Department of Curriculum and Instruction

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

**Undergraduate Majors (B.A.)**

- Early Childhood Education-Teaching (p. 1)
- Elementary Education-Teaching (K-6 General Classroom Teacher) (p. 3)
- Middle Level Education Dual Major-Teaching (p. 5)

**Minors**

- Early Childhood Education-Teaching (p. 6)
- Educational Technology (p. 6)
- Literacy Education-Teaching (p. 6)
- Social & Emotional Learning (p. 7)
- Social Studies (K-8)-Teaching (p. 8)

**Graduate Majors (M.A.)**

- Learning Technologies and Instructional Design (p. 8)
- School Library Studies (p. 9)

**Graduate Majors (M.A.E.)**

- Early Childhood Education (p. 10)
- Elementary Education (p. 10)
- Literacy Education (p. 11)

**Graduate Major (Ed.D.)**

- Doctor of Education: Curriculum and Instruction intensive study area (p. 12)

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

**Program Certificates**

- Education of the Gifted (p. 13)
- Learning Technologies Facilitator (p. 13)
- Advanced Studies Certificate: Literacy Coach (p. 13)
- Advanced Studies Certificate: Reading Recovery Teacher Leader (p. 14)

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**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 UNIFI/General Education requirements, the Professional Education Requirements, the specified major requirements, plus electives to complete a minimum of 120 hours. The prescribed program is as follows:

This major leads to licensure for teaching young children from birth through grade 3, with an emphasis on working in inclusive settings (endorsement #1001 PK-3 Birth through grade three, Inclusive Settings). Early childhood education majors engage in a blended curriculum that prepares them for both general education and special education positions in early childhood settings.

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

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

**Required:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education:</td>
<td></td>
</tr>
<tr>
<td>SPED 3150</td>
<td>2</td>
</tr>
<tr>
<td>Instructional Technology:</td>
<td></td>
</tr>
<tr>
<td>LRNTECH 1031</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 4170/5170</td>
<td>3</td>
</tr>
</tbody>
</table>

* Before enrolling in TEACHING 4170/5170, the student must be fully admitted to the Teacher Education Program.

**Level I**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology:</td>
<td></td>
</tr>
<tr>
<td>TEACHING 2017</td>
<td>1</td>
</tr>
</tbody>
</table>
Level II

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

TEACHING 3128 Level 2 Field Experience: Lesson Planning and Instruction

Educational Psychology:
EDPSYCH 3148 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 Schools and American Society 3

Teaching:
TEACHING 3132 Early Childhood Teaching

Total Hours Professional Education Requirements - Early Childhood 31

II. Early Childhood Education Major Requirements

Required:

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

Elementary, Early Childhood, and Middle Level Education:
ELEMECML 3149/5149 Child, Family, School and Community Relationships 3
ELEMECML 3161 Teaching Elementary School Science 3
ELEMECML 3164 Teaching Elementary School Social Studies 3
ELEMECML/SPED 4124 Infant Toddler Curriculum and Early Intervention 3
ELEMECML 4130/5130 Guidance and Instruction in Early Childhood Education 3
ELEMECML 4151/5151 Early Childhood Curriculum Development and Organization 3
ELEMECML 4162/5162 Administration and Advocacy of Early Childhood Programs 2
ELEMECML 4192/5192 Field Experience and Seminar in Early Childhood 2

Literacy Education:
LITED 1044 Children's Literature 3
LITED 3115 Methods of Teaching Early Literacy 3
LITED 3119/5119 Language Development and Emergent Literacy 3

Mathematics:
MATH 1204 Mathematical Reasoning ** 3
MATH 2204 Mathematical Reasoning for Elementary Teachers II ** 3
MATH 3203 Teaching Mathematics in the Elementary School 3
MATH 3204 Mathematical Reasoning for Elementary Teachers III ** 3

Life Science course:
SCI ED 1200 Inquiry into Life Science (recommended)

OR
Any life/biological (BIOL xxxx) science course 3-4

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

OR
Any chemistry (CHEM xxxx) or physics (PHYSICS xxxx)

Earth/Space Science:
SCI ED 1100 Inquiry into Earth and Space Science (recommended) 3-4
EARTHSCI 1100 Astronomy
EARTHSCI 1200 Elements of Weather
EARTHSCI 1300 Introduction to Geology

Special Education:
SPED 4192/5192 Experience in Special Education 1
SPED 4148/5148 Assessment of Young Children and Families with Exceptionalities 3

Total Hours 59-62

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

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

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

ELEMECML 3149/5149 Child, Family, School and Community Relationships 3
ELEMECML 3161 Teaching Elementary School Science 3
ELEMECML 3164 Teaching Elementary School Social Studies 3
Students should apply for their student teaching one year in advance.

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

This major leads to endorsement #102 K-6 Teacher Elementary Classroom.

Students majoring in Elementary Education, Early Childhood Education or Middle Level Education may not repeat or withdraw from any courses within the ELEMECML, LRNTECH, or LITED course categories more than twice (a total of three times for any course). Students in these programs are also limited to a maximum of five course retakes across these same courses. Under extraordinary circumstances, an elementary, early childhood or middle level education major may request in writing that an exception be made to this policy. All written requests will be reviewed by the 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 UNIFI/General Education requirements, the Professional Education Requirements, the major requirements, a 12-hour area of specialization (this requirement is covered by the UNIFI/General Education program), 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 Meeting the Needs of Diverse Learners in Classrooms 2

**Instructional Technology:**
- LRNTECH 1031 Educational Technology and Design 3

**Human Relations:**
- TEACHING 4170/5170 Human Relations: Awareness and Application 3

* Students must select LRNTECH 1031 Educational Technology and Design in place of LRNTECH 1020 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 Dynamics of Human Development 3

### Level II

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

- TEACHING 3128 Level 2 Field Experience: Lesson Planning and Instruction 1
- EDPSYCH 3148 Learning and Motivation in Classroom Contexts 3
- MEASRES 3150 Classroom Assessment 2

### Level III

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

**Social Foundations:**
- SOCFOUND 3119 Schools and American Society 3

**Teaching:**
- TEACHING 3134 Elementary Teaching 12

**Total hours Professional Education Requirements - Elementary Education:**
33

### II. Elementary Education Major Requirements

Required:

**Elementary, Early Childhood, and Middle Level Education:**
- ELEMECML 3120 Classroom Management K-8 15
- ELEMECML 3161 Teaching Elementary School Science
- ELEMECML 3164 Teaching Elementary School Social Studies
- ELEMECML 4123/5123 Methods of Teaching Visual and Performing Arts Integration in the Elementary Classroom
- ELEMECML 4150 Elementary Curriculum
- LITED 1044 Children's Literature 9
- LITED 3115 Methods of Teaching Early Literacy
- LITED 3116 Methods of Teaching Content Literacy in the Intermediate Grades 3

