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)

**Graduate Majors (M.A.)**
- Instructional Technology (p. 7)
- School Library Studies (p. 8)

**Graduate Majors (M.A.E.)**
- Early Childhood Education (p. 9)
- Elementary Education (p. 10)
- Literacy Education (p. 10)

**Graduate Major (Ed.D.)**
- Doctor of Education: Curriculum and Instruction intensive study area (p. 11) (to view all Doctor of Education requirements on the website go to www.uni.edu/catalog/collegeofeducation or for pdf version go to "College of Education" under "Interdisciplinary" section)

**Program Certificates**
- Driver and Safety Education (p. 12)
- Education of the Gifted (p. 12)
- Instructional Technology Facilitator (p. 12)
- 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 Liberal Arts Core requirements, the Professional Education Requirements, the specified major requirements, plus electives to complete a minimum of 120 hours. The prescribed program is as follows:

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

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

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

**Required:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</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>INSTTECH 1031</td>
<td>Educational Technology and Design</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING 4170/5170 (280:170g)</td>
<td>Human Relations: Awareness and Application (*)</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Level I**

Educational Psychology:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING 2017</td>
<td>Level 1 Field Experience: Exploring Teaching</td>
</tr>
<tr>
<td>EDPSYCH 2030 (200:030)</td>
<td>Dynamics of Human Development</td>
</tr>
</tbody>
</table>
(Before enrolling in Level II, the student must be fully admitted to the Teacher Education Program.)

TEACHING 3128  Level 2 Field Experience:  1  
Teacher as a Change Agent

Educational Psychology:  
EDPSYCH 3148 (200:148)  Learning and Motivation in Classroom Contexts  3

Level III

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

Social Foundations:  
SOCFOUND 3119 (260:119)  Schools and American Society  3  
TEACHING 3132  Early Childhood Teaching  (280:132)  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:  
ELEM 3149/5149  Child, Family, School and Community Relationships  20

ELEM 3161 (210:161)  Teaching Elementary School Science  
ELEM 3164 (210:164)  Teaching Elementary School Social Studies  
ELEM 4121/5121 (210:121g)  Infant and Toddler Curriculum and Guidance  
ELEM 4130/5130 (210:130g)  Guidance and Instruction in Early Childhood Education  
ELEM 4151/5151 (210:151g)  Early Childhood Curriculum Development and Organization  
ELEM 4160/5160  Administration of Programs in Early Childhood  
ELEM 4192/5192 (220:192g)  Experience  9

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

Mathematics:  
MATH 1204  Mathematical Reasoning for Elementary Teachers I  
MATH 2204  Mathematical Reasoning for Elementary Teachers II  12

MATH 3203 (800:134)  Teaching Mathematics in the Elementary School  
MATH 3204  Mathematical Reasoning for Elementary Teachers III

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

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

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

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

Earth/Space Science:  
EARTHSCI 1100 (870:010)  Astronomy  
EARTHSCI 1200 (870:021)  Elements of Weather  
EARTHSCI 1300 (870:031)  Introduction to Geology  3-4

One course from the following:  
SCI ED 1100 (820:033)  Inquiry into Earth and Space Science (recommended)

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

SPED 4192/5192 (220:192g)  Experience in Special Education  

Total hours  57-60

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

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

ELEM 3149/5149  Child, Family, School and Community Relationships  3

ELEM 3161 (210:161)  Teaching Elementary School Science  
ELEM 3164 (210:164)  Teaching Elementary School Social Studies  
ELEM 4121/5121 (210:121g)  Infant and Toddler Curriculum and Guidance  
ELEM 4130/5130 (210:130g)  Guidance and Instruction in Early Childhood Education  
ELEM 4151/5151 (210:151g)  Early Childhood Curriculum Development and Organization  
LITED 3115 (230:115)  Methods of Teaching Early Literacy  3
MATH 3203 (800:134)  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)**

