Department of Curriculum and Instruction

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

* 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
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: 3
EDPSYCH 3109 Development and Assessment of Young Children

Elementary, Early Childhood, and Middle Level Education: 20
ELEMECML 3149 (210:161) Teaching Elementary School Science
ELEMECML 3151 (210:164) Teaching Elementary School Social Studies
ELEMECML 4121 (210:121g) Infant and Toddler Curriculum and Guidance
ELEMECML 4130 (210:130g) Guidance and Instruction in Early Childhood Education
ELEMECML 4151 (210:151g) Early Childhood Curriculum Development and Organization
ELEMECML 4160 (210:160) Administration of Programs in Early Childhood
ELEMECML 4192/5192 (210:192g) Experience

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

Mathematics: 12
MATH 1204 Mathematical Reasoning for Elementary Teachers I
MATH 2204 Mathematical Reasoning for Elementary Teachers II
MATH 3203 (800:134) Teaching Mathematics in the Elementary School
MATH 3204 Mathematical Reasoning for Elementary Teachers III

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:
SCI ED 1100 (820:033) Inquiry into Earth and Space Science (recommended)
EARTHSCI 1100 (870:010) Astronomy
EARTHSCI 1200 (870:021) Elements of Weather
EARTHSCI 1300 (870:031) Introduction to Geology

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

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 (210:161) Teaching Elementary School Science
ELEMECML 3161 (210:164) Teaching Elementary School Social Studies
ELEMECML 4121/5121 (210:121g) Infant and Toddler Curriculum and Guidance
ELEMECML 4130/5130 (210:130g) Guidance and Instruction in Early Childhood Education
ELEMECML 4151/5151 (210:151g) Early Childhood Curriculum Development and Organization
ELEMECML 4192/5192 (210:192g) Experience

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:
SCI ED 1200 (820:032) Inquiry into Life Science (recommended) 3-4
OR
Any life/biological (BIOL xxxx/840:xxx) science course

Physical Science course:
SCI ED 1300 (820:031) Inquiry into Physical Science (recommended) 3-4
OR
Department of Curriculum and Instruction

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 Code</th>
<th>Course 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 Code</th>
<th>Course 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 Code</th>
<th>Course 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 Code</th>
<th>Course 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 4150 (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 Code</th>
<th>Course 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>
</tbody>
</table>

LITED 3116 (230:116) Methods of Teaching Content Literacy in the Intermediate Grades
MATH 3203 (800:134) Teaching Mathematics in the Elementary School

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 Code</th>
<th>Course 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMECML 4143/5143 (210:143g)</td>
<td>Applications/Content in Elementary Social Studies</td>
</tr>
</tbody>
</table>

Completion of 21 hours in social studies to include course work from at least 3 of the following areas:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology (PSYCH xxxx/400:xxx)</td>
<td>3</td>
</tr>
<tr>
<td>Economics (ECON xxxx/920:xxx)</td>
<td>3</td>
</tr>
<tr>
<td>American Government (POL AMER xxxx/942:xxx)</td>
<td>3</td>
</tr>
</tbody>
</table>
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

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

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

Literacy Education:

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

Literacy at the Middle and Secondary Levels

LITED 4155/5155 (230:155g)
English Language Structures and Usage for K-8 Educators

Total Hours 15

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

Mathematics: to include algebra

Science: to include life, earth, and physical

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

Minimum of 24 hours

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

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

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

Literacy at the Middle and Secondary Levels

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

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

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

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:**

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

**Literacy Education Minor -Teaching**

**Required:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 4140</td>
<td>Assessment and Evaluation of Literacy</td>
<td>4</td>
</tr>
<tr>
<td>LITED 4193/5193</td>
<td>Experience in Literacy: Field</td>
<td></td>
</tr>
<tr>
<td>(230:139g)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course work chosen for appropriate endorsement</strong></td>
<td><strong>21</strong></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 Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 1044</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>LITED 3115</td>
<td>Methods of Teaching Early Literacy</td>
<td>3</td>
</tr>
<tr>
<td>LITED 3116</td>
<td>Methods of Teaching Content Literacy in the Grades</td>
<td>3</td>
</tr>
<tr>
<td>or LITED 4117/5117</td>
<td>Methods of Teaching Content Literacy at the Middle and Secondary Levels</td>
<td></td>
</tr>
<tr>
<td>(230:117g)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LITED 3119/5119</td>
<td>Language Development and Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>(230:119)</td>
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<td></td>
</tr>
</tbody>
</table>

**Reading 5-12 Endorsement**

**Literacy Education:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 3119/5119</td>
<td>Language Development and Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>or TESOL 4510/5510</td>
<td>Language Development</td>
<td></td>
</tr>
<tr>
<td>(630:165g)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LITED 4117/5117</td>
<td>Methods of Teaching Content Literacy at the Middle and Secondary Levels</td>
<td>3</td>
</tr>
<tr>
<td>(230:117g)</td>
<td></td>
<td></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 Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH 2520</td>
<td>Multicultural Literature</td>
<td>3</td>
</tr>
<tr>
<td>or ENGLISH 2420</td>
<td>Survey of American Literature</td>
<td></td>
</tr>
<tr>
<td>(620:060g)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGLISH 4940/5940</td>
<td>Literature for Young Adults</td>
<td>3</td>
</tr>
<tr>
<td>(620:165g)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGLISH 4920/5920</td>
<td>The Teaching of Writing</td>
<td>3</td>
</tr>
<tr>
<td>(620:193g)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or TESOL 4120/5120</td>
<td>Introduction to Linguistics</td>
<td></td>
</tr>
<tr>
<td>(630:125g)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or TESOL 4110/5110</td>
<td>The Structure of English</td>
<td></td>
</tr>
<tr>
<td>(630:130g)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>

