The Department of Curriculum and Instruction offers the following undergraduate and graduate programs. Specific requirements for these programs are listed within this Department of Curriculum and Instruction section in the following order:

**Undergraduate Majors (B.A.)**
- Early Childhood Education-Teaching
- Elementary Education-Teaching (K-6 General Classroom Teacher)
- Middle Level Education Dual Major-Teaching

**Minors**
- Educational Technology
- Literacy Education-Teaching

**Graduate Majors (M.A.)**
- Instructional Technology
- School Library Studies

**Graduate Majors (M.A.E.)**
- Early Childhood Education
- Elementary Education
- Literacy Education

**Graduate Major (Ed.D.)**
- Doctor of Education: Curriculum and Instruction intensive study area (to view all Doctor of Education requirements on the website go to www.uni.edu/catalog/collegeofeducation or for pdf version go to "College of Education" under "Interdisciplinary" section)

**Program Certificates**
- Educational of the Gifted
- Instructional Technology Facilitator
- Advanced Studies Certificate: Literacy Coach
- Advanced Studies Certificate: Reading Recovery Teacher Leader

**Bachelor of Arts Degree Programs**

**Early Childhood Education Major-Teaching**

This major leads to licensure for teaching young children from birth through grade 3, with an emphasis on working in inclusive settings. The student will complete the Liberal Arts Core requirements, the Professional Education Requirements, the specified major requirements, plus electives to complete a minimum of 120 hours. The prescribed program is as follows:

Students must have a 2.5 UNI GPA and a 2.5 Cumulative GPA to declare this major.

Students majoring in Elementary Education, Early Childhood Education or Middle Level Education may not repeat or withdraw from any courses within the ELEMECML, INSTTECH, 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 appropriate C&I faculty who shall determine whether or not an exception will be granted. In any case 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.

**I. Professional Education Requirements-Early Childhood Education**

**Required:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 3150</td>
<td>(220:150) Meeting the Needs of Diverse Learners in Classrooms</td>
<td>2</td>
</tr>
<tr>
<td>INSTTECH 1031</td>
<td>(240:031) Educational Technology and Design</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 4170/5170 (280:170g)</td>
<td>Human Relations: Awareness and Application (*)</td>
<td>3</td>
</tr>
</tbody>
</table>

* Before enrolling in TEACHING 4170/5170 (280:170g), the student must be fully admitted to the Teacher Education Program.

**Level I**

**Educational Psychology:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING 2017</td>
<td>Level 1 Field Experience: Exploring Teaching</td>
<td>1</td>
</tr>
<tr>
<td>EDPSYCH 2030 (200:030)</td>
<td>Dynamics of Human Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Level II**

(Before enrolling in Level II, the student must be fully admitted to the Teacher Education Program.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING 3128</td>
<td>Level 2 Field Experience: Teacher as a Change Agent</td>
<td>1</td>
</tr>
<tr>
<td>EDPSYCH 3148 (200:148)</td>
<td>Learning and Motivation in Classroom Contexts</td>
<td>3</td>
</tr>
</tbody>
</table>
Level III

(Before enrolling in Level III, the student must be fully admitted to the Teacher Education Program.)

Social Foundations:
SOCFOUND 3119 (260:119) Schools and American Society 3

Teaching:
TEACHING 3132 (280:132) Early Childhood Teaching 12

Total Hours Professional Education Requirements-Early Childhood 31

II. Early Childhood Education Major Requirements

Required:

Educational Psychology:
EDPSYCH 3109 Development and Assessment of Young Children 3

Elementary, Early Childhood, and Middle Level Education:
ELEMECML 3149/5149 Child, Family, School and Community Relationships 20
ELEMECML 3161 (210:161) Teaching Elementary School Science 3
ELEMECML 3164 (210:164) Teaching Elementary School Social Studies 3
ELEMECML 4121/5121 (210:121g) Infant and Toddler Curriculum and Guidance 3
ELEMECML 4130/5130 (210:130g) Guidance and Instruction in Early Childhood Education 3
ELEMECML 4151/5151 (210:151g) Early Childhood Curriculum Development and Organization 3
ELEMECML 4160/5160 Administration of Programs in Early Childhood 3
ELEMECML 4192/5192 (210:192g) Experience 2

Literacy Education:
LITED 1044 (230:044) Children's Literature 9
LITED 3115 (230:115) Methods of Teaching Early Literacy 3
LITED 3119/5119 (230:119) Language Development and Emergent Literacy 3

Mathematics:
MATH 1204 Mathematical Reasoning for Elementary Teachers I 3
MATH 2204 Mathematical Reasoning for Elementary Teachers II 3
MATH 3203 (800:134) Teaching Mathematics in the Elementary School 3
MATH 3204 Mathematical Reasoning for Elementary Teachers III 3

Life Science course:
SCI ED 1300 (820:031) Inquiry into Physical Science (recommended) 3

OR
Any chemistry (CHEM xxxx/860:xxx) or physics (PHYSICS xxxx/880:xxx)

Earth/Space Science:
SCI ED 1100 (820:033) Inquiry into Earth and Space Science (recommended) 3

One course from the following:
EARTHSCI 1100 (870:010) Astronomy 3
EARTHSCI 1200 (870:021) Elements of Weather 3
EARTHSCI 1300 (870:031) Introduction to Geology 3

Special Education:
SPED 4140/5140 (220:140g) Services to Families with Infants and/or Toddlers with Developmental Delays or Disabilities 4
SPED 4192/5192 (220:192g) Experience in Special Education 3

Total hours 57-60

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.