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

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

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

**I. Professional Education Requirements-Elementary Education**

**Required:**

**Special Education:**

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

**Instructional Technology:**

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

**Human Relations:**

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

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

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

**Level I**

**Educational Psychology:**

TEACHING 2017  Level 1 Field Experience: Exploring Teaching  1

EDPSYCH 2030 (200:030)  Dynamics of Human Development  3

**Level II**

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

TEACHING 3128  Level 2 Field Experience: Teacher as a Change Agent  1

EDPSYCH 3148 (200:148)  Learning and Motivation in Classroom Contexts  3

MEASRES 3150 (250:150)  Classroom Assessment  2

**Level III**

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

Social Foundations:

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

Teaching:

TEACHING 3134 (280:134)  Elementary Teaching  12

Total hours Professional Education Requirements-Elementary Education  33

**II. Elementary Education Major Requirements**

**Required:**

Elementary, Early Childhood, and Middle Level Education:  15

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

ELEMECML 3161 (210:161)  Teaching Elementary School Science

ELEMECML 3164 (210:164)  Teaching Elementary School Social Studies

ELEMECML 4123/5123 (210:123g)  Methods of Teaching Visual and Performing Arts Integration in the Elementary Classroom

ELEMECML 4150 (210:152g)  Elementary Curriculum

Literacy Education:  9

LITED 1044 (230:044)  Children's Literature

LITED 3115 (230:115)  Methods of Teaching Early Literacy

LITED 3116 (230:116)  Methods of Teaching Content Literacy in the Intermediate Grades

Kinesiology, Allied Health and Human Services-Interdepartmental:

KAHHS 2045  Health and Physical Education for Elementary Teachers

Mathematics:

MATH 1204  Mathematical Reasoning for Elementary Teachers I  3

MATH 2204  Mathematical Reasoning for Elementary Teachers II  3
Department of Curriculum and Instruction

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 3204</td>
<td>Mathematical Reasoning for Elementary Teachers III</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3203 (800:134)</td>
<td>Teaching Mathematics in the Elementary School</td>
<td>3</td>
</tr>
</tbody>
</table>

Life Science course:

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

OR

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

Physical Science course:

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

OR

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

Earth/Space Science:

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

Total Hours: 48-51

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

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

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

Elementary, Early Childhood, and Middle Level Education:

- ELEMEDCM 3120 Classroom Management K-8 (210:120)
- ELEMEDCM 3161 Teaching Elementary School Science (210:161)
- ELEMEDCM 3164 Teaching Elementary School Social Studies (210:164)

Literacy Education:

- LITED 3116 (230:116) Methods of Teaching Content Literacy in the Intermediate Grades

Mathematics:

- MATH 3203 (800:134) Teaching Mathematics in the Elementary School

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 [ELEMEDCM 4150 (210:152g)] Elementary Curriculum], and have a cumulative 2.50 GPA. Students should plan their course work so that all Elementary Education courses are taken prior to student teaching. Students must have a cumulative, UNI, and major GPA of 2.50 in order to student teach. In addition, students must achieve a grade of C (2.00) or higher in the following methods classes in order to student teach:

- ELEMEDCM 3120 Classroom Management K-8 (210:120)
- ELEMEDCM 3161 Teaching Elementary School Science (210:161)
- ELEMEDCM 3164 Teaching Elementary School Social Studies (210:164)
- LITED 3115 (230:115) Methods of Teaching Early Literacy
- LITED 3116 (230:116) Methods of Teaching Content Literacy in the Intermediate Grades
- MATH 3203 (800:134) Teaching Mathematics in the Elementary School

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

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

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

Endorsement Minors:
Basic Science (K-8)-Teaching (listed in Science and Science Education)
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)

Social Studies Minor (K-8)-Teaching

Required:
Elementary, Early Childhood, and Middle Level Education: 3
ELEM/ECML 4143/5143 Applications/Content in Elementary Social Studies
Competition of 21 hours in social studies to include course work from at least 3 of the following areas:
Psychology (PSYCH xxxx/400:xxx)
Economics (ECON xxxx/920:xxx)
American Government (POL AMER xxxx/942:xxx)
History: (HIST xxxx/960:xxx) (HISUS xxxx/961:xxx)
(HISEUA xxxx/962:xxx) (HISEUB xxxx/963:xxx)
(HISNW xxxx/964:xxx)
Geography (GEOG xxxx/970:xxx)
Sociology (SOC xxxx/980:xxx) (CRIM xxxx/982:xxx)
In addition to the course work in three areas above, courses may be taken from:
Social Science (SOC SCI xxxx/900:xxx)
Anthropology (ANTH xxxx/990:xxx)