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

Mathematics:
MATH 1204 Mathematical Reasoning ** 3
MATH 2204 Mathematical Reasoning for Elementary Teachers II * 3
MATH 3204 Mathematical Reasoning for Elementary Teachers III ** 3
MATH 3203 Teaching Mathematics in the Elementary School 3

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

Physical Science course:
SCI ED 1300 Inquiry into Physical Science (recommended) 3-4
OR
Any chemistry (CHEM xxxx) or physics (PHYSICS xxxx)

Earth/Space Science:
One course from the following:
SCI ED 1100 Inquiry into Earth and Space Science (recommended) 3-4
EARTHSCI 1100 Astronomy
EARTHSCI 1200 Elements of Weather
EARTHSCI 1300 Introduction to Geology

Total Hours 48-51

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

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

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:
ELEMECML 3120 Classroom Management K-8 3
ELEMECML 3161 Teaching Elementary School Science
ELEMECML 3164 Teaching Elementary School Social Studies

Literacy Education:
LITED 3116 Methods of Teaching Content Literacy in the Intermediate Grades

Mathematics:
MATH 3203 Teaching Mathematics in the Elementary School 3

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 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:

ELEMECML 3120 Classroom Management K-8 3
ELEMECML 3161 Teaching Elementary School Science 3
ELEMECML 3164 Teaching Elementary School Social Studies 3
LITED 3115 Methods of Teaching Early Literacy 3
LITED 3116 Methods of Teaching Content Literacy in the Intermediate Grades 3
MATH 3203 Teaching Mathematics in the Elementary School 3

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

Verification of Iowa Teaching Licensure Requirements

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

9 hours from 3 different areas:
History: with prefix HISEUA, HISEUB, HISNW, HISUS, HIST
or classes
HUM 1021 Humanities I: The Ancient, Classical, and Medieval Worlds
or HUM 1022 Humanities II: The Renaissance, Reformation, and Enlightenment
or HUM 1023 Humanities III: The Age of Revolution to the Present

Economics: with prefix ECON
Psychology: with prefix PSYCH
Sociology: with prefix SOC
Geography: with prefix GEOG
Political Science/Civic Literacy: with prefix POL AMER
### III. Area of Specialization

Students will include a 12-hour area of specialization. UNIFI/General Education courses may be counted toward 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:

- Art Education (K-8)-Teaching (listed in Department of Art)
- Basic Science (K-8)-Teaching (listed in Science and Science Education)
- Early Childhood Education-Teaching (listed below)
- 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)
- Literacy Education (Reading K-8 and 5-12) (listed below)
- Social Studies (K-8)-Teaching (listed below)
- Special Education-Teaching (listed in Department of Special Education)

#### Purple Pathway for Paraeducators Program

The Purple Pathway program is an accelerated, online, practice that allows paraeducators holding an AA or AS degree to complete a Bachelor of Arts degree in Elementary Education that leads to recommendation for licensure for the K-6 Elementary (#102) and K-8 Instructional Strategist I: Mild/Moderate Special Education (#260) teaching endorsements. Paraeducator/students complete 80 credits from the University of Northern Iowa over a period of two years. District/school recommendations of support are required for participation in this program.

#### Middle Level Education Dual Major-Teaching

This major is designed to prepare students to teach young adolescents at the middle level of education (grades 5-8). This is a dual major and must be combined with either an elementary or secondary education teaching major. Students will complete UNIFI/General Education requirements, the Professional 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.

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

Students majoring in Elementary Education, Early Childhood Education or Middle Level Education may not **repeat or withdraw** from any courses within the ELEMECML, LRNTECH, or LITED course categories more than twice (a total of 3 times for any course).

Students in these programs are also limited to a maximum of five course retakes across these same courses. Under extraordinary circumstances, an elementary, early childhood or middle level education major may request in writing that an exception be made to this policy. All written requests will be reviewed by the 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology:</td>
<td>3</td>
</tr>
<tr>
<td>EDPSYCH 4152/5153 Development of the Middle School Aged Child</td>
<td></td>
</tr>
<tr>
<td>Middle Level Education:</td>
<td>8</td>
</tr>
<tr>
<td>ELEMECML 3120 or EDPSYCH 4151, Art teaches to Classroom Management for Secondary Students</td>
<td></td>
</tr>
<tr>
<td>ELEMECML 4135/5 Middle Level Instruction, Differentiation, and Assessment</td>
<td></td>
</tr>
<tr>
<td>ELEMECML 4152/5152 Middle Level Curriculum</td>
<td></td>
</tr>
<tr>
<td>Literacy Education:</td>
<td>4</td>
</tr>
<tr>
<td>LITED 4117/5117 Methods of Teaching Content</td>
<td></td>
</tr>
<tr>
<td>Literacy at the Middle and Secondary Levels</td>
<td></td>
</tr>
<tr>
<td>LITED 4155/5155 English Language Structures and Usage for K-8 Educators</td>
<td></td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts: to include composition, language usage, speech, young adult literature, and literature across cultures</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics: to include algebra</td>
<td>12</td>
</tr>
<tr>
<td>Science: to include life, earth, and physical</td>
<td>12</td>
</tr>
<tr>
<td>Social Studies: to include United States history, world history, government, and geography</td>
<td>12</td>
</tr>
</tbody>
</table>

**Minimum of 24 hours**

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

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:
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  Classroom Management K-8  3
ELEMECML 4135/5135  Middle Level Instruction, Differentiation, and Assessment  3
LITED 4117/5117  Methods of Teaching Content Literacy at the Middle and Secondary Levels  3

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 and TEACHING 3134 or TEACHING 3138 for a total of 12 hours.

Minors

Early Childhood Education Minor -Teaching

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

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

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

Students should plan their course work so that all Early Childhood Education courses are taken prior to student teaching. Students must have a cumulative, UNI, minor and major GPA of 2.50 in order to student teach. Student teaching placements in a PreK classroom and an elementary classroom are required (TEACHING 3132 and TEACHING 3134).