Students should plan their course work so that all Early Childhood courses are taken prior to student teaching. Students must have a cumulative, UNI, and major GPA of 2.50 in order to student teach. In addition, students must achieve a grade of C (2.00) or higher in the following methods classes in order to student teach:

ELEMECML 3149/5149 Child, Family, School and Community Relationships 3
ELEMECML 3161 (210:161) Teaching Elementary School Science 3
ELEMECML 3164 (210:164) Teaching Elementary School Social Studies 3
ELEMECML 4121/5121 (210:121g) Infant and Toddler Curriculum and Guidance 3
ELEMECML 4130/5130 (210:130g) Guidance and Instruction in Early Childhood Education 3
ELEMECML 4151/5151 (210:151g) Early Childhood Curriculum Development and Organization 3
LITED 3115 (230:115) Methods of Teaching Early Literacy 3
MATH 3204 Mathematical Reasoning for Elementary Teachers III 3

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

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

Students must have a 2.5 UNI GPA and a 2.5 Cumulative GPA to declare this major.

Students majoring in Elementary Education, Early Childhood Education or Middle Level Education may not repeat or withdraw
from any courses within the ELEMECML, INSTTECH, 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 appropriate C&I faculty who shall determine whether or not an exception will be granted. In any case 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.

The student will complete the Liberal Arts Core requirements, the Professional Education Requirements, the major requirements, a 12-hour area of specialization, and electives to complete a minimum of 120 hours. The prescribed program is as follows:

I. Professional Education Requirements-
Elementary Education

Required:

Special Education:
SPED 3150 (220:150) Meeting the Needs of Diverse Learners in Classrooms 2

Instructional Technology:
INSTTECH 1031 (240:031) Educational Technology and Design * 3

Human Relations:
TEACHING 4170/5170 (280:170g) Human Relations: Awareness and Application ** 3

* Students must select INSTTECH 1031 (240:031) Educational Technology and Design in place of INSTTECH 1020 (240:020) Secondary Educational Technology and Design in the Professional Education Requirements unless the computer requirement is addressed in a minor subject field or elective course.

** Before enrolling in TEACHING 4170/5170 (280:170g), the student must be fully admitted to the Teacher Education Program

Level I

Educational Psychology:
TEACHING 2017 Level 1 Field Experience: Exploring Teaching 1
EDPSYCH 2030 (200:030) Dynamics of Human Development 3

Level II

(Before enrolling in Level II, the student must be fully admitted to the Teacher Education Program.)

TEACHING 3128 Level 2 Field Experience: Teacher as a Change Agent 1
EDPSYCH 3148 (200:148) Learning and Motivation in Classroom Contexts 3
MEASRES 3150 (250:150) Classroom Assessment 2

Level III

(Before enrolling in Level III, the student must be fully admitted to the Teacher Education Program.)

Social Foundations:
SOCFOUND 3119 (260:119) Schools and American Society 3
Teaching:
TEACHING 3134 (280:134) Elementary Teaching 12
Total hours Professional Education Requirements-Elementary Education 33

II. Elementary Education Major Requirements

Required:
Elementary, Early Childhood, and Middle Level Education: 15
ELEMECML 3120 (210:120) Classroom Management K-8
ELEMECML 3161 (210:161) Teaching Elementary School Science
ELEMECML 3164 (210:164) Teaching Elementary School Social Studies
ELEMECML 4123/5123 (210:123g) Methods of Teaching Visual and Performing Arts Integration in the Elementary Classroom
ELEMECML 4150 (210:152g) Elementary Curriculum

Literacy Education:
LITED 1044 (230:044) Children's Literature 9
LITED 3115 (230:115) Methods of Teaching Early Literacy
LITED 3116 (230:116) Methods of Teaching Content Literacy in the Intermediate Grades *

Kinesiology, Allied Health and Human Services-
Interdepartmental:
KAHHS 2045 Health and Physical Education for Elementary Teachers 3

Mathematics:
MATH 1204 Mathematical Reasoning for Elementary Teachers I 3
MATH 2204 Mathematical Reasoning for Elementary Teachers II 3
MATH 3204 Mathematical Reasoning for Elementary Teachers III 3
MATH 3203 (800:134) Teaching Mathematics in the Elementary School 3

Life Science course: 3-4
SCI ED 1200 (820:032) Inquiry into Life Science (recommended)

OR

Any life/biological (BIOL xxxx/840:xxx) science course

Physical Science course: 3-4
SCI ED 1300 (820:031) Inquiry into Physical Science (recommended)

OR
Any chemistry (CHEM xxxx/860:xxx) or physics (PHYSICS xxxx/880:xxx)

Earth/Space Science: 3-4

One course from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI ED 1100 (820:033)</td>
<td>Inquiry into Earth and Space Science (recommended)</td>
</tr>
<tr>
<td>EARTHSCI 1100 (870:010)</td>
<td>Astronomy</td>
</tr>
<tr>
<td>EARTHSCI 1200 (870:021)</td>
<td>Elements of Weather</td>
</tr>
<tr>
<td>EARTHSCI 1300 (870:031)</td>
<td>Introduction to Geology</td>
</tr>
</tbody>
</table>

Total Hours 48-51

Middle Level/Elementary Education double majors may substitute LITED 4117/5117 (230:117g) Methods of Teaching Content Literacy at the Middle and Secondary Levels for LITED 3116 (230:116) Methods of Teaching Content Literacy in the Intermediate Grades.

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.