Total Hours 21

Middle Level Education Dual Major-Teaching

This major is designed to prepare students to teach young adolescents at the middle level of education (grades 5-8). This is a dual major and must be combined with either an elementary or secondary education teaching major. This major leads to State of Iowa Middle School Endorsement. Students will complete Liberal Arts Core requirements, the Professional Education Requirements, major requirements for middle level education, major requirements for elementary or secondary education, and endorsement requirements for the Iowa Middle School endorsement for a minimum total of 129 hours.

The holder of this endorsement is authorized to teach in grades five through eight in two to four concentration areas in which the specific requirements have been completed. The holder is not authorized to teach art, industrial arts, music, reading, physical education and special education, but may teach in other areas allowed by the State of Iowa.

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

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

Required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPSYCH 4152/5152</td>
<td>Development of the Middle School Aged Child</td>
<td>3</td>
</tr>
<tr>
<td>ELEM/ECML 3120</td>
<td>Classroom Management K-8</td>
<td>8</td>
</tr>
<tr>
<td>or EDPSYCH 4151/5151</td>
<td>Approaches to Classroom Management for Secondary Students</td>
<td></td>
</tr>
<tr>
<td>ELEM/ECML 4135/5135</td>
<td>Middle Level Instruction, Differentiation, and Assessment</td>
<td></td>
</tr>
<tr>
<td>ELEM/ECML 4152/5152</td>
<td>Middle Level Curriculum</td>
<td></td>
</tr>
<tr>
<td>LITED 4117/5117</td>
<td>Methods of Teaching Content Literacy at the Middle and Secondary Levels</td>
<td>4</td>
</tr>
<tr>
<td>LITED 4155/5155</td>
<td>English Language Structures and Usage for K-8 Educators</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

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>Area</th>
<th>Course Code</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></td>
<td>12</td>
</tr>
<tr>
<td>Mathematics: to include algebra</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Science: to include life, earth, and physical</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Social Studies: to include United States history, world history, government, and geography</td>
<td></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 Liberal Arts Core requirements. Students should contact their advisor, the College of Education Advising Center, or the undergraduate record analyst in the Office of the Registrar to determine specific courses required for the endorsement.

Students should plan their course work so that all Middle Level Education courses are taken prior to student teaching. Students must have a cumulative, UNI, and major GPA of 2.50 in order to student teach. In addition, students must achieve a grade of C (2.00) or higher in any course where an exception is not granted.

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

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

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<th>Hours</th>
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<td>or EDPSYCH 4151/5151</td>
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<td>LITED 4155/5155</td>
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<td>Total Hours</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

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:

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<tr>
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</table>

Minimum of 24 hours

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

Students should plan their course work so that all Middle Level Education courses are taken prior to student teaching. Students must have a cumulative, UNI, and major GPA of 2.50 in order to student teach. In addition, students must achieve a grade of C (2.00) or higher in the following methods classes in order to student teach:
Education courses are taken prior to student teaching. Students must have a GPA of 2.5 or higher and be admitted to the Teacher Education program.

Admission requirements: In order to declare this minor, a student must have a cumulative, UNI, minor and major GPA of 2.50 in order to student teach.