**English/Language Arts K-8 Endorsement**

**Literacy Education:**

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

**Languages and Literatures/Linguistics:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH 2520</td>
<td>Multicultural Literature</td>
<td>3</td>
</tr>
<tr>
<td>or ENGLISH 2420</td>
<td>Survey of American Literature</td>
<td></td>
</tr>
<tr>
<td>(620:060g)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGLISH 4940/5940</td>
<td>Literature for Young Adults</td>
<td>3</td>
</tr>
<tr>
<td>(620:165g)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TESOL 4510/5510</td>
<td>Language Development</td>
<td></td>
</tr>
<tr>
<td>(630:165g)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>

**Theatre:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEATRE 3000</td>
<td>Creative Drama</td>
<td>3</td>
</tr>
</tbody>
</table>
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.

### Option 1

**Electives:**

- Educational Psychology:
  - EDPSYCH 6214 (200:214): Foundations of Instructional Psychology 3

**Instructional Technology:**

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

### Option 2

**Electives:**

- School Library Studies:
  - SLS 4114/5114 (350:114g): Introduction to the School Library Program 3
  - SLS 4115/5115 (350:115g): Organization of Information 3
  - SLS 4132/5132 (350:132g): Library Resources for Children or SLS 4134/5134 (350:134g): Library Resources for Young Adults 3
  - SLS 6225 (350:225): Leadership in the School Library Program 3
  - SLS 6290 (350:290): Practicum (3 hrs.) 3
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>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLS 4114/5114 (350:114g) Introduction to the School Library Program</td>
<td></td>
</tr>
<tr>
<td>SLS 4115/5115 (350:115g) Organization of Information</td>
<td></td>
</tr>
<tr>
<td>SLS 4132/5132 (350:132g) Library Resources for Children</td>
<td></td>
</tr>
<tr>
<td>SLS 4134/5134 (350:134g) Library Resources for Young Adults</td>
<td></td>
</tr>
<tr>
<td>SLS 6223 (350:223) School Library Curriculum Development</td>
<td></td>
</tr>
<tr>
<td>SLS 6225 (350:225) Leadership in the School Library Program</td>
<td></td>
</tr>
<tr>
<td>SLS 6230 (350:230) Technologies for Libraries</td>
<td></td>
</tr>
<tr>
<td>SLS 6250 (350:250) Information Resources for Inquiry Learning</td>
<td></td>
</tr>
<tr>
<td>SLS 6290 (350:290) Practicum</td>
<td></td>
</tr>
<tr>
<td>SLS 6295 (350:295) Research in Library and Information Science</td>
<td></td>
</tr>
</tbody>
</table>

Research: 3 or 6

| SLS 6299 (350:299) Research | |
| Thesis Option (6 hours) | |
| Non-thesis Option (3 hours) | |

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:

| MEASRES 6205 (250:205) | Educational Research | 3 |
| EDPSYCH 6214 (200:214) | Foundations of Instructional Psychology | 3 |

Curriculum and Instruction:

| ECE 6201 | Issues and Trends in Early Childhood Curriculum | 2 |
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 33 semester hours.

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.

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

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</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPSYCH 6214 (200:214)</td>
<td>3</td>
</tr>
<tr>
<td>MEASRES 6205 (250:205)</td>
<td>3</td>
</tr>
<tr>
<td>LITED 6212 (230:212)</td>
<td>21</td>
</tr>
<tr>
<td>LITED 6238 (230:238)</td>
<td></td>
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<td>LITED 6239 (230:239)</td>
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<td>LITED 6240 (230:240)</td>
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<tr>
<td>LITED 6245 (230:245)</td>
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<tr>
<td>LITED 6260 (230:260)</td>
<td></td>
</tr>
<tr>
<td>LITED 6290 (230:290)</td>
<td></td>
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</tbody>
</table>

Literacy Education Research Requirement: 3 or 6

LITED 6299 (230:299) Research 6

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, specialist 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.uni.edu/collegeofeducation/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 Title</th>
<th>Credit Hours</th>
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</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>
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</table>

Total Hours: 12

Instructional Technology Facilitator Certificate

Required:

**Instructional Technology:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTTECH 4131/5131 (240:131g)</td>
<td>Exploring Issues and Trends in Instructional Technology</td>
<td>18</td>
</tr>
<tr>
<td>INSTTECH 4153/5153 (240:153g)</td>
<td>Using Digital and Social Media in Education</td>
<td>18</td>
</tr>
<tr>
<td>INSTTECH 4170/5170 (240:170g)</td>
<td>Supporting Learning with Dynamic Web Design</td>
<td>18</td>
</tr>
<tr>
<td>INSTTECH 6232 (240:232)</td>
<td>Selecting and Integrating Instructional Technology</td>
<td>18</td>
</tr>
<tr>
<td>INSTTECH 6237 (240:237)</td>
<td>Leading Change Through Instructional Technology</td>
<td>18</td>
</tr>
<tr>
<td>INSTTECH 6260 (240:260)</td>
<td>Advanced Instructional Technology Projects</td>
<td>18</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)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>
<tr>
<td></td>
<td>Students attend a four-day institute at the Jacobson Center for Comprehensive Literacy in Cedar Falls and complete coursework online following the institute.</td>
<td></td>
</tr>
</tbody>
</table>

### Fall:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</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>ELEM CMCL 6201 (210:201)</td>
<td>Issues and Trends in Curriculum</td>
<td>3</td>
</tr>
</tbody>
</table>

### Spring:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<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 Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>LITED 6260 (230:260) or LITED 7397 (230:397)</td>
<td>Roles of the Reading Specialist Practicum in Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

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 Code</th>
<th>Course 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>
<tr>
<td></td>
<td>Students attend a four-day institute at the Jacobson Center for Comprehensive Literacy in Cedar Falls and complete coursework online following the institute.</td>
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</tbody>
</table>

#### Spring:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 his/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:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<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:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</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 Difficulties</td>
<td>3</td>
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</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.