Students should plan their course work so that the following courses are taken concurrently as a professional semester block, prior to student teaching:

**Elementary, Early Childhood, and Middle Level Education:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMECML 3120 (210:120)</td>
<td>Classroom Management K-8</td>
</tr>
<tr>
<td>ELEMECML 3161 (210:161)</td>
<td>Teaching Elementary School Science</td>
</tr>
<tr>
<td>ELEMECML 3164 (210:164)</td>
<td>Teaching Elementary School Social Studies</td>
</tr>
</tbody>
</table>

**Literacy Education:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 3116 (230:116)</td>
<td>Methods of Teaching Content Literacy in the Intermediate Grades</td>
</tr>
</tbody>
</table>

**Mathematics:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 3203 (800:134)</td>
<td>Teaching Mathematics in the Elementary School</td>
</tr>
</tbody>
</table>

To be eligible for the courses in the Professional Semester block, students must have completed Level II of the Professional Education Requirements, a curriculum course [ELEMECML 4130 (210:152g) Elementary Curriculum], and have a cumulative 2.50 GPA. Students should plan their course work so that all Elementary Education courses are taken prior to student teaching. Students must have a cumulative, UNI, and major GPA of 2.50 in order to student teach. In addition, students must achieve a grade of C (2.00) or higher in the following methods classes in order to student teach:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMECML 3120 (210:120)</td>
<td>Classroom Management K-8</td>
</tr>
<tr>
<td>ELEMECML 3161 (210:161)</td>
<td>Teaching Elementary School Science</td>
</tr>
<tr>
<td>ELEMECML 3164 (210:164)</td>
<td>Teaching Elementary School Social Studies</td>
</tr>
<tr>
<td>LITED 3115 (230:115)</td>
<td>Methods of Teaching Early Literacy</td>
</tr>
<tr>
<td>LITED 3116 (230:116)</td>
<td>Methods of Teaching Content Literacy in the Intermediate Grades</td>
</tr>
<tr>
<td>MATH 3203 (800:134)</td>
<td>Teaching Mathematics in the Elementary School</td>
</tr>
</tbody>
</table>

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

**III. Area of Specialization**

Students will include a 12-hour area of specialization. Liberal Arts Core courses may be counted in the 12-hour area of specialization.

Listed below are teaching minors that are available to students pursuing K-6 General Classroom teacher licensure. Completion of a minor will grant the appropriate endorsement in addition to the K-6 General Classroom teacher endorsement.

**Endorsement Minors:**

- Basic Science (K-8)-Teaching (listed in Science and Science Education)
- Health Education (K-8)-Teaching (listed in Department of Health, Recreation and Community Services)
- Mathematics (K-8)-Teaching (listed in Department of Mathematics)
- Languages (K-8)-Teaching (listed in Department of Languages and Literatures)
- Social Studies (K-8)-Teaching (listed below)
- Special Education-Teaching (listed in Department of Special Education)

**Endorsement 103 must be completed with an Elementary Education K-6 Major. The endorsement requires these courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPSYCH 2030 (200:030)</td>
<td>Dynamics of Human Development</td>
</tr>
<tr>
<td>MEASRES 3150 (250:150)</td>
<td>Classroom Assessment</td>
</tr>
<tr>
<td>EDPSYCH 3109</td>
<td>Development and Assessment of Young Children</td>
</tr>
<tr>
<td>ELEMECML 3149/5149</td>
<td>Child, Family, School and Community Relationships</td>
</tr>
<tr>
<td>ELEMECML 4130/5130 (210:130g)</td>
<td>Guidance and Instruction in Early Childhood Education</td>
</tr>
<tr>
<td>ELEMECML 4151/5151 (210:151g)</td>
<td>Early Childhood Curriculum Development and Organization</td>
</tr>
<tr>
<td>ELEMECML 4192/5192 (210:192g)</td>
<td>Experience (2 hrs.)</td>
</tr>
<tr>
<td>LITED 3119/5119 (230:119)</td>
<td>Language Development and Emergent Literacy</td>
</tr>
</tbody>
</table>

Total Hours 22

**Social Studies Minor (K-8)-Teaching**

Required:

- Elementary, Early Childhood, and Middle Level Education: 3
  - ELEMECML 4143/5143 (210:143g) 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:

- Psychology (PSYCH xxxx/400:xxx)
- Economics (ECON xxxx/920:xxx)
- American Government (POL AMER xxxx/942:xxx)
History:  (HIST xxxx/960:xxx)  (HISUS xxxx/961:xxx)  
(HISEUA xxxx/962:xxx)  (HISEUB xxxx/963:xxx)  (HISNW xxxx/964:xxx)  
Geography (GEOG xxxx/970:xxx)  
Sociology (SOC xxxx/980:xxx)  (CRIM xxxx/982:xxx)  
In addition to the course work in three areas above, courses may be taken from:  
Social Science (SOC SCI xxxx/990:xxx)  
Anthropology (ANTH xxxx/990:xxx)  

Total Hours  24

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. This major leads to State of Iowa Middle School Endorsement. Students will complete Liberal Arts Core requirements, the Professional Education 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 129 hours.

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 must have a 2.5 UNI GPA and a 2.5 Cumulative GPA to declare this major.

Students majoring in Elementary Education, Early Childhood Education, or Middle Level Education may not repeat or withdraw from any courses within the ELEMECML, INSTTECH, 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 appropriate C&I faculty who shall determine whether or not an exception will be granted. In any case 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  
(200:152g)  
Development of the Middle School Aged Child  
3

Middle Level Education:  
ELEMECML 3120  
(210:120)  
Classroom Management K-8  
8

or  
EDPSYCH 4151/5151  
(200:151g)  
Approaches to Classroom Management for Secondary Students

ELEMECML 4135/5135  
(210:135g)  
Middle Level Instruction, Differentiation, and Assessment  
3

ELEMECML 4152/5152  
(210:150g)  
Middle Level Curriculum  
2

Literacy Education:  
LITED 4117/5117  
(230:117g)  
Methods of Teaching Content  
Minimum of 24 hours

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

Required:

Language Arts: to include composition, language usage, speech, young adult literature, and literature across cultures  
12

Mathematics: to include algebra  
12

Science: to include life, earth, and physical  
12

Social Studies: to include United States history, world history, government, and geography  
12

Total Hours  15

Some or all of this course work may be completed as part of the Liberal Arts Core 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.