EDPSYCH 2030  Dynamics of Human Development  3
MEASRES 3150  Classroom Assessment  2
EDPSYCH 3109  Development and Assessment of Young Children  3
ELEMECML 3149/5149  Child, Family, School and Community Relationships  3
ELEMECML 4130/5130  Guidance and Instruction in Early Childhood Education  3
ELEMECML 4151/5151  Early Childhood Curriculum Development and Organization  3
ELEMECML 4192/5192  Field Experience and Seminar in Early Childhood  2
LITED 3119/5119  Language Development and Emergent Literacy  3

Total Hours  22

Educational Technology Minor

The Educational Technology Minor has 5 designated courses, however 2 of the courses (LRNTECH 4110/5110 and LRNTECH 4138/5138) can be replaced by other courses in specific subject areas (i.e., Assistive Technologies for Special Ed) with student request and instructor permission. Educational Technology minor students may begin their program in either Fall or Spring semester.

Required:

Instructional Technology:

LRNTECH 1020  Secondary Educational Technology and Design  2-3
or LRNTECH 1031  Educational Technology and Design
LRNTECH 1030  Creating Technology-Enhanced Learning Environments  3
LRNTECH 4110/5110  Developing and Directing Online Learning  3
LRNTECH 4138/5138  Understanding Visual Literacy  3

Total Hours  14-15

Literacy Education Minor -Teaching

Required:

Literacy Education:

LITED 4140/5140  Assessment and Evaluation of Literacy  4
LITED 4193/5193  Experience in Literacy: Field

Course work chosen for appropriate endorsement  21

Total Hours  25

Reading K-8 Endorsement

Literacy Education:

LITED 1044  Children’s Literature  3
LITED 3115  Methods of Teaching Early Literacy  3
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 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.

### Social & Emotional Learning Minor

The Social & Emotional Learning Minor is composed of 20-23 credits of course work and 3 workshops which are embedded into the ELEMECML 3186 seminar. The goal of the minor program is to support elementary and secondary educators becoming leaders in their schools and communities in the area of Social & Emotional Learning (SEL). Early Childhood majors should work with a CATS advisor if interested in this minor. Students who complete this minor will have a deeper understanding of how to create safe spaces for all students, promote empathy, engage in and teach well-being practices, support student self-awareness, and facilitate shared decision-making.

**Elementary Education Majors:**

<table>
<thead>
<tr>
<th>Required:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMECML 3120 Classroom Management K-8</td>
<td>3</td>
</tr>
<tr>
<td>ELEMECML 4123/512: Methods of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>VISUAL 4157/5157 Visual and Performing Arts Integration in the Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ELEMECML 4150 Elementary Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ELEMECML 4157/5157 Interpersonal Forgiveness</td>
<td>3</td>
</tr>
<tr>
<td>ELEMECML 4232/523 Risk and Resilience:</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 3360 Intellectual Vices and Virtues:</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 2203 Social Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective (select one of the following):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>PHIL 1020 Philosophy: The Art of Thinking</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1000 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>FAM SERV 1010 Human Identity and Relationships</td>
<td>3</td>
</tr>
<tr>
<td>EDPSYCH 4118/5118 Mental Health and Well-Being in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDPSYCH 4157/5157 Interpersonal Forgiveness</td>
<td>3</td>
</tr>
<tr>
<td>EDPSYCH 4232/523 Risk and Resilience:</td>
<td>3</td>
</tr>
<tr>
<td>EDPSYCH 4232/523 Child, Family, School and Community Factors</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 2203 Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 3360 Intellectual Vices and Virtues:</td>
<td>3</td>
</tr>
</tbody>
</table>

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**Reading 5-12 Endorsement**

<table>
<thead>
<tr>
<th>Literacy Education:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 3119/5119 Language Development and Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>or TESOL 4510/5510 Language Development</td>
<td>3</td>
</tr>
<tr>
<td>LITED 4117/5117 Methods of Teaching Content Literacy at the Middle and Secondary Levels</td>
<td>3</td>
</tr>
<tr>
<td>LITED 4147/5147 Advanced Literacy Practices</td>
<td>3</td>
</tr>
<tr>
<td>LITED 4192/5192 Experience in Literacy: Tutoring</td>
<td>3</td>
</tr>
</tbody>
</table>

**Languages and Literatures/Linguistics:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH 2520 Multicultural Literature</td>
<td>3</td>
</tr>
<tr>
<td>or ENGLISH 2420 Survey of American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGLISH 4940/5940 Literature for Young Adults</td>
<td>3</td>
</tr>
<tr>
<td>ENGLISH 4920/5920 The Teaching of Writing</td>
<td>3</td>
</tr>
<tr>
<td>or TESOL 4120/5120 Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>or TESOL 4110/5110 The Structure of English</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours: 21**

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

<table>
<thead>
<tr>
<th>Literacy Education:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 1044 Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>LITED 3115 Methods of Teaching Early Literacy</td>
<td>3</td>
</tr>
<tr>
<td>LITED 3116 Methods of Teaching Content Literacy in the Intermediate Grades</td>
<td>3</td>
</tr>
<tr>
<td>or LITED 4117/5117 Methods of Teaching Content Literacy at the Middle and Secondary Levels</td>
<td>3</td>
</tr>
<tr>
<td>LITED 3119/5119 Language Development and Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>LITED 3121/5121 Children's Literature for Diversity and Social Justice</td>
<td>3</td>
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**Languages and Literatures/Linguistics:**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENGLISH 2520 Multicultural Literature</td>
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<tr>
<td>or ENGLISH 2420 Survey of American Literature</td>
<td>3</td>
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<tr>
<td>ENGLISH 4940/5940 Literature for Young Adults</td>
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**Theatre:**

<table>
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<tbody>
<tr>
<td>THEATRE 1050 Creative Drama</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours: 21**

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**Department of Curriculum and Instruction**
Social Studies Minor (K-8)-Teaching

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

Required:

Elementary, Early Childhood, and Middle Level Education:

- ELEMECML 4143/5143 Applications/Content in Elementary Social Studies

Master of Arts Degree Programs

Major in Learning Technologies and Instructional Design

This program is designed to prepare graduates for successful careers involving educational media, instructional design, teaching, and technology. The program begins with essential tools and foundations leading up to creative and hands-on opportunities that equip graduates to lead change and promote successful teaching and earning in the classroom, non-profit, or corporate setting.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNIverse Student Center To-Do list or contact the Department of Curriculum and Instruction for other application requirements.

Graduate information and application for graduate admission can be found at https://admissions.uni.edu/application.

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

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

This major is available on both the thesis and non-thesis options, and requires a minimum of 33 semester hours for thesis and 30 semester hours for non-thesis. A minimum of 15 semester hours of 6000-level course work is required for the thesis option. A minimum of 12 semester hours of 6000-level course work is required for the non-thesis option.

All students completing the thesis option are required to complete a comprehensive portfolio. A student completing the thesis option must include 6 hours of LRNTECH 6299 in the program of study.

