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. 11)

**Program Certificates**

- Education of the Gifted (p. 13)
- Instructional Technology 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 Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 3150</td>
<td>Meeting the Needs of Diverse Learners in Classrooms</td>
<td>2</td>
</tr>
<tr>
<td>Instructional Technology:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LRNTECH 1031</td>
<td>Educational Technology and Design</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 4170/5170</td>
<td>Human Relations: Awareness and Application (*)</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**

**Educational Psychology:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING 2017</td>
<td>Level 1 Field Experience: Exploring Teaching</td>
<td>1</td>
</tr>
</tbody>
</table>
Department of Curriculum and Instruction

EDPSYCH 2030  Dynamics of Human Development  3

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

TEACHING 3128  Level 2 Field Experience: Lesson Planning and Instruction  1

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  12

Total Hours Professional Education Requirements- Early Childhood  31

II. Early Childhood Education Major Requirements

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

Elementary, Early Childhood, and Middle Level Education:
ELEMECML 3149/5149  Child, Family, School and Community Relationships  3
ELEMECML 3161  Teaching Elementary School Science  3
ELEMECML 3164  Teaching Elementary School Social Studies  3
ELEMECML 4124/5124  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)  3-4

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)  3-4

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

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
ELEMECML 4124/5124  Infant Toddler Curriculum and Early Intervention  3

2
ELEMECML 4130/5130 Guidance and Instruction in Early Childhood Education 3
ELEMECML 4151/5151 Early Childhood Curriculum Development and Organization 3
LITED 3115 Methods of Teaching Early Literacy 3
MATH 3203 Teaching Mathematics in the Elementary School 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

(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 1
EDPSYCH 3148 Learning and Motivation in Classroom Contexts 3
MEASRES 3150 Classroom Assessment 2

Level III

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

Social Foundations:
SOCFOUND 3119 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: 15
ELEMECML 3120 Classroom Management K-8
ELEMECML 3161 Teaching Elementary School Science
ELEMECML 3164 Teaching Elementary School Social Studies
ELEMECML 4123/5 Methods of Teaching Visual and Performing Arts Integration in the Elementary Classroom
ELEMECML 4150 Elementary Curriculum

Literacy Education: 9
LITED 1044 Children’s Literature
LITED 3115 Methods of Teaching Early Literacy
LITED 3116 Methods of Teaching Content Literacy in the Intermediate Grades *

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

Mathematics:
MATH 1204 Mathematical Reasoning ** 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2204</td>
<td>Mathematical Reasoning for Elementary Teachers II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3204</td>
<td>Mathematical Reasoning for Elementary Teachers III</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3203</td>
<td>Teaching Mathematics in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Life Science course:</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>SCI ED 1200</td>
<td>Inquiry into Life Science (recommended)</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>Any life/biological (BIOL xxxx) science course</td>
<td></td>
</tr>
<tr>
<td>Physical Science course:</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>SCI ED 1300</td>
<td>Inquiry into Physical Science (recommended)</td>
<td></td>
</tr>
<tr>
<td>OR</td>
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<td></td>
</tr>
<tr>
<td>Earth/Space Science:</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>SCI ED 1100</td>
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<tr>
<td>EARTHSCI 1200</td>
<td>Elements of Weather</td>
<td></td>
</tr>
<tr>
<td>EARTHSCI 1300</td>
<td>Introduction to Geology</td>
<td></td>
</tr>
</tbody>
</table>

**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.

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMECML 3120</td>
<td>Classroom Management K-8</td>
<td>3</td>
</tr>
<tr>
<td>ELEMECML 3161</td>
<td>Teaching Elementary School Science</td>
<td>3</td>
</tr>
<tr>
<td>ELEMECML 3164</td>
<td>Teaching Elementary School Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>LITED 3115</td>
<td>Methods of Teaching Early Literacy</td>
<td>3</td>
</tr>
<tr>
<td>LITED 3116</td>
<td>Methods of Teaching Content Literacy in the Intermediate Grades</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3203</td>
<td>Teaching Mathematics in the Elementary School</td>
<td>3</td>
</tr>
</tbody>
</table>

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
- **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:**
- 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)