Students should plan their course work so that all Middle Level Education courses are taken prior to student teaching. Students must have a cumulative, UNI, and major GPA of 2.50 in order to student teach. In addition, students must achieve a grade of C (2.00) or higher in the following methods classes in order to student teach:

ELEMECML 3120  
(210:120)  
Classroom Management K-8  
3

ELEMECML 4135/5135  
(210:135g)  
Middle Level Instruction, Differentiation, and Assessment  
3

LITED 4117/5117  
(230:117g)  
Methods of Teaching Content

Literacy at the Middle and Secondary Levels  
3

and other methods courses required by their second major. Students should apply for their student teaching one year in advance.

Each program of study should be planned so the following courses are completed after Level II of the Professional Education Requirements and prior to student teaching:

ELEMECML 3120  
(210:120)  
Classroom Management K-8  
3

ELEMECML 4135/5135  
(210:135g)  
Middle Level Instruction, Differentiation, and Assessment  
3

ELEMECML 4152/5152  
(210:150g)  
Middle Level Curriculum  
2

and all methods courses. The student teaching semester will include two experiences, one in either 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 TEACHING 3137 (280:137) and TEACHING 3134 (280:134) or TEACHING 3138 (280:138) for a total of 12 hours.

**Minors**

**Educational Technology Minor**

The Educational Technology Minor has 6 designated courses, however 2 of the courses [INSTTECH 4110/5110 and INSTTECH 4138/5138 (240:138g)] can be replaced by other courses in specific subject areas (i.e., Assistive Technologies for Special Ed) with student request and instructor permission. Educational Technology minor students may begin their program in either Fall or Spring semester.

**Required:**

**Instructional Technology:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTTECH 1020 (240:020)</td>
<td>Secondary Educational Technology and Design</td>
<td>2-3</td>
</tr>
<tr>
<td>or INSTTECH 1031 (240:031)</td>
<td>Educational Technology and Design</td>
<td></td>
</tr>
<tr>
<td>INSTTECH 1030 (240:030)</td>
<td>Creating Technology-Enhanced Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>INSTTECH 4110/5110</td>
<td>Developing and Designing Online Learning</td>
<td>3</td>
</tr>
<tr>
<td>INSTTECH 4131/5131 (240:131g)</td>
<td>Exploring Issues and Trends in Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>INSTTECH 4138/5138 (240:138g)</td>
<td>Understanding Visual Literacy</td>
<td>3</td>
</tr>
<tr>
<td>INSTTECH 4139/5139 (240:139g)</td>
<td>Planning and Producing Instructional Media</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td>17-18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 3121/5121 (230:121)</td>
<td>Children's Literature for Diversity and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>LITED 4147/5147</td>
<td>Advanced Literacy Practices</td>
<td>3</td>
</tr>
<tr>
<td>LITED 4192/5192</td>
<td>Experience in Literacy: Tutoring</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>

**Reading 5-12 Endorsement**

**Literacy Education:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 3119/5119 (230:119)</td>
<td>Language Development and Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>or TESOL 4510/5510 (630:165g)</td>
<td>Language Development</td>
<td></td>
</tr>
<tr>
<td>LITED 4117/5117 (230:117g)</td>
<td>Methods of Teaching Content Literacy at the Middle and Secondary Levels</td>
<td>3</td>
</tr>
<tr>
<td>LITED 4147/5147</td>
<td>Advanced Literacy Practices</td>
<td>3</td>
</tr>
<tr>
<td>LITED 4192/5192</td>
<td>Experience in Literacy: Tutoring</td>
<td>3</td>
</tr>
</tbody>
</table>

**Languages and Literatures/Linguistics:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH 2520 (620:040)</td>
<td>Multicultural Literature</td>
<td>3</td>
</tr>
<tr>
<td>or ENGLISH 2420 (620:053)</td>
<td>Survey of American Literature</td>
<td></td>
</tr>
<tr>
<td>ENGLISH 4940/5940 (620:165g)</td>
<td>Literature for Young Adults</td>
<td>3</td>
</tr>
<tr>
<td>ENGLISH 4920/5920 (620:193g)</td>
<td>The Teaching of Writing</td>
<td>3</td>
</tr>
<tr>
<td>or TESOL 4120/5120 (630:125g)</td>
<td>Introduction to Linguistics</td>
<td></td>
</tr>
<tr>
<td>or TESOL 4110/5110 (630:130g)</td>
<td>The Structure of English</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>

**Reading K-8 Endorsement**

**Literacy Education:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 1044 (230:044)</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>LITED 3115 (230:115)</td>
<td>Methods of Teaching Early Literacy</td>
<td>3</td>
</tr>
<tr>
<td>LITED 3116 (230:116)</td>
<td>Methods of Teaching Content Literacy in the Intermediate Grades</td>
<td>3</td>
</tr>
<tr>
<td>or LITED 4117/5117 (230:117g)</td>
<td>Methods of Teaching Content Literacy at the Middle and Secondary Levels</td>
<td></td>
</tr>
<tr>
<td>LITED 3119/5119 (230:119)</td>
<td>Language Development and Emergent Literacy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Languages and Literatures/Linguistics:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH 2520 (620:040)</td>
<td>Multicultural Literature</td>
<td>3</td>
</tr>
<tr>
<td>or ENGLISH 2420 (620:053)</td>
<td>Survey of American Literature</td>
<td></td>
</tr>
<tr>
<td>ENGLISH 4940/5940 (620:165g)</td>
<td>Literature for Young Adults</td>
<td>3</td>
</tr>
</tbody>
</table>

**Theatre:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEATRE 3000 (490:101)</td>
<td>Creative Drama</td>
<td>3</td>
</tr>
</tbody>
</table>
or ELEMCM 4123/5123 (210:123g)  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 3.00 or higher. To continue in the minor, students must earn a grade of B- (2.67) or above in minor courses numbered LITED 3119/5119 (230:119) Language Development and Emergent Literacy or above and maintain a cumulative and UNI GPA of 3.00 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.