Elementary, Early Childhood and Middle Level Education Courses

Focus on skills needed to plan, organize, manage, implement, and evaluate appropriate instruction in the elementary classroom. Prerequisite(s): ELEMECML 4150 (210:152g); junior standing. Registration requires full admission to the Teacher Education Program. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall, Spring, Summer)

Procedures for developing home-community-school relationships to promote the education of each child in reaching her/his maximum potential. Emphasis on preschool-kindergarten level. Prerequisite(s): Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course; junior standing. (Fall and Spring)

Investigation of current textbook series, trends, teaching materials, and appropriate instructional strategies for contemporary elementary school science programs. Prerequisite(s): ELEMECML 4150 (210:152g) or ELEMECML 4151/5151 (210:151g); junior standing. Registration requires full admission to the Teacher Education Program. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall, Spring, Summer)

Basic methods and materials for teaching the knowledge, skills, attitudes and values in history, geography, political science/civic literacy, economics and behavioral sciences. Prerequisite(s): ELEMECML 4150 (210:152g) or ELEMECML 4151/5151 (210:151g); junior standing. Registration requires full admission to the Teacher Education Program. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall, Spring, Summer)

Methods of implementing appropriate curriculum for and guidance of very young children, including children with diverse needs in inclusive group settings. Includes a required 20 hours field experience. Prerequisite(s) or corequisite(s): EDPSYCH 3109, EDPSYCH 3148 (200:148), TEACHING 3128; junior standing. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall and Spring)

Introduction, exploration and application of various methods for teaching and assessing visual and performing arts integration with content across the elementary curriculum. Prerequisite(s): junior standing. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall, Spring, Summer)

ELEMECML 4130/5130 (210:130g). Guidance and Instruction in Early Childhood Education — 3 hrs.
Discussion of the role of the teacher in guiding young children in their learning activities. Emphasis on planning and implementing early childhood programs. Prerequisite(s): ELEMECML 4151/5151 (210:151g); junior standing. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. Corequisite(s): ELEMECML 4192/5192 (210:192g). (Fall and Spring)

ELEMECML 4135/5135 (210:135g). Middle Level Instruction, Differentiation, and Assessment — 3 hrs.
Strategies for instruction, differentiation, and assessment for addressing the cognitive characteristics and needs of young adolescents in grades five through eight. Prerequisite(s): EDPSYCH 3148 (200:148); EDPSYCH 4152/5152 (200:152g); junior standing. Prerequisite(s) or corequisite(s): ELEMECML 4152/5152 (210:150g) or equivalent. Registration requires full admission to the Teacher Education Program. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall and Spring)

ELEMECML 4141/5141 (210:141g). Integrated Activities in Elementary School STEM — 3 hrs.
Pedagogy that facilitates the development of cross-cutting concepts and habits of inquiry within STEM (science, technology, engineering, and mathematics) through authentic, meaningful, and integrative investigations in elementary classrooms. Prerequisite(s): for undergraduate students: junior standing. Prerequisites for graduate students: admission to the Elementary Education Master's Program (MAE) or consent of instructor. (Spring)

ELEMECML 4142/5142 (210:142g). Sustainability Applications in Elementary STEM — 3 hrs.
Resources, content background, materials, and methods in elementary STEM (Science, Technology, Engineering, and Mathematics) with emphasis on sustainability applications. Special attention to integrating theory and practice with techniques, materials, and equipment. Stresses interrelations between the various sciences and application of skill subjects. Prerequisite(s): junior standing. (Variable)
Department of Curriculum and Instruction

ELEM CML 4143/5143 (210:143g). Applications/Content in Elementary Social Studies — 3 hrs.
Applying knowledge of current trends, resources, and content as a means of developing, enriching, and expanding the social studies curriculum. Prerequisite(s): ELEM CML 3164 (210:164); junior standing. Registration requires full admission to the Teacher Education Program. (Fall)

ELEM CML 4150 (210:152g). Elementary Curriculum — 3 hrs.
Prerequisite(s): completion of Level I of the Professional Education Requirements - Elementary Education. Prerequisite(s) or corequisite(s): Level II of the Professional Education Requirements. Registration requires full admission to the Teacher Education Program. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall and Spring)

Current trends in curriculum for preschool and primary children. Includes a 15 hour field experience. Prerequisite(s): EDPSYCH 3109; must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course; junior standing. Prerequisite(s) or corequisite(s): EDPSYCH 3148 (200:148); TEACHING 3128. (Fall and Spring)

ELEM CML 4152/5152 (210:150g). Middle Level Curriculum — 2 hrs.
Examination of middle school design, programs, and practices for meeting the needs of young adolescents in grades 5-8, including middle school philosophy, history, interdisciplinary instruction and teaming, core curriculum, exploratory courses, and advisory programs. Students must be available for a Tuesday field experience. Prerequisite(s): junior standing. Prerequisite(s) or corequisite(s): Level II of the Professional Education Requirements. Registration requires full admission to the Teacher Education Program. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. Students must be available for a 10-hour field experience. (Fall and Spring)