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

Required:

- LRNTECH 4110/5110 Developing and Directing Online Learning
- LRNTECH 4131/5131 Exploring Issues and Trends in Learning Technologies
**Department of Curriculum and Instruction**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LRNTECH 4153/5153</td>
<td>Developing Digital Learning Environments</td>
<td>3</td>
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<tr>
<td>MEASRES 6205</td>
<td>Educational Research</td>
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<tr>
<td>LRNTECH 6208</td>
<td>Enhancing Learning Through Action Research</td>
<td>3</td>
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<tr>
<td>LRNTECH 6215</td>
<td>Designing and Implementing Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>LRNTECH 6237</td>
<td>Creating Change through Digital Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LRNTECH 6240</td>
<td>Understanding Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>LRNTECH 6289</td>
<td>Seminar in Learning Technology</td>
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</tr>
<tr>
<td>LRNTECH 6299</td>
<td>Research</td>
<td>3 or 6</td>
</tr>
</tbody>
</table>

**Thesis Option (6 hours)**

- Research 3 or 6

**Non-thesis Option (3 hours)**

- Total hours - non-thesis option 30
- Total hours - thesis option 33

**Major in School Library Studies**

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

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

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

This major is available on the **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 6000-level course work is required for the **thesis** option. A minimum of 12 hours of 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 endorsement #174 K-12 School Teacher Librarian endorsement if they hold or are eligible to hold a teaching license.

Required:
**School Library Studies:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>SLS 4114/5114</td>
<td>Introduction to the School Library Program</td>
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</tr>
<tr>
<td>SLS 4115/5115</td>
<td>Organization of Information</td>
<td>3</td>
</tr>
<tr>
<td>SLS 4132/5132</td>
<td>Library Resources for Children</td>
<td>3</td>
</tr>
<tr>
<td>SLS 4134/5134</td>
<td>Library Resources for Young Adults</td>
<td></td>
</tr>
<tr>
<td>SLS 6223</td>
<td>School Library Curriculum Development</td>
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<tr>
<td>SLS 6225</td>
<td>Leadership in the School Library Program</td>
<td></td>
</tr>
<tr>
<td>SLS 6230</td>
<td>Technologies for Libraries</td>
<td></td>
</tr>
<tr>
<td>SLS 6250</td>
<td>Information Resources for Inquiry Learning</td>
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<tr>
<td>SLS 6290</td>
<td>Practicum</td>
<td></td>
</tr>
<tr>
<td>SLS 6295</td>
<td>Research in Library and Information Science</td>
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</table>

**Research:**

- Thesis Option (6 hours)
- Non-thesis Option (3 hours)

- Thesis Option 36
- Non-thesis Option 33

**Licensure Preparation for Endorsement 108 K-8 School Teacher Librarian**

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

Required:
**School Library Studies:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLS 4114/5114</td>
<td>Introduction to the School Library Program</td>
<td>3</td>
</tr>
<tr>
<td>SLS 4115/5115</td>
<td>Organization of Information</td>
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</tr>
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<td>SLS 4132/5132</td>
<td>Library Resources for Children</td>
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</tr>
<tr>
<td>SLS 6223</td>
<td>School Library Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>SLS 6225</td>
<td>Leadership in the School Library Program</td>
<td>3</td>
</tr>
<tr>
<td>SLS 6230</td>
<td>Technologies for Libraries</td>
<td>3</td>
</tr>
<tr>
<td>SLS 6250</td>
<td>Information Resources for Inquiry Learning</td>
<td>3</td>
</tr>
<tr>
<td>SLS 6290</td>
<td>Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours** 24

**Licensure Preparation for Endorsement 109 5-12 School Teacher Librarian**

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

Required:
**School Library Studies:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLS 4114/5114</td>
<td>Introduction to the School Library Program</td>
<td>3</td>
</tr>
<tr>
<td>SLS 4115/5115</td>
<td>Organization of Information</td>
<td>3</td>
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<tr>
<td>SLS 4132/5132</td>
<td>Library Resources for Children</td>
<td>3</td>
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</tbody>
</table>
Department of Curriculum and Instruction

SLS 4114/5114  Introduction to the School Library Program  3
SLS 4115/5115  Organization of Information  3
SLS 4134/5134  Library Resources for Young Adults  3
SLS 6223  School Library Curriculum Development  3
SLS 6225  Leadership in the School Library Program  3
SLS 6230  Technologies for Libraries  3
SLS 6250  Information Resources for Inquiry Learning  3
SLS 6290  Practicum  3

Total Hours  24

Master of Arts in Education Degree Programs

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

Major in Early Childhood Education

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

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

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

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

The degree program in this major 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 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.

Required professional core:
MEASRES 6205  Educational Research  3
EDPSYCH 6214  Foundations of Instructional Psychology  3

Curriculum and Instruction:
ECE 6201  Issues and Trends in Early Childhood Curriculum  2
ELEMECML 6205  Technology in Early Childhood Education  2
ELEMECML 6210  Diversity in Early Childhood Education: Theory and Practice  3
LITED 6212  Methods and Materials in Literacy Education  3
ELEMECML 6214  Recent Research in Early Childhood Education  3
ELEMECML 6221  Analysis and Design of Curriculum for Young Children  2
ELEMECML 6236  Assessment in Early Childhood  2
ECE 6289  Seminar in Early Childhood Education (or 2-4 credits of approved electives)  2-4

Research:
ELEMECML 6299  Research  3 or 6
Non-thesis Option (3 hours)
Total hours thesis option  33
Total hours non-thesis option  30

Major in Elementary Education

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

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

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

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

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

Students completing the thesis option are required to pass an oral comprehensive examination prepared and administered by the thesis committee. This comprehensive examination will normally accompany the thesis defense. Students on the thesis option must include 6 hours of ELEMECML 6299 Research on the program of study. Students completing the non-thesis option are required to complete the department graduate research requirement.
Required Professional Core:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>EDPSYCH 6214</td>
<td>Foundations of Instructional Psychology</td>
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</tr>
<tr>
<td>MEASRES 6205</td>
<td>Educational Research</td>
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Curriculum and Instruction:

<table>
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<tr>
<td>LITED 6212</td>
<td>Methods and Materials in Literacy Education</td>
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<tr>
<td>ELEMECML 6201</td>
<td>Issues and Trends in Curriculum</td>
<td>3</td>
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<td>ELEMECML 4141/5141</td>
<td>Integrated Activities in Elementary School STEM</td>
<td>3</td>
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<tr>
<td>ELEMECML 6242</td>
<td>Analysis and Improvement of Science Instruction in the Elementary School</td>
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<td>ELEMECML 6243</td>
<td>Analysis and Improvement of Social Studies Instruction in the Elementary School</td>
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<tr>
<td>ELEMECML 6289</td>
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Research: 3 or 6

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<th>Credits</th>
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<tbody>
<tr>
<td>ELEMECML 6299</td>
<td>Research</td>
<td></td>
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<tr>
<td>Thesis Option (6 hours)</td>
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<td></td>
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<tr>
<td>Non-thesis Option (3 hours)</td>
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<td></td>
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</table>

Total hours (non-thesis option): 30
Total hours (thesis option): 33

Major in Literacy Education

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

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

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 30 semester hours for non-thesis option or a minimum of 33 semester hours for thesis option.