Master of Arts Degree Programs

Major in Instructional Technology

This major is designed to prepare educators for a variety of professional positions in educational settings, including school building level, school district level, and alternative schools.

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 www.grad.uni.edu/admission.

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 both the thesis and non-thesis options, and requires a minimum of 33-45 semester hours depending on the option chosen. A minimum of 15 semester hours of 200/6000-level course work is required for the thesis option. A minimum of 12 semester hours of 200/6000-level course work is required for the non-thesis option.

All 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. A student completing the thesis option must include 6 hours of INSTTECH 6299 (240:299) in the program of study.

All students completing the non-thesis option are required to complete the departmental graduate research requirement and prepare a comprehensive ePortfolio at the end of the student's program of study.

Required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTTECH 4131/5131 (240:131g)</td>
<td>Exploring Issues and Trends in Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>INSTTECH 6232 (240:232)</td>
<td>Selecting and Integrating Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>INSTTECH 4139/5139 (240:139g)</td>
<td>Planning and Producing Instructional Media</td>
<td>3</td>
</tr>
<tr>
<td>INSTTECH 6240 (240:240)</td>
<td>Understanding Instructional Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Option 1

Electives:

Educational Psychology:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPSYCH 6214 (200:214)</td>
<td>Foundations of Instructional Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Instructional Technology:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTTECH 4138/5138 (240:138g)</td>
<td>Understanding Visual Literacy</td>
<td>3</td>
</tr>
<tr>
<td>INSTTECH 4153/5153 (240:153g)</td>
<td>Using Digital and Social Media in Education</td>
<td>3</td>
</tr>
<tr>
<td>INSTTECH 4170/5170 (240:170g)</td>
<td>Supporting Learning with Dynamic Web Design</td>
<td>3</td>
</tr>
<tr>
<td>INSTTECH 6260 (240:260)</td>
<td>Advanced Instructional Technology Projects</td>
<td>1-4</td>
</tr>
<tr>
<td>INSTTECH 6285 (240:285)</td>
<td>Readings in Instructional Technology</td>
<td>1-3</td>
</tr>
<tr>
<td>INSTTECH 6286 (240:286)</td>
<td>Studies in Instructional Technology</td>
<td>1-4</td>
</tr>
<tr>
<td>INSTTECH 6297 (240:297)</td>
<td>Practicum in Instructional Technology</td>
<td>1-4</td>
</tr>
<tr>
<td>INSTTECH 4110/5110</td>
<td>Developing and Designing Online Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Option 2

Electives:

School Library Studies:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLS 4114/5114 (350:114g)</td>
<td>Introduction to the School Library Program</td>
<td>3</td>
</tr>
<tr>
<td>SLS 4115/5115 (350:115g)</td>
<td>Organization of Information</td>
<td>3</td>
</tr>
<tr>
<td>SLS 4132/5132 (350:132g) or SLS 4134/5134 (350:134g)</td>
<td>Library Resources for Children</td>
<td>3</td>
</tr>
<tr>
<td>SLS 6225 (350:225)</td>
<td>Leadership in the School Library Program</td>
<td>3</td>
</tr>
<tr>
<td>SLS 6250 (350:250)</td>
<td>Information Resources for Inquiry Learning</td>
<td>3</td>
</tr>
<tr>
<td>SLS 6290 (350:290)</td>
<td>Practicum (3 hrs.)</td>
<td>3</td>
</tr>
</tbody>
</table>
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 www.grad.uni.edu/admission.

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 thesis and non-thesis options. A minimum of 36 semester hours is required for the thesis option, and a minimum of 33 semester hours is required for the non-thesis option. A minimum of 15 hours of 200/6000-level course work is required for the thesis option. A minimum of 12 hours of 200/6000-level course work is required for the non-thesis option.

Students choosing the thesis option are required to write a thesis and pass an oral defense conducted by the thesis committee. Students choosing the non-thesis option are required to complete the departmental graduate research requirement. In lieu of a comprehensive examination, all students must complete a comprehensive portfolio, during their final semester of course work, that meets the requirements of the division faculty.

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

Required:

<table>
<thead>
<tr>
<th>School Library Studies:</th>
<th>Introduction to the School Library Program</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLS 4114/5114 (350:114g)</td>
<td>Organization of Information</td>
<td></td>
</tr>
<tr>
<td>SLS 4115/5115 (350:115g)</td>
<td>Library Resources for Children</td>
<td></td>
</tr>
<tr>
<td>SLS 4132/5132 (350:132g)</td>
<td>Library Resources for Young Adults</td>
<td></td>
</tr>
<tr>
<td>SLS 4134/5134 (350:134g)</td>
<td>School Library Curriculum Development</td>
<td></td>
</tr>
<tr>
<td>SLS 6223 (350:223)</td>
<td>Leadership in the School Library Program</td>
<td></td>
</tr>
<tr>
<td>SLS 6225 (350:225)</td>
<td>Technologies for Libraries</td>
<td></td>
</tr>
<tr>
<td>SLS 6230 (350:230)</td>
<td>Information Resources for Inquiry Learning</td>
<td></td>
</tr>
<tr>
<td>SLS 6290 (350:290)</td>
<td>Practicum</td>
<td></td>
</tr>
<tr>
<td>SLS 6295 (350:295)</td>
<td>Research in Library and Information Science</td>
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</table>

Research:

<table>
<thead>
<tr>
<th>Research</th>
<th>3 or 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLS 6299 (350:299)</td>
<td>Research</td>
</tr>
<tr>
<td>Thesis Option (6 hours)</td>
<td></td>
</tr>
<tr>
<td>Non-thesis Option (3 hours)</td>
<td></td>
</tr>
</tbody>
</table>

Thesis Option 36
Non-thesis Option 33

Students who have previous course work which is equivalent to required courses are encouraged to take elective courses in instructional technology, gifted education, postsecondary education, or other education-related programs.