ELEM CML 4154/5154. The Gifted and Talented — 3 hrs.
Educational needs of gifted and talented children and youth. Emphasis on characteristics, identification/assessment, special populations, counseling, parenting, and program intervention. Prerequisite(s): full admission to teacher education; junior standing. (Variable)

ELEM CML 4156/5156. Educational Strategies for Gifted and Talented — 3 hrs.
Current trends in educational programming for the gifted and talented. Prescription, implementation, and evaluation of differentiated curriculum/educational strategies used in the comprehensive program. Prerequisite(s): ELEM CML 4154/5154 or consent of instructor; junior standing. (Variable)

ELEM CML 4157/5157. Coordinating Programs for the Gifted and Talented — 3 hrs.
Methods/procedures for coordinating/directing school district PK-12 programs for the gifted and talented. Emphasis on program planning, management, supervision, and evaluation. Prerequisite(s): ELEM CML 4154/5154; ELEM CML 4156/5156; or consent of instructor; junior standing. (Variable)

ELEM CML 4158/5158. Practicum in Education of the Gifted — 3 hrs.
Practicum in which curriculum and instructional methods for Education of the Gifted are used with preK-12 students. Prerequisite(s): ELEM CML 4154/5154; 4156; 4157; junior standing. (Variable)

ELEM CML 4160/5160. Administration of Programs in Early Childhood — 1 hr.
Overview of knowledge and skills necessary for designing, planning, implementing, assessing, managing, and leading integrated, developmentally appropriate programs for children of diverse backgrounds and abilities, ages birth-8 years. Prerequisite(s): Must have full admission to the Teacher Education Program; must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course; junior standing. (Fall and Spring)

ELEM CML 4192/5192 (210:192g). Experience — 2-4 hrs.
May be offered in various specialized fields as indicated in Schedule of Classes, but may be taken only twice for credit in the same area. Prerequisite(s): ELEM CML 4121/5121 (210:121g); junior standing; must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. Corequisite(s): ELEM CML 4130/5130 (210:130g). (Fall and Spring)

Current ideas influencing the planning and implementation of curriculum. Prerequisite(s): consent of department. (Variable)

ELEM CML 6205. Technology in Early Childhood Education — 2 hrs.
Examination of policies, expert recommendations, and developmentally appropriate practices for using technology and digital media as learning tools for young children. Prerequisite(s): consent of department. (Variable)

Current theory and practical strategies for planning and implementing appropriate experiences for young children and families. Students will learn current understandings re: race, ethnicity, culture, socioeconomic status, and inclusion of children with special needs. Prerequisite(s): ELEM CML 6201 (210:201). (Variable)

ELEM CML 6214 (210:214). Recent Research in Early Childhood Education — 3 hrs.
Review of implications of research to gain techniques for improving instruction and programs for young children. Prerequisite(s): ELEM CML 4151/5151 (210:151g) or equivalent. (Variable)

Basic assumptions underlying curriculum for young children to prepare students to improve teaching practices, and provide direction to future decision making on programs and materials. (Variable)

ELEM CML 6236. Assessment in Early Childhood — 2 hrs.
Uses and interpretations of formal and informal measures to assess physical, social, intellectual and emotional development in young children, including English language learners and children with special needs. Program evaluation will be addressed. Prerequisite(s): ELEM CML 6201 (210:201). (Variable)

Application of current research and national standards regarding attitudes, process skills, inquiry, and essential knowledge to the analysis and improvement of science curriculum including the learning cycle, unifying themes, creativity, and differentiated instruction.
Design and production of media and the operation of hardware and software for Pre-K-8 educational use. (Fall, Spring, Summer)

INSTTECH 4110/5110. Developing and Designing Online Learning — 3 hrs.
Explore online learning and the special needs/concerns of teaching at a distance. Students will be actively involved in creating effective distance education; engaging online learners; addressing learner needs, and fostering interactive learning environments. Prerequisite(s): graduate status or consent of department. (Spring)

This course prepares educators to critically examine contemporary issues, current research, and emerging trends in instructional technology. It involves investigation of historical technology uses, impact of emerging technologies on teaching and learning, and strategies for making informed decisions concerning equity, ethics, enhancing the curriculum. Prerequisite(s): junior standing. (Fall)

Familiarizes students with the definition and concepts of visual literacy, the impact of visual images on our culture, the creation and use of visuals, the inclusion of visuals in instruction, and teaching critical viewing skills to various audiences. Prerequisite(s): junior standing. (Fall)

INSTTECH 4139/5139 (240:139g). Planning and Producing Instructional Media — 3 hrs.
Teaches planning and production steps essential for creating instructional multimedia projects. Students produce a real-world instructional multimedia product using the framework of the AECT instructional technology standards. Lab as arranged. Prerequisite(s): INSTTECH 1020 (240:020) or INSTTECH 1031 (240:031); and consent of instructor; junior standing. (Fall, Spring, Summer)

INSTTECH 4145/5153 (240:153g). Using Digital and Social Media in Education — 3 hrs.
Integrating leading-edge research about emerging digital and social media with hands-on experience. Study of emerging applications and instructional implementations. Students create an interactive instructional environment and document their pedagogical choices. Prerequisite(s): INSTTECH 1030 (240:030) or INSTTECH 4139/5139 (240:139g); junior standing. (Fall)

INSTTECH 4160 (240:160). Instructional Technology Projects — 1-4 hrs.
Independent instructional technology projects. Credit to be determined at time of registration; project, credit and evaluation criteria require advance consent of instructor. May be repeated for maximum of 4 hours. (Fall, Spring, Summer)