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

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

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

Required Professional Core:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>EDPSYCH 6216</td>
<td>Advances in Educational Psychology: The Psychology of Literacy</td>
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<tr>
<td>MEASRES 6205</td>
<td>Educational Research</td>
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Literacy Education:

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<td>LITED 6212</td>
<td>Methods and Materials in Literacy Education</td>
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<td>LITED 6238</td>
<td>Advanced Assessment and Evaluation of Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>LITED 6239</td>
<td>Advanced Literacy Curriculum Studies</td>
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</tr>
<tr>
<td>LITED 6240</td>
<td>Language Development and Variability</td>
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<td>LITED 6245</td>
<td>Ideological, Cultural, and Sociopolitical Issues in Children's Literature</td>
<td>3</td>
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<tr>
<td>LITED 6260</td>
<td>Roles of the Reading Specialist</td>
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<td>LITED 6290</td>
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Literacy Education Research Requirement: 3 or 6

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</thead>
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<tr>
<td>LITED 6299</td>
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<td>Thesis Option (6 hours)</td>
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<td></td>
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<tr>
<td>Non-thesis Option (3 hours)</td>
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<td></td>
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</table>

Total hours (non-thesis option): 30
Total hours (thesis option): 33
Doctor of Education Degree Program

The Doctor of Education Degree is one degree supervised through the College of Education. It can be completed with one of the following Intensive Study Area concentrations:

- Allied Health, Recreation, and Community Services
- Curriculum and Instruction
- Educational Leadership
- Postsecondary Education: Student Affairs

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

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

| Professional Common Core (work in educational foundations, fundamentals, and research) | 24 |
| Advanced Professional Study (in one of three areas of intensive study) | 15 |
| Dissertation | 9 |
| **Total Hours** | **48** |

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 four areas of intensive study provide for a specialized focus on practice.

Note: Students interested in special education within 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 four 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 the individual and collective well-being of people, communities and society as a whole. Graduates are prepared for careers as applied scholars, evaluators, or practitioners in public and environmental health departments, recreation and tourism industry; allied health and social services agencies; the military, government, and non-governmental agencies; religious organizations; libraries and museums; and civic and professional associations. The program of study will be based upon students' needs, interests, and upon approval by an academic advisor and program of study committee. (For more information, contact the Head of the Department of Health, Recreation and community Services.)

**Curriculum and Instruction**

This 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 in education, gifted and talented, and multicultural education; literacy education; instructional technology, school library studies; and P-12 content areas such as mathematics, physical education, science, social studies, and language arts. Students interested in becoming special education scholar-practitioners to plan, implement, evaluate, and supervise educational programs for children and adult learners with an emphasis on inclusion and diversity will apply for admission through the Curriculum and Instruction Intensive Study Area. For more information see https://coe.uni.edu/academics/doctoral-program.

**Educational Leadership**

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

**Postsecondary Education: Student Affairs**

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

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

**Total Hours** 12

**Learning Technologies Facilitator Certificate**

This certificate is designed to provide educators/instructional designers the essentials in creating and using digital learning environments. Courses will equip students with skills to design, develop, and facilitate digital learning environments. Those earning the certificate will serve as instructional design leaders in their field.

No prerequisites required.

**Required:**

**Instructional Technology:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LRNTECH 4153/5153</td>
<td>Developing Digital Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>LRNTECH 6215</td>
<td>Designing and Implementing Professional Development</td>
<td></td>
</tr>
<tr>
<td>LRNTECH 6240</td>
<td>Understanding Instructional Design</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours** 12

**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 their 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>Credits</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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 7320</td>
<td>Coaching in the Comprehensive Intervention Model</td>
<td></td>
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</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.

**Fall:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LITED 7304</td>
<td>Literacy Leadership I</td>
<td>3</td>
</tr>
<tr>
<td>LITED 7307</td>
<td>Theories of Reading and Writing Processes</td>
<td>3</td>
</tr>
<tr>
<td>ELEMECML 6201</td>
<td>Issues and Trends in Curriculum</td>
<td>3</td>
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</table>

**Spring:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 7305</td>
<td>Literacy Leadership II</td>
<td>3</td>
</tr>
<tr>
<td>LITED 7306</td>
<td>Theories of Reading Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>LITED 6260</td>
<td>Roles of the Reading Specialist</td>
<td>3</td>
</tr>
<tr>
<td>LITED 7397</td>
<td>Practicum in Reading</td>
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</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>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 7320</td>
<td>Coaching in the Comprehensive Intervention Model</td>
<td>3</td>
</tr>
</tbody>
</table>
Students attend a four-day institute at the Jacobson Center for Comprehensive Literacy in Cedar Falls and complete coursework online following the institute.

Spring:
LITED 7397 Practicum in Reading 3

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 AEA. 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 AEA.

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:
LITED 7302 Reading Recovery Teacher Leader Clinical I 3
LITED 7304 Literacy Leadership I 3
LITED 7307 Theories of Reading and Writing Processes 3

Spring:
LITED 7303 Reading Recovery Teacher Leader Clinical II 3
LITED 7305 Literacy Leadership II 3
LITED 7306 Theories of Reading Difficulties 3

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' schools districts or AEA.

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.

Early Childhood Education Teaching, B.A.

1. Use guidance strategies to create positive classroom climate in an EC classroom setting.
2. Plan and implement curriculum that incorporates child-initiated inquiry learning.
3. Plan and implement environmental and instructional adaptations for children with diverse abilities.
4. Conduct observational recording of assessment data that aligns with curriculum and content standards.

**Elementary Education Teaching, B.A.**
1. Students will demonstrate their content knowledge and skills through their planning, implementation, and assessment of classroom-based activities. Program Content Knowledge
2. Students will analyze their pedagogical content knowledge and skills during planning, implementation, and assessment of classroom-based activities. Pedagogical Content Knowledge
3. Students will synthesize in writing their experiences in the field and course coursework to explain their Philosophy of Teaching. Written Communication.