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 www.grad.uni.edu/admission.

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. The examination will be comprehensive in nature and will normally accompany the thesis defense. Students completing the thesis option must include 6 hours of ELEMECML 6299 (210:299) Research on the program of study. Students completing the non-thesis option are required to complete:

1. The department graduate research requirement
2. A performance-based and/or standard-based measure demonstrating student competency upon completion of the program.

The program may be extended by students wishing to complete the State of Iowa licensure endorsement for Early Childhood Education.

Required professional core:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEASRES 6205 (250:205)</td>
<td>Educational Research</td>
</tr>
<tr>
<td>EDPSYCH 6214 (200:214)</td>
<td>Foundations of Instructional Psychology</td>
</tr>
</tbody>
</table>

Curriculum and Instruction:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 6201</td>
<td>Issues and Trends in Early Childhood Curriculum</td>
</tr>
</tbody>
</table>
ELEMECML 6205  Technology in Early Childhood Education  2
ELEMECML 6210  Diversity in Early Childhood Education: Theory and Practice  3
LITED 6212 (230:212)  Methods and Materials in Literacy Education  3
ELEMECML 6214 (210:214)  Recent Research in Early Childhood Education  3
ELEMECML 6221 (210:221)  Analysis and Design of Curriculum for Young Children  2
ELEMECML 6236  Assessment in Early Childhood  2
ECE 6289  Seminar in Early Childhood Education (or 2-4 credits of approved electives)  2-4
Research:  3 or 6
ELEMECML 6299 (210:299) Research
 Thesis Option (6 hours)  3
 Non-thesis Option (3 hours)  6
Total hours thesis option  33
Total hours non-thesis option  30

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 www.grad.uni.edu/admission.

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 (210:299) Research on the program of study. Students completing the non-thesis option are required to complete the department graduate research requirement.

The program may be extended by students wishing to complete the State of Iowa licensure endorsement for Elementary Education.

Required Professional Core:
EDPSYCH 6214 (200:214)  Foundations of Instructional Psychology  3
MEASRES 6205 (250:205)  Educational Research  3
Curriculum and Instruction:
LITED 6212 (230:212)  Methods and Materials in Literacy Education  3
ELEMECML 6201 (210:201)  Issues and Trends in Literacy Education  3
ELEMECML 4141/5141 (210:141g)  Integrated Activities in Elementary School STEM  3
ELEMECML 6242 (210:242)  Analysis and Improvement of Science Instruction in the Elementary School  3
ELEMECML 6243 (210:243)  Analysis and Improvement of Social Studies Instruction in the Elementary School  3
ELEMECML 6289 (210:289) Seminar in Education  6
Research:  3 or 6
ELEMECML 6299 (210:299) Research
 Thesis Option (6 hours)  3
 Non-thesis Option (3 hours)  6
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 www.grad.uni.edu/admission.

In addition to the university requirements for admission to graduate study, admission to this program includes the following requirements:

1. Two recommendations from professional educators
2. Satisfactory completion of writing examination. Preference may be given to applications with academic background and/or professional experience in education.

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 33 semester hours.
Department of Curriculum and Instruction

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 LITED 6299 (230:299) Research on the program of study. Students completing the non-thesis option are required to complete

1. The department graduate research requirement
2. A performance-based and/or standard-based measure demonstrating student competency upon completion of the program.

The program may be extended by students wishing to complete any of the four State of Iowa licensure endorsements: K-8 Reading, Reading Specialist, English/Language Arts K-8, or Secondary Reading.

Required Professional Core:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPSYCH 6214 (200:214)</td>
<td>Foundations of Instructional Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MEASRES 6205 (250:205)</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>LITED 6212 (230:212)</td>
<td>Methods and Materials in Literacy Education</td>
<td>21</td>
</tr>
<tr>
<td>LITED 6238 (230:238)</td>
<td>Advanced Assessment and Evaluation of Literacy Development</td>
<td></td>
</tr>
<tr>
<td>LITED 6239 (230:239)</td>
<td>Advanced Literacy Studies</td>
<td></td>
</tr>
<tr>
<td>LITED 6240 (230:240)</td>
<td>Language Development and Variability</td>
<td></td>
</tr>
<tr>
<td>LITED 6245 (230:245)</td>
<td>Ideological, Cultural, and Sociopolitical Issues in Children's Literature</td>
<td></td>
</tr>
<tr>
<td>LITED 6260 (230:260)</td>
<td>Roles of the Reading Specialist</td>
<td></td>
</tr>
<tr>
<td>LITED 6290 (230:290)</td>
<td>Practicum</td>
<td></td>
</tr>
</tbody>
</table>

Literacy Education Research Requirement: 3 or 6

LITED 6299 (230:299) Research

Thesis Option (6 hours)

Non-thesis Option (3 hours)

Approved Electives: 0 or 3

Thesis Option (0 hours)

Non-thesis Option (3 hours)

ELEMECML 6201 (210:201) Issues and Trends in Curriculum

LITED 6289 (230:289) Seminar

Total hours 33

Doctor of Education Degree Program

(To view all Doctor of Education requirements on the website go to www.uni.edu/catalog/collegeofeducation or for PDF version go to “College of Education” under “Interdisciplinary” section.)