INSTTECH 4170/5170 (240:170g). Supporting Learning with Dynamic Web Design — 3 hrs.
Focuses on the evaluation and design of electronically-produced materials. Provides students with opportunities to apply basic visual design principles to the development of web-based instructional environments where technology tools expand students' opportunities to learn and create. Prerequisite(s): INSTTECH 1020 (240:020) or INSTTECH 1031 (240:031). (Spring)
media. Includes hands-on experience with web site design. Prerequisite(s): junior standing. (Variable)

INSTTECH 4186/5186. Studies in Instructional Technology — 1-3 hrs.
Individualized study of a specific problem or application in an area as determined by instructor and student. Prerequisite(s): junior standing. (Fall, Spring, Summer)

INSTTECH 4189 (240:189). Readings in Instructional Technology — 1-3 hrs.
Independent instructional technology projects. Credit to be determined at time of registration; project, credit and evaluation criteria require advance consent of instructor. May be repeated for maximum of 4 hours for any section. (Fall, Spring, Summer)

Engages in critical reflection to change, and designs and conducts a research cycle of acting, observing, and reflecting. Provides the basis for planning and completing action research. Prerequisite(s): INSTTECH 6240 (240:240). (Fall)

INSTTECH 6232 (240:232). Selecting and Integrating Instructional Technology — 3 hrs.
Examines new technologies that generate need for new literacies for 21st century students. Includes procedures for selection and integration of instructional technologies to support learning. (Fall)

Explores leading change towards 21st century learning. Engages in the processes of technology planning, management, and support in both theory and through practical applications. (Fall)

Students will apply a systematic instructional design model from the initial analysis through design, development and evaluation. Students will master the fundamental practices upon which the instructional design process is based. (Spring)

INSTTECH 6250. Writing a Graduate Paper/ePortfolio — 3 hrs.
Refines skills in writing a Masters Literature Review: researching, reading, writing and formatting the paper. Masters ePortfolio is organized, formatted and development begins. (Fall)

INSTTECH 6260 (240:260). Advanced Instructional Technology Projects — 1-4 hrs.
Independent instructional technology projects. Credit to be determined at time of registration; project, credit and evaluation criteria require advance consent of instructor. May be repeated for maximum of 4 hours. (Fall, Spring, Summer)

INSTTECH 6285 (240:285). Readings in Instructional Technology — 1-3 hrs.
Reviews individualized selected readings in an area of emphasis as determined by instructor and student. May be repeated for maximum of 3 hours. (Fall, Spring, Summer)

Individualized study of a specific problem or application in an area as determined by instructor and student. (Fall, Spring, Summer)

Refines the necessary skills to write a Master's paper; includes researching, reading, writing, and formatting the paper. May not be repeated. (Fall, Spring, Summer)

(Fall, Spring, Summer)

Students will complete their masters literature review/project report/original research/journal article during this course. It should be taken in the final semester of your program. Prerequisite(s): consent of department. (Fall, Spring, Summer)

Application of current research and theory to the instructional design process. Systematic process of translating principles of learning and instruction, employing several instructional design models. (Variable)

Literacy Education Courses

Evaluation, selection, and teaching of literature in the elementary school language arts program. Prerequisite(s): must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall and Spring)

Reading and writing instruction in grades PK-3, with an emphasis on integrating reading, writing, speaking, and listening, as well as integration across content areas. Prerequisite(s): Registration requires admission to Teacher Education program. Prerequisite(s) or corequisite(s): LITED 1044 (230:044). Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall, Spring, Summer)

Reading and writing instruction in grades 3-6, with an emphasis on integrating reading, writing, speaking, and listening, as well as integration across content areas. Prerequisite(s): ELEMECML 4150 (210:152g) or ELEMECML 4151/5151 (210:151g); LITED 1044 (230:044); junior standing. Requires admission to teacher education program. Prerequisite(s) or corequisite(s): LITED 3115 (230:115); must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall, Spring, Summer)

Theories underlying young children's acquisition of oral language and early reading and writing. Emphasis on implications for literacy curriculum in the primary grades. Prerequisite(s): LITED 1044 (230:044) and one of the following: LITED 3115 (230:115), LITED 3116 (230:116) or LITED 4117/5117 (230:117g) or consent of instructor; junior standing. Students must earn a grade of B- (2.67) or above in Literacy Education minor courses numbered LITED 3119/5119 (230:119) or above and have a cumulative and UNI GPA of 3.00 or higher to enroll in this course. (Variable)

Issues and trends in children's literature, including use in elementary school programs. Focus on values, uses, and controversies related
to children's literature by and about major American minority groups, including ethnic, religious, and socioeconomic minorities. Prerequisite(s): LITED 1044 (230:044); junior standing. Students must earn a grade of B- (2.67) or above in Literacy Education minor courses numbered LITED 3119/5119 (230:119) or above and have a cumulative and UNI GPA of 3.00 or higher to enroll in this course. (Variable)

LITED 4117/5117 (230:117g). Methods of Teaching Content Literacy at the Middle and Secondary Levels — 3 hrs.
Literacy instruction in the middle and secondary grades, including understanding the reading process, literacy across the curriculum, improving fluency, and assessment of literacy. Prerequisite(s); junior standing. Registration requires admission to Teacher Education Program. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall and Spring)