**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:
- Educational Psychology: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMECML 3120</td>
<td>Classroom Management K-8</td>
</tr>
<tr>
<td>ELEMECML 4135/5135</td>
<td>Middle Level Instruction, Differentiation, and Assessment</td>
</tr>
<tr>
<td>LITED 4117/5117</td>
<td>Methods of Teaching Content Literacy at the Middle and Secondary Levels</td>
</tr>
<tr>
<td>LITED 4155/5155</td>
<td>English Language Structures and Usage for K-8 Educators</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:
- Language Arts: to include composition, language usage, speech, young adult literature, and literature across cultures
- Mathematics: to include algebra
- Science: to include life, earth, and physical
- Social Studies: to include United States history, world history, government, and geography

Minimum of 24 hours

Some or all of this course work may be completed as part of the 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMECML 3120</td>
<td>Classroom Management K-8</td>
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<tr>
<td>ELEMECML 4135/5135</td>
<td>Middle Level Instruction, Differentiation, and Assessment</td>
</tr>
<tr>
<td>LITED 4117/5117</td>
<td>Methods of Teaching Content Literacy at the Middle and Secondary Levels</td>
</tr>
</tbody>
</table>

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:
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).

ELEMECML 3120 Classroom Management K-8 3
ELEMECML 4135/5135 Middle Level Instruction, Differentiation, and Assessment 3
ELEMECML 4152/5152 Middle Level Curriculum 2

and all methods courses. The student teaching semester will include two experiences, one in either an elementary or secondary classroom, depending on the primary major, and the other in a teamed or departmentalized, grades 5-8, middle level classroom. Students enroll for TEACHING 3137 and TEACHING 3134 or TEACHING 3138 for a total of 12 hours.

Literacy Education Minor -Teaching

Required:
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 4110/5110 Developing and Directing Online Learning 3
LRNTECH 4138/5138 Understanding Visual Literacy 3

Total Hours 14-15

Reading K-8 Endorsement

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

Total Hours 21
Reading 5-12 Endorsement

Literacy Education:
LITED 3119/5119  Language Development and Emergent Literacy  3
or TESOL 4510/5510 Language Development  3
LITED 4117/5117  Methods of Teaching Content Literacy at the Middle and Secondary Levels  3
LITED 4147/5117  Advanced Literacy Practices  3
LITED 4192/5119  Experience in Literacy: Tutoring  3

Languages and Literatures/Linguistics:
ENGLISH 2520  Multicultural Literature  3
or ENGLISH 2420  Survey of American Literature  3
ENGLISH 4940/5940  Literature for Young Adults  3
ENGLISH 4920/5120  The Teaching of Writing  3
or TESOL 4120/5120 Introduction to Linguistics  3
or TESOL 4110/5110 The Structure of English  3

Total Hours  21

English/Language Arts K-8 Endorsement

Literacy Education:
LITED 1044  Children's Literature  3
LITED 3115  Methods of Teaching Early Literacy  3
LITED 3116  Methods of Teaching Content Literacy in the Intermediate Grades  3
or LITED 4117/5117 Methods of Teaching Content Literacy at the Middle and Secondary Levels  3
LITED 3119/5119  Language Development and Emergent Literacy  3
LITED 3121/5121  Children's Literature for Diversity and Social Justice  3

Languages and Literatures/Linguistics:
ENGLISH 2520  Multicultural Literature  3
or ENGLISH 2420  Survey of American Literature  3
ENGLISH 4940/5940  Literature for Young Adults  3

Theatre:
THEATRE 1050  Creative Drama  3
or ELEMECML 4123 Methods of Teaching Visual and Performing Arts Integration in the Elementary Classroom  3

Total Hours  21

In order to declare the Literacy Education Minor, a student must have a cumulative and UNI GPA of 3.00 or higher. To continue in the minor, students must earn a grade of B- (2.67) or above in minor courses numbered LITED 3119/5119 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. 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). Students who complete this minor will have a deeper understanding of how to create safe spaces for all students, promote empathy, engage in and teach well-being practices, support student self-awareness, and facilitate shared decision-making.