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 or contact the appropriate Intensive Study Area (ISA) for any other application requirements. Graduate information and application for graduate admission can be found at www.grad.uni.edu/admission. The Graduate Record Examination (GRE) is required for admission to the program.

This program is intended to provide practicing educators, in formal 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 60 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) 27

Advanced Professional Study (in one of three areas of intensive study) 27

Dissertation 6

Total Hours 60

By design, all students are required to study in basic areas that undergird and define educational practice and develop skills of problem definition, data collection and analysis, and interpretation. The three areas of intensive study provide for a specialized focus on practice. The three intensive study areas (ISAs) are:

• Allied Health, Recreation, and Community Services
• Curriculum and Instruction
• Educational Leadership

Note: Students interested in special education with the Curriculum and Instruction ISA or the Educational Leadership ISA should consult the respective ISA descriptions for further information.

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 three ISAs follows:

Allied Health, Recreation, and Community Services

This area of intensive study 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 individual well-being and quality of life. Each of these areas contributes unique and different professional perspectives, yet, at the same time, focuses on the individual and collective well-being of people, communities and society as a whole. Graduates are prepared for careers as applied scholars, evaluators, athletic administration, administrators of community nonprofit organizations, youth serving agencies, public parks and recreation agencies, foundations, and government agencies. The program of study will be based upon student’s needs, interests, and upon approval by an academic advisor and program of study committee. (For more information, contact the Chair of Leisure, Youth and Human Services, Health Promotion and Education, or Athletic Training in the Department of Health, Recreation and Community Services.)

Curriculum and Instruction
This area of intensive study is designed to prepare scholar practitioners to plan, implement, evaluate, and supervise educational programs for children, from infancy through adolescence, and adult learners, inclusive of a wide variety of diversity. Faculty in this intensive study area 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, 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 Intensive Study Area. For more information see www.uni.edu/coe/departments/curriculum-instruction/graduate-study/doctoral-study.

Educational Leadership

This area of intensive study 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 Leadership and Postsecondary Education. (For more information, contact the Head, Department of Educational Leadership and Postsecondary Education, or please see the catalog at www.uni.edu/catalog.university/educationalleadershipandpostsecondaryeducation or visit the Department of Educational Leadership and Postsecondary Education website at www.uni.edu/coe/departments/educational-leadership-postsecondary-education.

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.

Education of the Gifted Certificate

The Certificate in Education of the Gifted is a four-course sequence at the undergraduate or graduate level that satisfies the State of Iowa endorsement requirements in Education of the Gifted. These four courses are to be taken in a sequence, as they build upon each other. The entire sequence can be completed during one Fall and one Spring semester and are generally offered online. The first course is generally offered during the first 8 weeks of Fall semester; the second course is offered the second 8 weeks of Fall semester; the third course is offered the first 8 weeks of Spring semester; the final practicum course is offered during the entire Spring semester.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMECML 4154/5154</td>
<td>The Gifted and Talented</td>
<td>3</td>
</tr>
<tr>
<td>ELEMECML 4156/5156</td>
<td>Educational Strategies for Gifted and Talented</td>
<td>3</td>
</tr>
<tr>
<td>ELEMECML 4157/5157</td>
<td>Coordinating Programs for the Gifted and Talented</td>
<td>3</td>
</tr>
<tr>
<td>ELEMECML 4158/5158</td>
<td>Practicum in Education of the Gifted</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 12

Instructional Technology Facilitator Certificate

Required:

Instructional Technology: 18

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTTECH 4131/5131 (240:131g)</td>
<td>Exploring Issues and Trends in Instructional Technology</td>
<td></td>
</tr>
<tr>
<td>INSTTECH 4153/5153 (240:153g)</td>
<td>Using Digital and Social Media in Education</td>
<td></td>
</tr>
<tr>
<td>INSTTECH 4170/5170 (240:170g)</td>
<td>Supporting Learning with Dynamic Web Design</td>
<td></td>
</tr>
<tr>
<td>INSTTECH 6232 (240:232)</td>
<td>Selecting and Integrating Instructional Technology</td>
<td></td>
</tr>
<tr>
<td>INSTTECH 6237 (240:237)</td>
<td>Leading Change Through Instructional Technology</td>
<td></td>
</tr>
<tr>
<td>INSTTECH 6260 (240:260)</td>
<td>Advanced Instructional Technology Projects</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: 18

Advanced Studies Certificate: Literacy Coach

Partnerships in Comprehensive Literacy (PCL): Literacy Coach Preparation Program

Partnerships in Comprehensive Literacy (PCL) is a systemic school transformation model. The University of Northern Iowa's Jacobson Center for Comprehensive Literacy is one of seven national preparation sites for the PCL program. Partnerships in Comprehensive Literacy coaches provide professional development to teachers in schools that are implementing PCL.

The Partnerships in Comprehensive Literacy (PCL) Coach program is administered by the Jacobson Center for Comprehensive Literacy. The PCL program is intended for practicing educators whose school, district, or Area Education Agency apply for admission to the Jacobson Center's PCL program and who seek to be the Literacy Coach in his/her school, district, or Area Education Agency. Students take courses over the course of a full academic year, beginning with a summer course. The program includes 21 hours of UNI graduate-credit coursework. Courses include the following:

Summer (Summer Institute) 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 7310</td>
<td>Coaching in the Comprehensive Literacy Model</td>
<td>3</td>
</tr>
</tbody>
</table>

Students attend a four-day institute at the Jacobson Center for Comprehensive Literacy in Cedar Falls and complete coursework online following the institute.

