instruction*
- *Educational Leadership*
- *Postsecondary Education: Student Affairs*
- *Or interdisciplinary track that allows students to mix courses from multiple academic fields*

Students interested in the Doctor of Education (Ed.D.) degree must submit a completed Application for Admission to Graduate Study and should refer to their MyUNIverse Student Center To-Do list. Graduate information and application for graduate admission can be found at https://admissions.uni.edu/application.

This program is intended to provide practicing educators, informal and nonformal settings, the opportunity to continue their study and earn the terminal professional degree in their field. The Ed.D. degree requires a **minimum of 48 semester hours of credit beyond the master's degree**. There are three components to the program:

Professional Common Core (work in educational foundations, fundamentals, and research)	24
Specialized Academic Fields	15
Dissertation	9
Total Hours	**48**

By design, *all* students are required to study in Professional Common Core that undergirds and defines educational practice and develops skills of problem definition, data collection and analysis, and interpretation. The Specialized Academic Fields provide a specialized focus on practice.

In some areas, it is possible to combine doctoral degree study with work toward an endorsement to perform a particular role in K-12 education.

Brief definitions of the four Specialized Academic Fields follow:

Allied Health, Recreation, and Community Services

This specialized academic field is designed to provide students with advanced planning, management, supervision and evaluation of programs in the community and its institutions. The combined areas of allied health, recreation and community services are diverse professional areas knitted together by a unified commitment to enhancing, enriching and sustaining the individual and collective well-being of people, communities and society as a whole. Graduates are prepared for careers as applied scholars, evaluators, or practitioners in public and environmental health departments, recreation and tourism industry; allied health and social services agencies; the military,

government, and non-governmental agencies; religious organizations; libraries and museums; and civic and professional associations. The program of study will be based upon students' needs, interests, and upon approval by an academic advisor and program of study committee. For more information, contact the Head of the Department of Health, Recreation and Community Services.

Curriculum and Instruction

This specialized academic field is designed to prepare scholar practitioners to plan, implement, evaluate, and lead educational programs for children, from infancy through adolescence, and adult learners, inclusive of a wide range of diversity. Faculty in this specialized academic field come from many departments and disciplines including, but not limited to, prekindergarten through tertiary curriculum and pedagogy; foundations of education in psychology, philosophy, social sciences; disability studies in education, gifted and talented, and multicultural education; literacy education; instructional technology, school library studies; and P-12 content areas such as mathematics, physical education, science, social studies, and language arts. Students interested in becoming special education scholar-practitioners to plan, implement, evaluate, and supervise educational programs for children and adult learners with an emphasis on inclusion and diversity will apply for admission through the Curriculum and Instruction specialized academic field. For more information, contact the Head, Department of Curriculum and Instruction, or see https://coe.uni.edu/academics/doctoral-program.

Educational Leadership

This specialized academic field in education administration prepares personnel for leadership positions in PK-12 schools, post-secondary institutions, and other educational services or settings. Typical positions held by educators with the terminal degree focused on educational leadership include: principals, superintendents, school district central office administrators, professors of educational leadership, special education directors at the Area Education Agency level or Department of Education administrators and consultants. Students interested in special education administration will apply for admission through Educational Psychology, Foundations, and Leadership Studies. For more information, contact the Head, Department of Educational Psychology, Foundations, and Leadership Studies, or please see the catalog at www.uni.edu/catalog/collegeofeducation/edpsychfoundleadershipstudies or visit the Department of Educational Psychology, Foundations, and Leadership Studies website at https://coe.uni.edu/epfls.

Postsecondary Education: Student Affairs

This specialized academic field in postsecondary education prepares personnel for leadership positions in colleges and universities. Typical positions held by educators with the terminal degree focused on postsecondary education include: department heads, directors, vice presidents, professors, and consultants. For more information, contact the Head, Department of Educational Psychology, Foundations, and Leadership Studies, or please see the catalog at www.uni.edu/catalog/collegeofeducation/edpsychfoundleadershipstudies or visit the Department of Educational Psychology, Foundations, and Leadership Studies website at https://coe.uni.edu/epfls.

Interdisciplinary Track

The interdisciplinary track is designed to offer students a customizable educational path that integrates coursework from multiple academic fields within and beyond the College of Education. This track is ideal for those looking to blend disciplines such as Curriculum and Instruction, Educational Leadership, Postsecondary Education: Student Affairs, Allied Health, Recreation, and Community Services, or other disciplines offered at UNI. Courses in this track may come from a variety of departments and disciplines providing a broad spectrum of expertise and perspectives. Students have the flexibility to choose courses from any academic field offered at UNI, allowing for a personalized educational experience. Through this interdisciplinary track, students are equipped to plan, implement, and supervise programs across diverse professional contexts.

Program Certificates

The University of Northern Iowa makes available, in addition to traditional programs, the opportunity for students to earn program certificates. Program certificates provide an alternative to programs leading to a degree, a major, or a minor; they certify that an individual has completed a program approved by the university. For information on the following certificates, contact the Department of Curriculum and Instruction or the Office of the Registrar, which serves as the centralized registry.