LITED 4140/5140. Assessment and Evaluation of Literacy — 3 hrs.
Introductory course in evaluating reading, writing, and language of individual children through formative and summative assessments and instruction within a classroom setting. Includes group and individual evaluation, informal assessment procedures, selection of materials, and instructional strategies to meet the needs of individual learners. Prerequisite(s): LITED 1044 (230:044) or ENGLISH 4940/5940 (620:165g); LITED 3115 (230:115), LITED 3116 (230:116), or LITED 4117/5117 (230:117g); LITED 3119/5119 (230:119) or LITED 3121/5121 (230:121) or TESOL 4510/5510 (630:165g); or consent of instructor; junior standing. Students must earn a grade of B- (2.67) or above in Literacy Education minor courses numbered LITED 3119/5119 (230:119) or above and have a cumulative and UNI GPA of 3.00 or higher to enroll in this course. Priority registration for Literacy Education minors and English teaching majors and minors. (Fall, Spring, Summer)

Selection, implementation, and interpretation of a variety of reading, writing, and language arts assessment procedures; small group literacy instruction, and, the development and implementation of effective individualized instructional programs. Prerequisite(s): LITED 1044 (230:044) or ENGLISH 4940/5940 (620:165g)/5940; LITED 3115 (230:115), LITED 3116 (230:116), or LITED 4117/5117 (230:117g); LITED 3119/5119 (230:119) or LITED 3121/5121 (230:121) or TESOL 4510/5510 (630:165g); or consent of instructor; junior standing. Students must earn a grade of B- (2.67) or above in Literacy Education minor courses numbered LITED 3119/5119 (230:119) or above and have a cumulative and UNI GPA of 3.00 or higher to enroll in this course. Priority registration for Literacy Education minors and English teaching majors and minors. (Fall, Spring, Summer)

LITED 4155/5155 (230:155g). English Language Structures and Usage for K-8 Educators — 1 hr.
The study of English language structures, usage, conventions, and variations across contexts. Emphasis on learning to teach these concepts to K-8 students, including English Language Learners. Prerequisite(s); junior standing. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. Priority registration for Middle Level Education Dual majors. (Fall and Spring)

LITED 4192/5192. Experience in Literacy: Tutoring — 3 hrs.
Supervised tutoring in the University Reading Center or in a public school reading center. Prerequisite(s): LITED 4140/5140; junior standing. For the Literacy Education Minor, students must earn a grade of B- (2.67) or above in Literacy Education minor courses numbered LITED 3119/5119 (230:119) or above and have a cumulative and UNI GPA of 3.00 or higher to enroll in this course. Corequisite(s): LITED 4147/5147. (Fall, Spring, Summer)

Supervised experience teaching in elementary or secondary reading programs. May be repeated for maximum of 4 hours. Prerequisite(s): junior standing. Students must earn a grade of B- (2.67) or above in Literacy Education minor courses numbered LITED 3119/5119 (230:119) or above and have a cumulative and UNI GPA of 3.00 or higher to enroll in this course. (Fall, Spring, Summer)

Integrated approach to language learning within and across grades K-12, with a strong emphasis on reading and writing connections within content areas and across children's and young adult literature. Prerequisite(s): graduate standing; previous course work in literacy education or consent of instructor. (Variable)

Experience in assessment and evaluation of literacy processes. An in depth examination of the interrelationship of assessment and evaluation to literacy development including current issues and practices. Prerequisite(s): graduate standing, previous course work in literacy education, or consent of instructor. (Variable)

Students locate, read, examine, analyze, and evaluate a variety of historical and contemporary literacy research pieces; make plans for research studies and write literature reviews, conference and grant proposals. Prerequisite(s): graduate standing or consent of instructor. (Variable)

Exploration of research on factors generally associated with variability in language and literacy development, on methods designed to promote language and literacy development, and on roles of teachers and parents in promoting this development in children with differences. Prerequisite(s): graduate standing, previous course work in literacy education, or consent of instructor. (Variable)

Advanced literacy course exploring ideological, cultural, social, and political issues in children's literature. Study in sociocultural contexts of literacy instruction, with critical analysis of literature as an instrument to inform and transform life as well as learning. Prerequisite(s): LITED 1044 (230:044) or consent of instructor. (Variable)

LITED 6260 (230:260). Roles of the Reading Specialist — 3 hrs.
Exploration of the five major leadership roles required of school personnel who serve as reading and language arts specialists. Prerequisite(s): graduate standing or consent of instructor. (Variable)

Seminar topics to be announced in Schedule of Classes. May be repeated for maximum of 4 hours. Prerequisite(s): consent of instructor. (Variable)

Supervised experience in teaching and/or supervision of instruction. May be repeated for maximum of 4 hours. Prerequisite(s): consent of instructor. (Fall, Spring, Summer)
Intended as the final course in the Curriculum and Instruction: Literacy Education program; focuses on completion of final research project and preparation for comprehensive examination in a collaborative seminar setting. Thesis requires a total of 6 hours. Non-thesis requires a total of 3 hours. Prerequisite(s): consent of department. (Fall, Spring, Summer)

LITED 6301. Reading Recovery Teacher Clinical I — 3 hrs.
Participants in this course will develop understanding and expertise in: administering and analyzing the Observation Survey of Early Literacy Achievement, teaching Reading Recovery children, and understanding the theoretical basis of Reading Recovery instruction. Prerequisite(s): students must be hired for the position of Reading Recovery teacher in a school. (Fall)

LITED 6302. Reading Recovery Teacher Clinical II — 3 hrs.
Participants in this course will continue to develop deep understanding and expertise in teaching Reading Recovery children and in understanding the theoretical basis of Reading Recovery instruction. Prerequisite(s): students must have successfully completed LITED 6301 Reading Recovery Teacher Clinical I. (Spring)