**Middle Level Education Dual Major Teaching, B.A.**
1. Students describe key concepts of middle school design, programs, and practices for meeting the needs of young adolescents in grades 5-8. Program Content Knowledge
2. Students design curriculum to incorporate national and state standards and strategies for instruction, differentiation, and assessment for addressing the cognitive characteristics and needs of young adolescents in grades 5-8. Critical Thinking
3. Students describe their philosophy of classroom management, incorporating sound theory and models presented throughout the course, and provide examples of how they can apply that philosophy in the middle level context. Written Communication

**Learning Technologies and Instructional Design, M.A.**
1. Students will demonstrate academic writing through the development of a literature review in their culminating masters paper.
2. Students will apply instructional design principles and the Understanding by Design framework to create digital learning environments.
3. Students will demonstrate their use of safe, legal, and ethical practices with digital tools through the development of an instructional unit for K-12 students.

**School Library Studies, M.A.**
1. Teach multiple strategies to locate, evaluate, and ethically use information in the context of inquiry-based learning for elementary and secondary teachers.
2. Develop a thematically or conceptually focused collection of reading and informational materials in print and digital formats that support the diverse developmental, cultural, social and linguistic needs of all learners and their communities.
3. Implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning in a digital environment at the elementary and secondary levels.
4. Identify a professional problem that is embedded in their practice, is in need of guidance and leadership, and is instrumental for their advocacy for strong school library programs, resources or services among stakeholders.

**Early Childhood Education, M.A.E.**
Upon completion of the MAE in Early Childhood Education program, students will:
1. Demonstrate critical thinking skills through their summary, critique and synthesis of early childhood theory and research. Critical thinking
2. Use effective written communication to convey findings from a critical review of research literature. Written Communication
3. Analyze evidence-based recommendations for professionals on current and emerging issues in early childhood education. Program Content Knowledge

**Elementary Education, M.A.E.**
1. As part of 6243 Analysis and Improvement of Social Studies Instruction in the Elementary School course students will develop a Social Studies Action Plan that demonstrates their connection of theory to practice in two of the following three thematic areas: democratic practice, social justice, or service learning. Critical Thinking
2. Students will design an IRB approved collaborative action research study. Program Content Knowledge
3. Students will conduct an IRB approved collaborative action research study and write a formal research paper including the following sections: Introduction, Literature Review, Methods, Results, & Discussion.

**Literacy Education, M.A.E.**
1. Students will identify a self-selected topic of inquiry and produce a related review of research.
2. Students will synthesize content from the course and apply connections to a common course text.
3. Students will expand upon an identified key issue and produce a rationale grounded in current research.
4. Students will demonstrate knowledge and application of literacy assessments used to develop instruction for students who struggle with literacy learning.
5. Students will identify a problem of practice or topic of interest, conduct original literacy research or an in-depth review of related literature, and produce a written final artifact (paper, project, theses).

**Early Childhood Education Courses**
Current ideas influencing the planning and implementation of curriculum in early childhood education. Prerequisite(s): consent of department. (Odd Summers)
Department of Curriculum and Instruction

ECE 6289. Seminar in Early Childhood Education — 2 hrs. Special topics listed in Schedule of Classes. May be repeated to a maximum of 4 hours. (Fall, Spring, Summer)

Elementary, Early Childhood and Middle Level Education Courses

Focuses on integrating science, technology, engineering principles, and mathematics using both modeling and an inquiry approach. Engineering and scientific practices drive both the instructional planning, and inquiry-oriented curricula and assessment. The practice of engineering, along with the difference between science and engineering is addressed. Prerequisite(s): two courses from SCI ED 1200, SCI ED 1300, and SCI ED 1100 OR approval of the instructor; junior standing. (Even Falls)

ELEMCL 3120. Classroom Management K-8 — 3 hrs.
Focus on skills needed to organize and manage appropriate instruction in the elementary classroom. Prerequisite(s): ELEMCL 4150; 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 and Spring)

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)

ELEMCL 3159. Integrating STEM in Elementary Classrooms — 3 hrs.
Integrating STEM in Elementary Classrooms

ELEMCL 3161. Teaching Elementary School Science — 3 hrs.
Investigation of current textbook series, trends, teaching materials, and appropriate instructional strategies for contemporary elementary school science programs. Prerequisite(s): ELEMCL 4150 or ELEMCL 4151/5151; 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 and Spring)

ELEMCL 3164. Teaching Elementary School Social Studies — 3 hrs.
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): ELEMCL 4150 or ELEMCL 4151/5151; 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 and Spring)

ELEMCL 4121/5121. Infant and Toddler Curriculum and Guidance — 2 hrs.
Methods of implementing appropriate curriculum for and guidance of very young children, including children with diverse needs in inclusive group settings. Includes a required 15 hours field experience. Prerequisite(s) or corequisite(s): EDPSYCH 3109; EDPSYCH 3148; 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 and Spring)

ELEMCL 4124/5124. Infant Toddler Curriculum and Early Intervention — 3 hrs.
Methods of implementing appropriate curriculum for and guidance of very young children, including children with diverse needs in natural settings. Interagency collaboration and services to support and coach families of infants and/or toddlers with developmental delays or disabilities. Prerequisite(s): SPED 3150; EDPSYCH 3109; EDPSYCH 3148; TEACHING 3128; junior standing. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. Prerequisites are waived for students from the Department of Communication Sciences and Disorders. Corequisite(s): SPED 4192/5192 Experience in Special Education: Birth-3. [Same as SPED 4124/5124] (Fall and Spring)

ELEMCL 4130/5130. 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 inclusive early childhood programs. Prerequisite(s): must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course; junior standing. Corequisite(s): ELEMCL 4192/5192 for Early Childhood majors and minors. ELEMCL 4192/5192; SPED 4141/5141; SPED 4192/5192 for Early Childhood Special Education minors. Prerequisite(s) or corequisite(s): ELEMCL 4151/5151. (Fall and Spring)

ELEMCL 4135/5135. 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; EDPSYCH 4152/5152; junior standing. Prerequisite(s) or corequisite(s): ELEMCL 4152/5152 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)

ELEMCL 4141/5141. 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)

ELEMCL 4142/5142. 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)
ELEMCL 4143/5143. 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): ELEMCL 3164; junior standing. Registration requires full admission to the Teacher Education Program. (Fall)

ELEMCL 4150. Elementary Curriculum — 3 hrs.
Recent trends in the curriculum for children in grades K-6. 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 5 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; TEACHING 3128. (Fall and Spring)

ELEMCL 4152/5152. 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)

ELEMCL 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)

ELEMCL 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): ELEMCL 4154/5154 or consent of instructor; junior standing. (Variable)