OR
Department of Curriculum and Instruction

LITED 7320  Coaching in the Comprehensive Intervention Model

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 7304 (230:304)</td>
<td>Literacy Leadership I</td>
<td>3</td>
</tr>
<tr>
<td>LITED 7307 (230:307)</td>
<td>Theories of Reading and Writing Processes</td>
<td>3</td>
</tr>
<tr>
<td>ELEMCMCL 6201 (210:201)</td>
<td>Issues and Trends in Curriculum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fall:**

Total Hours: 21

An abbreviated PCL Coach Certificate Program is proposed for previously trained Reading Recovery Teacher Leaders (Reading Recovery Teacher Leader preparation is an 18-hour graduate level program completed at one of 20 Reading Recovery Training Centers approved by the Reading Recovery of North American Trainers Group. A transcript review will be conducted for all Reading Recovery Teacher Leaders who did not complete their program at UNI.)

UNI-trained Reading Recovery Teacher Leaders, or Reading Recovery Teacher Leaders trained at another university training site and have a satisfactory transcript review, who wish to become CIM Literacy Coaches will take courses over the course of a full academic year, beginning with a summer course. The program includes 6 hours of UNI graduate-credit coursework. Courses include the following:

**Summer (Summer Institute):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 7320</td>
<td>Coaching in the Comprehensive Intervention Model</td>
<td>3</td>
</tr>
</tbody>
</table>

Students attend a four-day institute at the Jacobson Center for Comprehensive Literacy in Cedar Falls and complete coursework online following the institute.

**Spring:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 7397 (230:397)</td>
<td>Practicum in Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 6

During the Fall and Spring semesters, PCL literacy coaches-in-preparation begin working on implementation of the PCL model in their schools, districts, or AEAs. This task is the central focus of the preparation program and is tightly integrated with all coursework. Literacy coaches make monthly visits to the UNI campus for classes that typically last two or three days. Additional coursework occurs via online formats, including eLearning, Polycom Telepresence, and Zoom.us. Jacobson Center faculty also conduct site visits to participants' schools, districts, or AEAs.

Coursework generally consists of readings that are directly related to the implementation of the PCL model; small-group discussion of the readings; observation of PCL model schools, classrooms, and meetings; planning for implementation; and reflection on implementation. These tasks are accomplished not only during the on-campus class meetings but also through online activities that occur outside of on-campus meetings. In their schools during the preparation year, coaches can expect to teach a small group of students, work intensely with model classroom teachers, conduct and facilitate professional development sessions of various types with their school faculty, and work with their principal to establish meeting routines as well as school-wide assessment and instructional systems. These tasks also comprise the bulk of the class assignments, in addition to compilation of a portfolio documenting students' completion of the tasks.

**Admission requirements:**

Literacy coach applicants must:

1. hold a master's degree in literacy education or other related field;
2. hold a valid teaching license;
3. be employed as literacy coach in their school, district, or AEA or be under contract to be the literacy coach during the preparation year;
4. have a minimum of three years of teaching experience; and
5. meet UNI requirements for admission to graduate study.

**Advanced Studies Certificate: Reading Recovery Teacher Leader**

**Reading Recovery Teacher Leader Preparation Program**

Reading Recovery (RR) is a trademarked literacy intervention model with extensive research documenting its effectiveness. What Works Clearinghouse and the Response to Intervention Center (both of which are part of the USDE), have awarded Reading Recovery with the highest ratings. The Reading Recovery Center of Iowa, housed within the Jacobson Center for Comprehensive Literacy at the University of Northern Iowa, is one of only 20 RR University Training Centers approved by the RR North American Trainers Group.

The RR Teacher Leader (RRTL) program is intended for practicing educators whose school districts or Area Education Agencies (AEAs) apply for admission to the Reading Recovery Center of Iowa's RRTL program and who seek to be the RRTL in their/her school district or AEA. Students take courses over the course of a full academic year, beginning with the fall semester. The program includes 18 hours of UNI graduate-credit coursework. Courses include the following:

**Fall:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 7302 (230:302)</td>
<td>Reading Recovery Teacher Leader Clinical I</td>
<td>3</td>
</tr>
<tr>
<td>LITED 7304 (230:304)</td>
<td>Literacy Leadership I</td>
<td>3</td>
</tr>
<tr>
<td>LITED 7307 (230:307)</td>
<td>Theories of Reading and Writing Processes</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 7303 (230:303)</td>
<td>Reading Recovery Teacher Leader Clinical II</td>
<td>3</td>
</tr>
<tr>
<td>LITED 7305 (230:305)</td>
<td>Literacy Leadership II</td>
<td>3</td>
</tr>
<tr>
<td>LITED 7306 (230:306)</td>
<td>Theories of Reading and Difficulties</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 18
RRTLs attend classes on the UNI Campus or in the field. Additional coursework occurs via online formats, including UNI eLearning, Polycom Telepresence, and Zoom.us. A faculty member who is a RR Trainer or a Teacher Leader who is an instructor in the Jacobson Center also conducts site visits to participants' school districts or AEs.

Coursework generally consists of readings that are directly related to the implementation of RR, small-group discussion of the readings, observation of RR lessons and RR teacher classes, planning for implementation, and reflection on implementation. These tasks are accomplished not only during the on-campus class meetings but also through online and field activities that occur outside of on-campus meetings. In their schools during the preparation year, RRTLs teach four RR students daily, and observe and practice leading RR teacher preparation classes.

**Admission requirements:**

RRTL applicants must:

1. hold a master's degree in literacy education or other related field;
2. hold a valid teaching license;
3. be employed as RRTL in their school district or AEA or be under contract to be the RRTL during the preparation year;
4. have a minimum of three years of teaching experience; and
5. meet UNI requirements for admission to graduate study.