LITED 6303. Literacy Lessons Teacher Clinical I — 3 hrs.
Participants in this course will develop expertise: in administering and analyzing an Observation Survey of Early Literacy Achievement, in teaching first, second or third grade children who are either identified as Special Education students with an IEP in reading or are English Language Learners (ELL) who are selected for Literacy Lessons instruction, and in understanding the theoretical basis for Literacy Lessons instruction. Prerequisite(s): Prerequisite(s): student must be employed for the position of Literacy Lessons teacher and as a Special Education or English as a Second Language teacher in a school. Prerequisite(s) or corequisite(s): Student must be employed for the position of Literacy Lessons teacher and as a Special Education or English as a Second Language teacher in a school. (Fall)

LITED 6304. Literacy Lessons Teacher Clinical II — 3 hrs.
Participants in this course will deepen and expand their expertise: in teaching first, second or third grade children who are either identified as Special Education students with an IEP in reading or are English Language Learners (ELL) who are selected for Literacy Lessons instruction, and in understanding the theoretical basis for Literacy Lessons instruction. Prerequisite(s): Student must be employed for the position of Literacy Lessons teacher and as a Special Education or English as a Second Language teacher in a school. Students are also required to have successfully completed LITED 6303 Literacy Lessons Teacher Clinical I. Prerequisite(s) or corequisite(s): Student must be employed for the position of Literacy Lessons teacher and as a Special Education or English as a Second Language teacher in a school. Students are also required to have successfully completed LITED 6303 Literacy Lessons Teacher Clinical I. (Spring)

Participants in this course will develop expertise in administering and analyzing the Observation Survey, teaching Reading Recovery children, and understanding the theoretical basis of Reading Recovery instruction. Prerequisite(s): admission to this course requires admittance to Reading Recovery Teacher Leader Training. Requirements for admission to Reading Recovery Teacher Leader training include completion of a Master's degree in education or a related area. Successful completion of the Reading Recovery Teacher Leader training is based on successful completion of all the training courses. (Fall)

LITED 7303 (230:303). Reading Recovery Teacher Leader Clinical II — 3 hrs.
Participants will continue to learn how to teach using Reading Recovery instructional practices. Prerequisite(s): admission to this course requires admittance to Reading Recovery Teacher leader Training and successful completion of LITED 7302 (230:302). Requirements for admission to Reading Recovery Teacher Leader training include completion of a Master's degree in education or a related area. Successful completion of the Reading Recovery Teacher Leader training is based on successful completion of all the training courses. (Spring)

Participants will develop skills required for the role of Reading Recovery teacher leader, Partnerships in Comprehensive Literacy (PCL) coach, or literacy coach in a school. This course includes both classes that meet regularly and field experiences. Prerequisite(s): admission to this course requires admission to the Reading Recovery leader training program, Partnerships in Comprehensive Literacy Coach program, or an Ed.D. program with experience as a literacy teacher and permission of the instructor. (Fall)

LITED 7305 (230:305). Literacy Leadership II — 3 hrs.
Participants will develop skills required for the role of Reading Recovery teacher leader, Partnerships in Comprehensive Literacy (PCL) coach, or literacy coach in a school. This course includes both classes that meet regularly and field experiences. Prerequisite(s): admission to this course requires admission to the Reading Recovery teacher leader training program, Partnerships in Comprehensive Literacy Coach program, or an Ed.D. program with experience as a literacy teacher and permission of the instructor. Admission to this course also requires successful completion of the LITED 7304 (230:304) course. (Spring)

LITED 7306 (230:306). Theories of Reading Difficulties — 3 hrs.
Students will learn theories and research about learning development, reading development, and reading difficulties. Prerequisite(s): admission to this course requires successful completion of the course LITED 7307 (230:307). Admission to this course requires admission to the Reading Recovery teacher leader training program, Partnerships in Comprehensive Literacy Coach program, or an Ed.D. program with experience as a literacy teacher and permission of the instructor. (Spring)

LITED 7307 (230:307). Theories of Reading and Writing Processes — 3 hrs.
Students will learn about theories of reading and writing development, including the topics of oral language, written language, phonology and orthography, and comprehending. Prerequisite(s): admission to this course requires admission to the Reading Recovery teacher leader training program, Partnerships in Comprehensive Literacy Coach program, or an Ed.D. program with experience as a literacy teacher and permission of the instructor. (Fall)

LITED 7310. Coaching in the Comprehensive Literacy Model — 3 hrs.
Coaching in the Comprehensive Literacy Model (CLM) is designed to begin the coursework for preparing a CLM coach for a school. CLM coaches support schools in implementing a seamless approach for comprehensive school improvement. Students will learn to use the Framework for Literacy, which uses a workshop approach for differentiating instruction to meet the needs of all students, including whole-group, small group, and one-to-one conferences. Schedules and organization techniques are provided and literacy components are discussed, including guided reading, literature discussion groups,
shared reading, mini-lessons, focus units, and other literacy-related topics. Other issues addressed include: literacy coaching, collaborative learning communities, intervention groups for struggling learners, and assessment walls for progress monitoring. Video examples and materials from Partnerships in Comprehensive Literacy (PCL) schools are used to illustrate how teachers are implementing comprehensive literacy components into the school day. Prerequisite(s): Master's Degree and accepted application from a school district or area education agency (or with Instructor's permission). (Summer)

LITED 7320. Coaching in the Comprehensive Intervention Model — 3 hrs.
Comprehensive Intervention Model (CIM) is the initial course for the preparation of CIM coaches who will provide professional development to CIM teachers in schools. The course focuses on how schools can implement the Comprehensive Intervention Model with a range of literacy interventions for meeting the diverse needs of struggling learners. Comprehensive intervention provides for the unique differences encountered among increasingly diverse schools. A comprehensive intervention plan enables school teams to be decision makers in planning and providing the most effective and highly tailored interventions based on the needs in a school. Highly tailored layers of support are provided to change the achievement profile of a school. The course will focus on differentiating reading and writing instruction within various settings, including supplemental and classroom for meeting the needs of struggling learners. The course will include details for implementing a portfolio of small group interventions, collaborating with teachers across intervention approaches, and using assessment data to monitor students' progress. An emphasis will be placed on the Comprehensive Intervention Model (CIM) as a Response to Intervention method. Prerequisite(s): Master's Degree and accepted application from a school district or area education agency or with Instructor's permission. (Summer)