Elementary Education Majors:

Required:
ELEMECML 3120  Classroom Management K-8  3
ELEMECML 4123/5123 Methods of Teaching Visual and Performing Arts Integration in the Elementary Classroom  3
ELEMECML 4150  Elementary Curriculum  3
EDPSYCH 2030  Dynamics of Human Development  3
TEACHING 4170/5170  Human Relations: Awareness and Application  3
SPED 3150  Meeting the Needs of Diverse Learners in Classrooms  2
ELEMECML 3186: The Science & Practice of Well-Being: Mindfulness, Compassion, & Joy for Teachers  3
Elective (select one of the following):  3
PHIL 1020  Philosophy: The Art of Thinking  3
SOC 1000  Introduction to Sociology  3
FAM SERV 1010  Human Identity and Relationships  3
EDPSYCH 4118/5118 Mental Health and Well-Being in the Classroom  3
EDPSYCH 4157/5153 Interpersonal Forgiveness  3
EDPSYCH 4232/5233 Risk and Resilience: Child, Family, School and Community Factors  3
PSYCH 2203  Social Psychology  3
PHIL 3360  Virtues and Vices of the Mind  3
SOC 2075  The Self in Social Context  3
SW 3143  Self-Care and Stress Management in Helping Professions  3
SPED 4161/5161 Constructions of Behavior and Humanistic Supports  3

Total Hours  23

Secondary Education Majors:

Required:
EDPSYCH 2030  Dynamics of Human Development  3
TEACHING 4170/5170  Human Relations: Awareness and Application  3
SPED 3150  Meeting the Needs of Diverse Learners in Classrooms  2

Total Hours  23
ELEMECML 3186: The Science & Practice of Well-Being: Mindfulness, Compassion, & Joy for Teachers 3

Electives (select three of the following): 9

- PHIL 1020 Philosophy: The Art of Thinking
- SOC 1000 Introduction to Sociology
- FAM SERV 1010 Human Identity and Relationships
- EDPSYCH 4118/5118 Mental Health and Well-Being in the Classroom
- EDPSYCH 4157/5157 Interpersonal Forgiveness
- EDPSYCH 4232/5233 Risk and Resilience: Child, Family, School and Community Factors
- PSYCH 2203 Social Psychology
- PHIL 3360 Virtues and Vices of the Mind
- SOC 2075 The Self in Social Context
- SW 3143 Self-Care and Stress Management in Helping Professions
- SPED 4161/5161 Constructions of Behavior and Humanistic Supports

Total Hours 20

* The following courses have prerequisites:
  - PSYCH 2203 has a prerequisite of PSYCH 1001.
  - SOC 2075 has a prerequisite of SOC 1000 or SOC 1060.
  - SPED 4161/5161 has a prerequisite of SPED 3150 and a corequisite of SPED 4162/5162 and SPED 4163/5163 and a prerequisite or corequisite of SPED 4150/5150.

Social Studies Minor (K-8)-Teaching

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

Required:

- Elementary, Early Childhood, and Middle Level Education: ELEMECML 4143/5143 Applications/Content in Elementary Social Studies 3

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

- Psychology (PSYCH xxxx)
- Economics (ECON xxxx)
- American Government (POL AMER xxxx)
- History: (HIST xxxx) (HISU xxx) (HISEUA xxxx) (HISEUB xxxx) (HISNW xxxx)
- Geography (GEOG xxxx)
- Sociology (SOC xxxx) (CRIM xxxx)

In addition to the course work in three areas above, courses may be taken from:

- Social Science (SOC SCI xxxx)
- Anthropology (ANTH xxxx)

Total Hours 24

---------------------------------------------

Master of Arts Degree Programs

Major in 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 3
- LRNTECH 4153/5153 Developing Digital Learning Environments 3
- MEASRES 6205 Educational Research 3
- LRNTECH 6208 Enhancing Learning Through Action Research 3
- LRNTECH 6215 Designing and Implementing Professional Development 3
- LRNTECH 6237 Creating Change through Digital Leadership 3
- LRNTECH 6240 Understanding Instructional Design 3
- LRNTECH 6289 Seminar in Learning Technology 3
- LRNTECH 6299 Research 3 or 6

Thesis Option (6 hours)
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 the K-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:

<table>
<thead>
<tr>
<th>School Library Studies:</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLS 4114/5114</td>
<td>Introduction to the School Library Program</td>
</tr>
<tr>
<td>SLS 4115/5115</td>
<td>Organization of Information</td>
</tr>
<tr>
<td>SLS 4132/5132</td>
<td>Library Resources for Children</td>
</tr>
<tr>
<td>SLS 4134/5134</td>
<td>Library Resources for Young Adults</td>
</tr>
<tr>
<td>SLS 6223</td>
<td>School Library Curriculum Development</td>
</tr>
<tr>
<td>SLS 6225</td>
<td>Leadership in the School Library Program</td>
</tr>
<tr>
<td>SLS 6230</td>
<td>Technologies for Libraries</td>
</tr>
<tr>
<td>SLS 6250</td>
<td>Information Resources for Inquiry Learning</td>
</tr>
<tr>
<td>SLS 6290</td>
<td>Practicum</td>
</tr>
</tbody>
</table>

Research: 3 or 6

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

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:

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

<table>
<thead>
<tr>
<th>School Library Studies:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SLS 4114/5114</td>
<td>Introduction to the School Library Program</td>
</tr>
<tr>
<td>SLS 4115/5115</td>
<td>Organization of Information</td>
</tr>
<tr>
<td>SLS 4134/5134</td>
<td>Library Resources for Young Adults</td>
</tr>
<tr>
<td>SLS 6223</td>
<td>School Library Curriculum Development</td>
</tr>
<tr>
<td>SLS 6225</td>
<td>Leadership in the School Library Program</td>
</tr>
<tr>
<td>SLS 6230</td>
<td>Technologies for Libraries</td>
</tr>
<tr>
<td>SLS 6250</td>
<td>Information Resources for Inquiry Learning</td>
</tr>
<tr>
<td>SLS 6290</td>
<td>Practicum</td>
</tr>
</tbody>
</table>

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 ELEMCEML 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.

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

**Required professional core:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEASRES 6205</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDPSYCH 6214</td>
<td>Foundations of Instructional Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Curriculum and Instruction:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 6201</td>
<td>Issues and Trends in Early Childhood Curriculum</td>
<td>2</td>
</tr>
<tr>
<td>ELEMCEML 6205</td>
<td>Technology in Early Childhood Education</td>
<td>2</td>
</tr>
<tr>
<td>ELEMCEML 6210</td>
<td>Diversity in Early Childhood Education: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>LITED 6212</td>
<td>Methods and Materials in Literacy Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Research:**

- ELEMCEML 6299 Research
  - Thesis Option (6 hours)
  - Non-thesis Option (3 hours)

Total hours non-thesis option: 30

Total hours thesis option: 33

**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 ELEMCEML 6299 Research on the program of study. Students completing the non-thesis option are required to complete the department graduate research requirement.

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

**Required Professional Core:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPSYCH 6214</td>
<td>Foundations of Instructional Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MEASRES 6205</td>
<td>Educational Research</td>
<td>3</td>
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</tbody>
</table>

Curriculum and Instruction:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 6212</td>
<td>Methods and Materials in Literacy Education</td>
<td>3</td>
</tr>
<tr>
<td>ELEMCEML 6201</td>
<td>Issues and Trends in Curriculum</td>
<td>3</td>
</tr>
</tbody>
</table>

10
**ELEMECML 4141/5141 Integrated Activities in Elementary School STEM**

**ELEMECML 6242** Analysis and Improvement of Science Instruction in the Elementary School

**ELEMECML 6243** Analysis and Improvement of Social Studies Instruction in the Elementary School

**ELEMECML 6289** Seminar in Education

Research: 3 or 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMECML 6299 Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thesis Option (6 hours)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-thesis Option (3 hours)</td>
<td></td>
</tr>
</tbody>
</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](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 33 semester hours.