ELEMCL 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): ELEMCL 4154/5154; ELEMCL 4156/5156; or consent of instructor; junior standing. (Variable)

ELEMCL 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): ELEMCL 4154/5154; 4156; 4157; junior standing. (Variable)

ELEMCL 4162/5162. Administration and Advocacy of Early Childhood Programs — 2 hrs.
Overview of knowledge, skills and legal framework needed for leading, evaluating and advocating for inclusive and 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 cumulative and UNI GPA of 2.50 or higher to enroll in this course; junior standing. (Fall and Spring)

ELEMCL 4192/5192. Field Experience and Seminar in Early Childhood — 2 hrs.
Experience in guiding young children, planning and implementing instruction in inclusive early childhood classroom. Prerequisite(s): must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course; junior standing. Corequisite(s): ELEMCL 4130/5130 for Early Childhood majors and minors, ELEMCL 4130/5130; SPED 4141/5141; SPED 4192/5192 for Early Childhood Special Education minors. (Fall and Spring)

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

ELEMCL 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, socio-economic status, and inclusion of children with special needs. (Variable)

ELEMCL 6214. 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): ELEMCL 4151/5151 or equivalent. (Variable)

ELEMCL 6221. Analysis and Design of Curriculum for Young Children — 2 hrs.
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)

ELEMCL 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. (Variable)

ELEMCL 6242. Analysis and Improvement of Science Instruction in the Elementary School — 3 hrs.
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. Prerequisite(s): admission to the Elementary Education Master's Program M.A.E.) or consent of instructor. (Variable)
ELEMECML 6243. Analysis and Improvement of Social Studies Instruction in the Elementary School — 3 hrs.
Assists teacher in exploring historical and current practices in social studies to create new approaches by using available resources and ideas. Prerequisite(s): ELEMECML 4143/5143 or ELEMECML 4150 or consent of department. (Variable)

ELEMECML 6285. Readings in Education — 1-3 hrs.
(Fall, Spring, Summer)

ELEMECML 6289. Seminar in Education — 3 hrs.
Special topics listed in Schedule of Classes. May be repeated to a maximum of 6 hours. (Fall, Spring, Summer)

ELEMECML 6297. Practicum — 2-3 hrs.
(Fall, Spring, Summer)

ELEMECML 6299. Research — 1-6 hrs.
Prerequisite(s): consent of department. (Fall, Spring, Summer)

Assists the advanced graduate student in viewing, analyzing, and interpreting the curriculum and instruction program of an educational institution and in developing skills for implementing change. (Variable)

Exploration of systems for program evaluation and revision and the dynamics of change processes. (Variable)

ELEMECML 7389. Seminar in Curriculum and Instruction — 3 hrs.
Intensive study and seminar presentations of current issues, trends, procedures, and obstacles to change in curriculum and instructional practice. May be repeated to a maximum of 12 hours. Prerequisite(s): doctoral status or consent of department. (Variable)

ELEMECML 7397. Practicum in Curriculum and Instruction — 2-4 hrs.
Supervised practice in working as a co-facilitator and/or as a facilitator in program evaluation and revision and/or instructional design and improvement in an educational setting. May be repeated for maximum of 4 hours. Prerequisite(s): ELEMECML 7352; and consent of instructor. (Fall, Spring, Summer)

Learning Technologies Courses
This is a foundational course that prepares secondary pre-service educators to facilitate student learning in technology-rich high school environments. The course provides hands-on experiences integrating technology, pedagogy, and content knowledge to support clearly-defined student learning outcomes. Pre-service teachers select and design technology-enhanced learning tools to promote collaboration, creativity, communication, and higher-order thinking skills in the classroom. Students explore contemporary topics related to educational media and technology trends in education. The following majors are waived from LRNTECH 1020: Department of Technology, Music Education, Art Education, Secondary Science teaching (Science Education, Biology, Chemistry, Earth Science, Mathematics Education and Physics), Secondary Business Education teaching, and Modern Language education. (Fall and Spring)

Students engage in student-driven, project-based, hands-on learning opportunities. This involves connecting with local schools and technology specialists in the area, experimenting with the new interactive classroom tools, and engaging in problem-based learning. Techniques will be used to expand creativity of learners, collaboration and other higher-order thinking skills, while building the digital backpack of educators. Prerequisite(s): LRNTECH 1020 or LRNTECH 1031. (Spring)

LRNTECH 1031. Educational Technology and Design — 3 hrs.
This is a foundational course that prepares early childhood, elementary, and middle level pre-service educators to facilitate student learning in technology-rich Pre-K-12 environments. The course provides hands-on experiences that integrate technology, pedagogy, and content knowledge to support clearly-defined student learning outcomes. Pre-service teachers select and design technology-enhanced learning tools to promote collaboration, creativity, communication, and higher-order thinking skills in the classroom. In support of Iowa DoE's adoption of Computer Science Teachers Association (CSTA) Standards, the course includes a unit on integrating computer science and computational thinking in the mainstream K-12 curriculum. Students explore contemporary topics related to educational media and technology trends in education. (Fall and Spring)

LRNTECH 4110/5110. Developing and Directing Online Learning — 3 hrs.
Students explore online learning and pedagogical considerations when teaching at a distance. Students will actively engage in creating effective distance education experiences that engage online learners, address learner needs, and foster interactive learning environments. Prerequisite(s): LRNTECH 1020 or LRNTECH 1031; junior standing. (Spring)

Students are prepared to critically examine contemporary issues, explore current research, and investigate emerging trends in educational technology. It involves students in strategies for making informed decisions concerning equity, ethics, and enhancing the curriculum. Prerequisite(s): LRNTECH 1020 or LRNTECH 1031; junior standing. (Fall)

LRNTECH 4138/5138. Understanding Visual Literacy — 3 hrs.
The use of computer-generated imagery in media is often misinterpreted, blurring the line between reality and fiction. This course empowers students to critically interpret visual messages, explain their impact on world cultures, and analyze how visual influence learning and perception. Experiences will inform, extend, and empower students to be effective educators, designers, and leaders. Prerequisite(s): junior standing. (Fall)

LRNTECH 4153/5153. Developing Digital Learning Environments — 3 hrs.
Involves students in integrating leading-edge research about developing digital learning environments with hands-on experience. Students use digital and social media to create an inclusive interactive instructional environment and document their pedagogical choices as a final project. Prerequisite(s): LRNTECH 1030; junior standing. (Fall)

LRNTECH 4160. Learning Technology Projects — 1-3 hrs.
Independent learning technology projects. Credit to be determined at the time of registration; project, credit, and evaluation criteria require
Individualized study of a specific problem or application in an area as determined by instructor and student. Prerequisite(s): junior standing. (Fall, Spring, Summer)