Certificate in Artificial Intelligence in Education (graduate certificate)

The Artificial Intelligence (AI) in Education Graduate Certificate targets teacher/instructor practitioners. The program engages professional educators with the workings of AI, its uses, its limits, and how it can be used by educators to support curriculum development and differentiation that respond to the diverse needs of students. The Graduate Certificate will also engage educators with emerging trends in AI and how it is being used to support teaching and learning. This certificate may be stacked into the MAE in Transformative Education (p. 14).

Required:

CI 6500	Adapting and Creating Curriculum with AI	3
LIBRARY 6100	Information Literacy: Learning to Question in the 21st Century	3
LRNTECH 6238	Topics and Emerging Trends in Learning Technology	3
SOCFOUND 4200/5200	The Ethics of Education in the Age of Technological Innovation	3
Total Hours		**12**

Certificate in Childhood Diversity and Learning (graduate certificate)

This graduate certificate provides background on the development of children from birth through grade 3, the intersectionality of diverse characteristics of families, and the community's role in shaping young children's development as they negotiate the natural world and early learning environments. This certificate may be stacked into the MAE in Transformative Education (p. 14).

Required:

EDPSYCH 3109/5109	Development and Assessment of Young Children	3

ELEMECML 6210	Diversity in Early Childhood Education: Theory and Practice	3
ELEMECML 5120	Child, Family, School, Human and Community Relationships	3
Total Hours		**9**

Certificate in Instructional Design (graduate certificate)

The Instructional Design Graduate Certificate Program is tailored to professionals seeking expertise in creating effective learning experiences. This program provides students the knowledge and skills to develop and implement online learning solutions. Included are instructional design models, theoretical foundations, experiential learning opportunities, and pedagogical and andragogical strategies. Instructional system design models for systematically developing e-learning instruction are also included. Graduates will be prepared to navigate instructional design challenges in diverse learning environments.

This certificate may be stacked into the MAE in Transformative Education (p. 14).

Required:

LRNTECH 4153/5153	Developing Digital Learning Environments	3
LRNTECH 6240	Instructional Design for 21st Century Learning	3
LRNTECH 6216	Adult Learning Instructional Strategies	3
Total Hours		**9**

Certificate in Learning Technologies (graduate certificate)

The Learning Technologies Graduate Certificate Program provides educators and other professionals with techniques to improve learning outcomes. Theories and practical uses of learning technologies and the development of digital learning environments are included. Key areas encompass multimedia integration, online technology tools, online teaching strategies, and educational technology effectiveness in diverse educational contexts.

This certificate may be stacked into the MAE in Transformative Education (p. 14).

Required:

LRNTECH 4110/5110	Foundations of Distance Learning and Development	3
LRNTECH 4131/5131	Selection and Application of Learning Technologies	3
LRNTECH 4153/5153	Developing Digital Learning Environments	3
Total Hours		**9**

Certificate in Literacy Leadership Reading K-8 (graduate certificate)

The Literacy Leadership Graduate Certificate prepares teachers to be literacy leaders in K-8 school settings. This certificate may be stacked into the MAE in Transformative Education (p. 14).

Required:

LITED 6240	Language Development and Variability	3
LITED 6245	Ideological, Cultural, and Sociopolitical Issues in Children's Literature	3
LITED 6238	Advanced Assessment and Evaluation of Literacy Development	3
LITED 4147/5147	Advanced Literacy Practices	3
LITED 4192/5192	Experience in Literacy: Tutoring	3
Total Hours		**15**

Certificate in Online Teaching (graduate certificate)

The Online Teaching Graduate Certificate Program is designed to equip students with the necessary skills and knowledge to excel as effective online educators and trainers. The certificate's curriculum focuses on key elements of online instruction, such as synchronous and asynchronous learning models, learning management systems, and online instructional strategies. This certificate may be stacked into the MAE in Transformative Education (p. 14).

Required:

LRNTECH 4110/5110	Foundations of Distance Learning and Development	3
LRNTECH 4153/5153	Developing Digital Learning Environments	3
LRNTECH 6240	Instructional Design for 21st Century Learning	3
Total Hours		**9**

Certificate in Special and Inclusive Education for Young Learners (graduate certificate)

This certificate may be stacked into the MAE in Transformative Education (p. 14).

Required:

SPIE 4148/5148	Assessment of Young Children and Families with Exceptionalities	3
ELEMECML 4130/5130	Guidance and Instruction in Early Childhood Education	3
ELEMECML 4192/5192	Field Experience and Seminar in Early Childhood	2
ELEMECML 4162/5162	Administration and Advocacy of Early Childhood Programs	3
SPIE 4124/5124	Infant Toddler Curriculum and Early Intervention	3

SPIE 4141/5141	Including Young Children with Special Needs Into General Education Classrooms	3
SPIE 4191/5191	Experience in Special & Inclusive Education: Birth - 3 Years	1
SPIE 4193/5193	Experience in Special & Inclusive Educ: ECSE Age 3-6 years	3
Total Hours		**21**

Certificate in Transformative Education (graduate certificate)

This graduate certificate is comprised of four 3-credit classes with four recurring themes that run throughout the four courses. The four recurring themes include theory to practice, research, leadership, and policy, ethics, and law. This certificate may be stacked into the MAE in Transformative Education (p. 14).

Required:

CI 6118	Exploring Transformative Education	3
CI 6119	Engaging Transformative Education	3
CI 6120	Critiquing Transformative Education	3
CI 6121	Creating Transformative Education	3
Total Hours		**12**