Students completing the thesis option are required to pass an oral comprehensive examination prepared and administered by the thesis committee. This comprehensive examination will normally accompany the thesis defense. Students on the thesis option must include 6 hours of 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</th>
<th>Hours</th>
<th>Notes</th>
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<tbody>
<tr>
<td>EDPSYCH 6216</td>
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<td>Advances in Educational Psychology: The Psychology of Literacy</td>
</tr>
<tr>
<td>MEASRES 6205</td>
<td></td>
<td>Educational Research</td>
</tr>
<tr>
<td>LITED 6212</td>
<td>21</td>
<td>Methods and Materials in Literacy Education</td>
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<tr>
<td>LITED 6238</td>
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<td>Advanced Assessment and Evaluation of Literacy Development</td>
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<td>LITED 6239</td>
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<td>Advanced Literacy Studies</td>
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<tr>
<td>LITED 6240</td>
<td></td>
<td>Language Development and Variability</td>
</tr>
<tr>
<td>LITED 6245</td>
<td></td>
<td>Ideological, Cultural, and Sociopolitical Issues in Children's Literature</td>
</tr>
<tr>
<td>LITED 6260</td>
<td></td>
<td>Roles of the Reading Specialist</td>
</tr>
<tr>
<td>LITED 6290</td>
<td></td>
<td>Practicum</td>
</tr>
<tr>
<td>Literacy Education Research Requirement:</td>
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<tr>
<td>LITED 6299</td>
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<td>Research</td>
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<td>Non-thesis Option (3 hours)</td>
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<td>Approved Electives:</td>
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<td></td>
<td>Non-thesis Option (3 hours)</td>
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</tr>
<tr>
<td>ELEMECML 6201</td>
<td></td>
<td>Issues and Trends in Curriculum</td>
</tr>
<tr>
<td>LITED 6289</td>
<td></td>
<td>Seminar</td>
</tr>
</tbody>
</table>

Total hours 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

(See website www.uni.edu/catalog/collegeofeducation - for PDF version see listing for "College of Education" under the "Interdisciplinary" section of this university catalog.)

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:

<table>
<thead>
<tr>
<th>Professional Common Core (work in educational foundations, fundamentals, and research)</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Professional Study (in one of three areas of intensive study)</td>
<td>15</td>
</tr>
<tr>
<td>Dissertation</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

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 www.uni.edu/coe/departments/curriculum-instruction/graduate-study/doctrinal-study.

**Educational Leadership**

This area of intensive study in education administration prepares personnel for leadership positions in PK-12 schools, post-secondary institutions, and other educational services or settings. Typical positions held by educators with the terminal degree focused on educational leadership include: principals, superintendents, school district central office administrators, professors of educational leadership, special education directors at the Area Education Agency level or Department of Education administrators and consultants. Students interested in special education administration will apply for admission through Educational 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/edpsyfoundleadershipstudies 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/edpsyfoundleadershipstudies 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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</thead>
<tbody>
<tr>
<td>ELEMECML 4154/5154</td>
<td>The Gifted and Talented</td>
<td>3</td>
</tr>
<tr>
<td>ELEMECML 4156/5156</td>
<td>Educational Strategies for Gifted and Talented</td>
<td>3</td>
</tr>
<tr>
<td>ELEMECML 4157/5157</td>
<td>Coordinating Programs for the Gifted and Talented</td>
<td>3</td>
</tr>
<tr>
<td>ELEMECML 4158/5158</td>
<td>Practicum in Education of the Gifted</td>
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<tr>
<td><strong>Total Hours</strong></td>
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<td><strong>12</strong></td>
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Instructional Technology Facilitator Certificate
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></td>
</tr>
<tr>
<td>LRNTECH 6237</td>
<td>Creating Change through Digital Leadership</td>
<td></td>
</tr>
<tr>
<td>LRNTECH 6260</td>
<td>Advanced Learning Technology Projects</td>
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</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

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>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.

**Fall:**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</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>
</tr>
</tbody>
</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>or LITED 7397</td>
<td>Practicum in Reading</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

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

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

**Summer (Summer Institute):**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>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:**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 7397</td>
<td>Practicum in Reading</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

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

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

Admission requirements:

Literacy coach applicants must:

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

Advanced Studies Certificate: Reading Recovery Teacher Leader

Reading Recovery Teacher Leader Preparation Program

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

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

<table>
<thead>
<tr>
<th>Fall:</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>LITED 7302</td>
<td>Reading Recovery Teacher</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Leader Clinical I</td>
<td></td>
</tr>
<tr>
<td>LITED 7304</td>
<td>Literacy Leadership I</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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.