EDPSYCH 2030 (200:030)  Dynamics of Human Development  3
MEASRES 3150 (250:150)  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  Experience  2
LITED 3119/5119 (230:119)  Language Development and Emergent Literacy  3

Total Hours 22

Educational Technology Minor

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

Required:

Instructional Technology:

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

Total Hours 17-18

Literacy Education Minor -Teaching

Required:

Literacy Education:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 4140/5140</td>
<td>Assessment and Evaluation of Literacy</td>
<td>4</td>
</tr>
<tr>
<td>LITED 4193/5193 (230:193g)</td>
<td>Experience in Literacy: Field</td>
<td>3</td>
</tr>
</tbody>
</table>
Course work chosen for appropriate endorsement | 21  
---|---
Total Hours | 25

### Reading K-8 Endorsement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 1044 (230:044)</td>
<td>Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>LITED 3115 (230:115)</td>
<td>Methods of Teaching Early Literacy</td>
<td>3</td>
</tr>
<tr>
<td>LITED 3116 (230:116)</td>
<td>Methods of Teaching Content Literacy in the Intermediate Grades</td>
<td>3</td>
</tr>
<tr>
<td>or LITED 4117/5117 (230:117g)</td>
<td>Methods of Teaching Content Literacy at the Middle and Secondary Levels</td>
<td>3</td>
</tr>
<tr>
<td>LITED 3119/5119 (230:119)</td>
<td>Language Development and Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>LITED 3121/5121 (230:121)</td>
<td>Children’s Literature for Diversity and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>LITED 4147/5147</td>
<td>Advanced Literacy Practices</td>
<td>3</td>
</tr>
<tr>
<td>LITED 4192/5192</td>
<td>Experience in Literacy: Tutoring</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 21

### Reading 5-12 Endorsement

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

Total Hours: 21

### Languages and Literatures/Linguistics

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

Total Hours: 21

### Theatre

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEATRE 1050</td>
<td>Creative Drama</td>
<td>3</td>
</tr>
<tr>
<td>or ELEMECML 4123/5123 (210:123g)</td>
<td>Methods of Teaching Visual and Performing Arts Integration in the Elementary Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 21

In order to declare the Literacy Education Minor, a student must have a cumulative and UNI GPA of 3.00 or higher. To continue in the minor, students must earn a grade of B- (2.67) or above in minor courses numbered LITED 3119/5119 (230:119) Language Development and Emergent Literacy or above and maintain a cumulative and UNI GPA of 3.00 or higher.

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

### Master of Arts Degree Programs

#### Major in Instructional Technology

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

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

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

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

This major is available on both the thesis and non-thesis options, and requires a minimum of 33 semester hours. A minimum of 15 semester hours of 200/6000-level course work is required for the thesis option. A minimum of 12 semester hours of 200/6000-level course work is required for the non-thesis option.
Department of Curriculum and Instruction

All students completing the thesis option are required to pass an oral comprehensive examination prepared and administered by the thesis committee. This comprehensive examination will normally accompany the thesis defense. A student completing the thesis option must include 6 hours of INSTTECH 6299 (240:299) in the program of study.

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

Required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTTECH 4131/5131 (240:131g)</td>
<td>Exploring Issues and Trends in Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>INSTTECH 6232 (240:232)</td>
<td>Selecting and Integrating Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>INSTTECH 4139/5139 (240:139g)</td>
<td>Planning and Producing Instructional Media</td>
<td>3</td>
</tr>
<tr>
<td>INSTTECH 6240 (240:240)</td>
<td>Understanding Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>INSTTECH 6237 (240:237)</td>
<td>Leading Change Through Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>MEASRES 6205 (250:205)</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>INSTTECH 6250</td>
<td>Writing a Graduate Paper/ePortfolio</td>
<td>3</td>
</tr>
<tr>
<td>INSTTECH 6299 (240:299)</td>
<td>Research</td>
<td>3 or 6</td>
</tr>
</tbody>
</table>

Non-thesis Option (3 hours)

Electives: 6 or 9

Thesis Option (6 hours)

Electives: 6 or 9

Non-thesis option (9 hours)

Total hours - thesis or non-thesis option 33

Electives:

Educational Psychology:

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

Instructional Technology:

INSTTECH 4138/5138 (240:138g) | Understanding Visual Literacy | 3     |
INSTTECH 4153/5153 (240:153g) | Using Digital and Social Media in Education | 3     |
INSTTECH 4170/5170 (240:170g) | Supporting Learning with Dynamic Web Design | 3     |
INSTTECH 6260 (240:260) | Advanced Instructional Technology Projects | 1-3   |
INSTTECH 6285 (240:285) | Readings in Instructional Technology | 1-3   |
INSTTECH 6286 (240:286) | Studies in Instructional Technology | 1-3   |
INSTTECH 6297 (240:297) | Practicum in Instructional Technology | 2-3   |
INSTTECH 4110/5110 | Developing and Directing Online Learning | 3     |

Major in School Library Studies

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their

MyUNIverse Student Center To-Do list or contact the Department of Curriculum and Instruction for other application requirements. Graduate information and application for graduate admission can be found at www.grad.uni.edu/admission.