Current models, methodologies, and decision-making approaches for development and evaluation of K-12 programs. Prerequisite(s): ELEMECML 7352 (210:352). (Variable)

LITED 7386. Studies in Comprehensive Intervention — 3 hrs.
Studies in Comprehensive Intervention

LITED 7389 (230:389). Seminar in Reading — 1 hr.
Series of one-hour seminars to accompany doctoral work in statistics, research, and practicum experiences. May be repeated for maximum of 3 hours. Prerequisite(s): consent of instructor. (Variable)

LITED 7397 (230:397). Practicum in Reading — 1-4 hrs.
Supervised professional experience teaching reading education courses at the university level or participating in reading program supervision and consulting within a school district. May be repeated for maximum of 4 hours. Prerequisite(s): consent of instructor. (Variable)

Safety Education Courses

SAFETYED 4131/5131 (300:131g). Driver and Traffic Safety I — 3 hrs.
Classroom and in-the-car techniques of imparting instruction to high school students taking driver education. Prerequisite(s): junior standing. (Variable)

SAFETYED 4192/5192 (300:192g). Experience in Safety Education — 2-4 hrs.
Offered in various specialized fields; may be repeated once for credit in a different area. Maximum of 8 hours credit. Prerequisite(s): junior standing. (Variable)

School Library Studies Courses

SLS 4114/5114 (350:114g). Introduction to the School Library Program — 3 hrs.
Survey of school librarianship, functions of the school library, national and state professional guidelines and standards, ethical and legal issues; includes a field experience collection management project in a selected school library. Must be taken in the first semester. Prerequisite(s): junior standing; consent of instructor. (Variable)

SLS 4115/5115 (350:115g). Organization of Information — 3 hrs.
Application of standards of descriptive cataloging and MARC record for automated systems. Application of Dewey Decimal Classification and standard subject headings for school library catalogs. Administration of library automation systems for management of collections. Introduction of tagging and other web-based methods for organization of information and information sources. Prerequisite(s): junior standing. Prerequisite(s) or corequisite(s): SLS 4114/5114 (350:114g)/5114 (350:114) or consent of program coordinator. (Variable)

Collection development process related to resources of elementary school libraries, with a focus on strategies for supporting students' reading motivation and reading comprehension. Roles of the teacher librarian as both information specialist and teacher. Prerequisite(s): junior standing. Prerequisite(s) or corequisite(s): SLS 4114/5114 (350:114g) or consent of instructor. (Variable)

SLS 4134/5134 (350:134g). Library Resources for Young Adults — 3 hrs.
Collection development process related to resources of secondary school libraries, with a focus on the roles of the teacher librarian both information specialist and teacher. Prerequisite(s): junior standing. Prerequisite(s) or corequisite(s): SLS 4114/5114 (350:114g) or consent of instructor. (Variable)

Collaborative role of the school teacher librarian in curriculum design. Study of curriculum frameworks and the curriculum integration of information process models, PK-12, with an emphasis on inquiry-based learning. Prerequisite(s): SLS 4114/5114 (350:114g). Prerequisite(s) or corequisite(s): SLS 4132/5132 (350:132g) or SLS 4134/5134 (350:134g) or SLS 6250 (350:250). (Variable)

Administrative and leadership role of the school teacher librarian, including organizational strategies, planning, and policy development. Prerequisite(s): SLS 4114/5114 (350:114g). (Variable)
Emphasis on technologies for school libraries, including design  
specific to school library websites (Librarian as program  
administrator), web-based tools for teaching the inquiry processes  
(Librarian as teacher) and tools for organizing information for efficient  
user access (Librarian as information specialist). Prerequisite(s) or  
corequisite(s): SLS 4115/5115 (350:115g)/5115 (350:115). (Variable)

— 3 hrs.  
Collection management for print and digital reference sources and  
information systems for youth. Question-negotiation, search strategies,  
critical evaluation, and information use in the context of inquiry based  
learning. Prerequisite(s): SLS 4115/5115 (350:115g). (Variable)

Critical assessment of the elements of school library services such as  
Inquiry Learning at the building and system levels. May be repeated  
up to six hours with permission of the Division. Prerequisite(s):  
SLS 6223 (350:223); SLS 6250 (350:250). (Variable)

Experience in the function of elementary and secondary school  
libraries. Principles of effective collaborative teaching and inquiry  
based learning. May be repeated up to six hours with permission of  
the Division. Prerequisite(s): SLS 4114/5114 (350:114g); SLS 6223  
(350:223); or written consent of instructor. (Variable)

SLS 6295 (350:295). Research in Library and Information Science  
— 3 hrs.  
Survey of basic research methodologies and critical evaluation of  
school library research studies. The use of the research process to  
develop a draft proposal for a research study, or project. Prerequisite(s)  
or corequisite(s): SLS 6250 (350:250). (Variable)

Focus on the process of completing the research study, project, or  
thesis. Must be taken during the semester when the study is completed  
and may be repeated. Student must enroll in at least 1 credit hour  
during the semester the study is completed. Prerequisite(s): SLS 6295  
(350:295); consent of department. (Variable)