LRNTECH 4189. Readings in Learning 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. (Fall, Spring, Summer)

Action research engages educators with systematic investigation of practical solutions that improve their teaching practice. This course engages students in creating an action research proposal and preparing an IRB application for research. This proposal may be used as a starting point for the final masters paper. Prerequisite(s): LRNTECH 6240. (Fall)

LRNTECH 6215. Designing and Implementing Professional Development — 3 hrs.
This course emphasizes planning and producing activities essential for creating effective professional development in a range of formats. This course provides students with the vision and skill to design professional development experiences in a variety of formats, including flipped, hybrid, web-enhanced, and fully online. Students in the cohort will collaborate on the development, marketing, and implementation of a professional development conference, webinar, or other PD experience offered to a real-world audience. Prerequisite(s): LRNTECH 5110. (Summer)

LRNTECH 6237. Creating Change through Digital Leadership — 3 hrs.
Explores leading change towards 21st century learning. Change theory is introduced and then applied to everyday educational systems. Leadership skills are developed through both theory and practical applications. (Fall)

LRNTECH 6240. Understanding Instructional Design — 3 hrs.
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)

LRNTECH 6250. Writing a Graduate Paper/ePortfolio — 3 hrs.
This course refines skills in writing a Masters level Literature Review through the research, reading, writing and formatting of the paper. The Masters ePortfolio is organized, formatted and development begun. (Fall)

LRNTECH 6260. Advanced Learning Technology Projects — 1-3 hrs.
Independent learning 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 3 hours. (Fall, Spring, Summer)

LRNTECH 6285. Readings in Learning 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)

Provides the opportunity for candidates to explore a variety of topics in preparation for their profession. (Variable)

Students will be provided the opportunity to spend significant time on-site in a supervised position. This practicum experience assists students in discovering, developing and refining necessary competencies and skills for their proposed career goals. (Variable)

LRNTECH 6299. Research — 3 hrs.
Students complete their masters literature review/project report/original research/journal article during this course. This is the final course of the program. Prerequisite(s): consent of department. (Fall, Spring, Summer)

LRNTECH 7340. Designing Instructional Systems — 3 hrs.
This doctoral level course engages students in creating innovative instructional projects by applying current research, multiple instructional design models and learning theories in the systematic instructional design process. (Variable)

Literacy Education Courses

LITED 1044. Children's Literature — 3 hrs.
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)

LITED 3115. Methods of Teaching Early Literacy — 3 hrs.
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. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall and Spring)

LITED 3116. Methods of Teaching Content Literacy in the Intermediate Grades — 3 hrs.
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 or ELEMECML 4151/5151; LITED 1044; junior standing. Requires admission to teacher education program. Prerequisite(s) or corequisite(s): LITED 3116 must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall and Spring)

LITED 3119/5119. Language Development and Emergent Literacy — 3 hrs.
Theories underlying young children's acquisition of oral language and early reading and writing. Emphasis on implications for literacy curriculum in the primary grades and for addressing multilingual learners' rights and needs. Prerequisite(s): LITED 1044 and one of the following: LITED 3115, LITED 3116 or LITED 4117/5117 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 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; junior standing. Students must earn...
a grade of B- (2.67) or above in Literacy Education minor courses numbered LITED 3119/5119 or above and have a cumulative and UNI GPA of 3.00 or higher to enroll in this course. (Variable)

LITED 4117/5117. 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 or ENGLISH 4940/5940; LITED 3115, LITED 3116, or LITED 4117/5117; LITED 3119/5119 or LITED 3121/5121 or TESOL 4510/5510; 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 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 and Spring)


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 or ENGLISH 4940/5940; LITED 3115, LITED 3116, or LITED 4117/5117; LITED 3119/5119 or LITED 3121/5121; LITED 4140/5140/5140; 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 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 and Spring)

LITED 4155/5155. 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 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 and Spring)

LITED 4193/5193. Experience in Literacy: Field — 1-2 hrs.

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 or above and have a cumulative and UNI GPA of 3.00 or higher to enroll in this course. (Fall and Spring)

LITED 6212. Methods and Materials in Literacy Education — 3 hrs.

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)

LITED 6238. Advanced Assessment and Evaluation of Literacy Development — 3 hrs.

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)

LITED 6239. Advanced Literacy Curriculum Studies — 3 hrs.

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

LITED 6240. Language Development and Variability — 3 hrs.

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 or consent of instructor. (Variable)

LITED 6260. 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)

LITED 6289. Seminar — 2-4 hrs.

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

LITED 6290. Practicum — 2-4 hrs.

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)

LITED 6299. Research — 1-6 hrs.

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 are required to have successfully completed LITED 6301 Reading Recovery Teacher Clinical I. (Variable)

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. (Variable)

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. (Variable)

LITED 7302. Reading Recovery Teacher Leader Clinical I — 3 hrs.
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. (Variable)

LITED 7304. Literacy Leadership I — 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. (Fall)

LITED 7305. 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 course. (Spring)

LITED 7306. 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. 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. 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)

LITED 7354. Curriculum Development and Evaluation in Reading/Language Arts — 3 hrs.
Current models, methodologies, and decision-making approaches for development and evaluation of K-12 programs. Prerequisite(s): ELEMECL 7352. (Variable)

LITED 7389. 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. 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)

School Library Studies Courses
SLS 4114/5114. 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. 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 4114/5114/5114 (350:114) or consent of program coordinator. (Variable)

SLS 4132/5132. Library Resources for Children — 3 hrs.
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 or consent of instructor. (Variable)

SLS 4134/5134. 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 as both information specialist and teacher. Prerequisite(s): junior standing. Prerequisite(s) or corequisite(s): SLS 4114/5114 or consent of instructor. (Variable)

SLS 6223. School Library Curriculum Development — 3 hrs.
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. Prerequisite(s) or corequisite(s): SLS 4132/5132 or SLS 4134/5134 or SLS 6250. (Variable)

SLS 6225. Leadership in the School Library Program — 3 hrs.
Administrative and leadership role of the school teacher librarian, including organizational strategies, planning, and policy development. Prerequisite(s): SLS 4114/5114. (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 4115/5115/5115 (350:115). (Variable)

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. (Variable)

SLS 6289. Seminar — 2-3 hrs.
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; SLS 6250. (Variable)

SLS 6290. Practicum — 3 hrs.
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; SLS 6223; or written consent of instructor. (Variable)

SLS 6295. 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. (Variable)

SLS 6299. Research.
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; consent of department. (Variable)