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

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

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

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

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

Required:

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

Research: 3 or 6

Non-thesis Option (3 hours)

Thesis Option (6 hours)

Non-thesis Option 33

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

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 (350:114g)</td>
<td>Introduction to the School Library Program</td>
</tr>
<tr>
<td>SLS 4115/5115 (350:115g)</td>
<td>Organization of Information</td>
</tr>
<tr>
<td>SLS 4132/5132 (350:132g)</td>
<td>Library Resources for Children</td>
</tr>
<tr>
<td>SLS 6223 (350:223)</td>
<td>School Library Curriculum Development</td>
</tr>
<tr>
<td>SLS 6225 (350:225)</td>
<td>Leadership in the School Library Program</td>
</tr>
<tr>
<td>SLS 6230 (350:230)</td>
<td>Technologies for Libraries</td>
</tr>
<tr>
<td>SLS 6250 (350:250)</td>
<td>Information Resources for Inquiry Learning</td>
</tr>
<tr>
<td>SLS 6290 (350:290)</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 (350:114g)</td>
<td>Introduction to the School Library Program</td>
</tr>
<tr>
<td>SLS 4115/5115 (350:115g)</td>
<td>Organization of Information</td>
</tr>
<tr>
<td>SLS 4134/5134 (350:134g)</td>
<td>Library Resources for Young Adults</td>
</tr>
<tr>
<td>SLS 6223 (350:223)</td>
<td>School Library Curriculum Development</td>
</tr>
<tr>
<td>SLS 6225 (350:225)</td>
<td>Leadership in the School Library Program</td>
</tr>
<tr>
<td>SLS 6232 (350:232)</td>
<td>Technologies for Libraries</td>
</tr>
<tr>
<td>SLS 6250 (350:250)</td>
<td>Information Resources for Inquiry Learning</td>
</tr>
<tr>
<td>SLS 6290 (350:290)</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 www.grad.uni.edu/admission.

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

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

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

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

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

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

Required professional core:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEASRES 6205 (250:205)</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDPSYCH 6214 (200:214)</td>
<td>Foundations of Instructional Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ECE 6201</td>
<td>Issues and Trends in Early Childhood Curriculum</td>
<td>2</td>
</tr>
<tr>
<td>ELEM 6205</td>
<td>Technology in Early Childhood Education</td>
<td>2</td>
</tr>
<tr>
<td>ELEM 6210</td>
<td>Diversity in Early Childhood Education: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>LITED 6212 (230:212)</td>
<td>Methods and Materials in Literacy Education</td>
<td>3</td>
</tr>
</tbody>
</table>
Department of Curriculum and Instruction

ELEM 6214 (210:214) Recent Research in Early Childhood Education 3
ELEM 6221 (210:221) Analysis and Design of Curriculum for Young Children 2
ELEM 6236 Assessment in Early Childhood 2
ECE 6289 Seminar in Early Childhood Education (or 2-4 credits of approved electives) 2-4

Research:
ELEM 6299 Research (210:299) 3 or 6

Thesis Option (6 hours)
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 www.grad.uni.edu/admission.

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

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

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

Students completing the thesis option are required to pass an oral comprehensive examination prepared and administered by the thesis committee. This comprehensive examination will normally accompany the thesis defense. Students on the thesis option must include 6 hours of ELEM ECML 6299 (210:299) Research on the program of study. Students completing the non-thesis option are required to complete the department graduate research requirement.

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

Required Professional Core:
EDPSYCH 6214 (200:214) Foundations of Instructional Psychology 3
MEASRES 6205 (250:205) Educational Research 3
CURRICULUM AND INSTRUCTION
LITED 6212 (230:212) Methods and Materials in Literacy Education 3

ELEM 6201 (210:201) Issues and Trends in Curriculum 3
ELEM ECML 4141/5141 (210:141g) Integrated Activities in Elementary School STEM 3
ELEM ECML 6242 (210:242) Analysis and Improvement of Science Instruction in the Elementary School 3
ELEM ECML 6243 (210:243) Analysis and Improvement of Social Studies Instruction in the Elementary School 3
ELEM ECML 6289 (210:289) Seminar in Education 6

Research:
ELEM 6299 Research (210:299) 3 or 6

Thesis Option (6 hours)
Non-thesis Option (3 hours)
Total hours thesis option 30
Total hours (thesis option) 33

Major in Literacy Education

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

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

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

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

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

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

The degree program in this major requires a minimum of 33 semester hours.

Students completing the thesis option are required to pass an oral comprehensive examination prepared and administered by the thesis committee. This comprehensive examination will normally accompany the thesis defense. Students on the thesis option must include 6 hours of LITED 6299 (230:299) Research on the program of study. Students completing the non-thesis option are required to complete
1. The department graduate research requirement
2. A performance-based and/or standard-based measure
   demonstrating student competency upon completion of the
   program.

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>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>
</tr>
<tr>
<td>LITED 6212 (230:212)</td>
<td>Methods and Materials in Literacy Education</td>
<td>3</td>
</tr>
<tr>
<td>LITED 6238 (230:238)</td>
<td>Advanced Assessment and Evaluation of Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>LITED 6239 (230:239)</td>
<td>Advanced Literacy Studies</td>
<td>3</td>
</tr>
<tr>
<td>LITED 6240 (230:240)</td>
<td>Language Development and Variability</td>
<td>3</td>
</tr>
<tr>
<td>LITED 6245 (230:245)</td>
<td>Ideological, Cultural, and Sociopolitical Issues in Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>LITED 6260 (230:260)</td>
<td>Roles of the Reading Specialist</td>
<td>3</td>
</tr>
<tr>
<td>LITED 6290 (230:290)</td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td>LITED 6299 (230:299)</td>
<td>Research</td>
<td>3</td>
</tr>
<tr>
<td>LITED 6260 (230:260)</td>
<td>Roles of the Reading Specialist</td>
<td>3</td>
</tr>
<tr>
<td>LITED 6290 (230:290)</td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td>LITED 6299 (230:299)</td>
<td>Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Literacy Education Research Requirement: 3 or 6

Thesis Option (6 hours)

Non-thesis Option (3 hours)

Approved Electives: 0 or 3

Thesis Option (0 hours)

Non-thesis Option (3 hours)

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

LITED 6289 (230:289) Seminar

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 Education 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 www.grad.uni.edu/admission.

This program is intended to provide practicing educators, in formal
and nonformal settings, the opportunity to continue their study and
earn the terminal professional degree in their field. The Ed.D. degree
requires a minimum of 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 www.uni.edu/coe/departments/curriculum-instruction/graduate-study/docoral-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 the Curriculum and Instruction Intensive Study Area. For more information see www.uni.edu/coe/departments/curriculum-instruction/graduate-study/docoral-study.

**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/edpsychfoundleadershipstudies 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.

**Driver and Safety Education Certificate**

Completion of the following courses leads to endorsement 118 5-12 Driver and Safety Education:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFETYED 4130/5130</td>
<td>Driver and Traffic Safety I</td>
<td>3</td>
</tr>
<tr>
<td>SAFETYED 4131/5131</td>
<td>Driver and Traffic Safety II</td>
<td>3</td>
</tr>
<tr>
<td>SAFETYED 4186/5186</td>
<td>Studies in Driver Education</td>
<td>1</td>
</tr>
<tr>
<td>SAFETYED 4192/5192</td>
<td>Experience in Safety Education</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**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>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMECML 4154/5154</td>
<td>The Gifted and Talented</td>
<td>3</td>
</tr>
<tr>
<td>ELEMECML 4156/5156</td>
<td>Educational Strategies for Gifted and Talented</td>
<td>3</td>
</tr>
<tr>
<td>ELEMECML 4157/5157</td>
<td>Coordinating Programs for the Gifted and Talented</td>
<td>3</td>
</tr>
<tr>
<td>ELEMECML 4158/5158</td>
<td>Practicum in Education of the Gifted</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Instructional Technology Facilitator Certificate**

Required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTTECH 4131/5131</td>
<td>Exploring Issues and Trends in Instructional Technology</td>
<td>18</td>
</tr>
<tr>
<td>INSTTECH 4153/5153</td>
<td>Using Digital and Social Media in Education</td>
<td>18</td>
</tr>
<tr>
<td>INSTTECH 4170/5170</td>
<td>Supporting Learning with Dynamic Web Design</td>
<td>18</td>
</tr>
<tr>
<td>INSTTECH 6232 (240:232)</td>
<td>Selecting and Integrating Instructional Technology</td>
<td>18</td>
</tr>
</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>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 7320</td>
<td>Practicum in Reading</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>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 7330</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:

- LITED 7304 (230:304) Literacy Leadership I 3
- LITED 7307 (230:307) Theories of Reading and Writing Processes 3
- ELEMECML 6201 (210:201) Issues and Trends in Curriculum 3

Spring:

- LITED 7305 (230:305) Literacy Leadership II 3
- LITED 7306 (230:306) Theories of Reading Difficulties 3
- LITED 6260 (230:260) Roles of the Reading Specialist 3

or LITED 7397 (230:397) Practicum in Reading 3

Total Hours 21

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

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

Summer (Summer Institute):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 7320</td>
<td>Practicum in Reading</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>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 7397 (230:397)</td>
<td>Practicum in Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 6

During the Fall and Spring semesters, PCL literacy coaches-in-preparation begin working on implementation of the PCL model in their schools, districts, or AEs. This task is the central focus of the preparation program and is tightly integrated with all coursework. Literacy coaches make monthly visits to the UN 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>Spring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 7302 (230:302)</td>
<td>LITED 7303 (230:303)</td>
</tr>
<tr>
<td>Reading Recovery</td>
<td>Reading Recovery</td>
</tr>
<tr>
<td>Leader Clinical I</td>
<td>Teacher Leader</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>LITED 7304 (230:304)</td>
<td>LITED 7305 (230:305)</td>
</tr>
<tr>
<td>Literacy Leadership I</td>
<td>Literacy Leadership II</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>LITED 7307 (230:307)</td>
<td>LITED 7306 (230:306)</td>
</tr>
<tr>
<td>Theories of Reading</td>
<td>Theories of Reading</td>
</tr>
<tr>
<td>and Writing Processes</td>
<td>and Writing Processes</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 18

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

Elementary 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.

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

Instructional Technology, 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. Students [preservice Teacher Librarians] will conduct research analyzing a professional problem embedded in practice that requires guidance, leadership and advocacy, and devise and articulate an intervention plan. [UNI SLO - Critical Thinking, Communication].

2. Students [preservice Teacher Librarians] will develop an appealing collection of reading and informational materials in print and digital formats that support the teaching of a concept while attending to the diverse developmental, cultural, social and linguistic needs of learners. [UNI SLO - Program Content Knowledge].

3. Students [preservice Teacher Librarians] will be able to teach elementary and secondary learners multiple strategies to locate, evaluate, and ethically use information in the context of inquiry-based learning. [UNI SLO - Program Content Knowledge].

4. Students [preservice Teacher Librarians] will be able to 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. [UNI SLO - Program Content Knowledge].

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).

Doctor of Education

1. Students demonstrate commitment to professional development, social justice, and personal growth by incorporating effective, adaptive, and creative responses to meet changes and challenges in global society.

2. Students analyze, implement, and integrate knowledge, theory, practice, and research findings to lead and make informed decisions in their professional practice.

3. Students will effectively communicate (both written and oral) important, complex problems-of-practice in relation to past research, current practices, and potential future impacts of solutions.