

Department of Educational Psychology, Foundations, and Leadership Studies

(College of Education)

coe.uni.edu/epfls

The Department of Educational Psychology, Foundations, and Leadership Studies offers the following minor, graduate programs, and program certificates. Specific requirements for the minor, graduate programs and program certificates are listed within this Department of Educational Psychology, Foundations, and Leadership Studies section in the following order:

Minor

- Educational Studies (p. 1)

Graduate Major (M.A.)

- Postsecondary Education: Student Affairs (p. 2)
- Teacher Leadership for International Educators (p. 3)

Graduate Major (M.A.E.)

- Educational Psychology: Context and Techniques of Assessment (p. 3)
- Principalship (p. 4)

Graduate Major (Ed.S.)

- Specialist in Education: School Psychology (p. 4)

Graduate Major (Ed.D.)

- Doctor of Education: Educational Leadership intensive study area (p. 5)
- Doctor of Education: Postsecondary Education: Student Affairs intensive study area (p. 5)

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Program Certificates

- Advanced Studies Certificate in Educational Leadership (p. 6)
 - Emphasis: Principalship (p. 6)
 - Emphasis: Superintendency Preparation (p. 6)
- Schooling & the Future of Education (p. 7)

Minor Programs

Educational Studies Minor

The Educational Studies minor is intended for students who are interested in the intersection of learning, education and society. The minor is appropriate for non-teacher education majors who want to enhance their understanding of educational policy; for students who plan careers in fields where they might deal with issues related to educational institutions; and for students interested in a broad

introduction to educational issues they have confronted as students as well as those they will confront as citizens and parents. The Educational Studies minor can be a valuable program addition for students pursuing careers in the social and behavioral sciences, law, social justice, or youth services.

Coursework from multiple academic departments within the College of Education, College of Social and Behavioral Sciences, and the College of Humanities, Arts and Sciences provide opportunities for students to study the learning process, the organization of schooling, its links to broader political and historical contexts, and the potential of educational systems to bring about social change. Curriculum requirements consist of one core course and a minimum of twelve credit hours of electives from the courses listed below.

The Educational Studies minor is administered through the Department of Educational Psychology, Foundations, and Leadership Studies and is under the supervision of the Educational Studies Advisory Committee. Students may petition the Educational Studies Advisory Committee to add a relevant course not currently listed. For more information, contact the Department of Educational Psychology, Foundations, and Leadership Studies office, **Schindler Education Center 525**, 319-273-2694, or the department web site <https://coe.uni.edu/epfls/majors-minors-certificates/educational-studies-minor>.

I. Required

Please select at least one of the following (if course is selected as a required course, it may not be chosen as an elective course from below) 3

EDPSYCH 2030	Dynamics of Human Development
SOCFOUND 3119	Schools and American Society

II. Electives 12

Choose four courses from the following list of courses with at least one course from: Category A and one Course from either Category B or C.

Category A: Psychological/Development

Perspectives

CSD 1000	Understanding Communication Disorders
CSD 3100	Language Acquisition in Children: Birth to 5 Years
CSD 3200/5200	Language of School-aged Children
EDPSYCH 2030	Dynamics of Human Development
EDPSYCH 4118/5118	Mental Health and Well-Being in the Classroom
EDPSYCH 4140/5140	Social Psychology in Educational Contexts
THEATRE 3100/ CAP 3106	Theatre in Education

Category B: Sociological/Historical/Philosophical Perspectives

CAP 3190	Idea of the University
EDPSYCH 4232/5232	Risk and Resilience: Child, Family, School and Community Factors
POSTSEC 3000	Exploring the Student Affairs Profession
SOC 3045/5045	Social Inequality *
SOCFOUND 3119	Schools and American Society
SOCFOUND 4134/5134	History of Education
PHIL 3360	Intellectual Vices and Virtues: Theory and Practice
SOCFOUND 4234/5234	Philosophy of Education

Category C: Political/Economic/Policy Perspectives

SOCFOUND 3219	Critical Perspectives on Technology and Education
SOCFOUND 3319	Education and the Value Gap
SOCFOUND 3419	Special Topics in Cultural Studies of Education
POL AMER 2131	American State Politics
POL AMER 3132	Community Politics
EDLEAD 4319	Political and Ethical Issues in Education
EDPSYCH 4188/5188	Current Approaches to Multicultural Education
POL AMER 4176/5176	Topics in Public Policy
SPED 4180/5180	Interdisciplinary Study of Disability
TESOL 4720/5720	Bilingualism and Bilingual Education *
RELS 2600	Religion and the Public Schools
Total hours 15	

III. Practicum and Research Experience - (OPTIONAL, up to 6 hrs.)

EDPSYCH 4180/5180	Community Service: Academic Skills Achievement Center
EDPSYCH 4198	Independent Study

* The following courses have prerequisites:
 SOC 3045/5045 has a prerequisite of SOC 1000 or SOC 1060.
 TESOL 4720/5720 has a prerequisite or corequisite of TESOL 4120/5120 or TESOL 4110/5110.

**Master of Arts Degree Program
 Major in Postsecondary Education: Student Affairs**

This major is designed to prepare an individual for a career in the administration of student affairs programs in college and university settings.

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 Educational Psychology, Foundations, and Leadership Studies for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>. (Also www.uni.edu/coe/departments/educational-leadership-postsecondary-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.

This major is available on the **thesis** and **non-thesis** options. The **thesis** option requires a **minimum of 43 semester hours**, and the **non-thesis** option requires a **minimum of 37 semester hours**. **A minimum of thirty-two (32) hours of 6000-level course work is required for the thesis option. A minimum of thirty (30) hours of 6000-level course work is required for the non-thesis option.**

Students will be required to complete and present a portfolio for the exit requirement.

POSTSEC 6220	Leading and Advising	3
POSTSEC 6265	Organizational and Personal Foundations for Student Affairs	3
POSTSEC 6264	Values, Philosophies and History of Student Affairs	3
POSTSEC 6268	Social Justice and Inclusion	3
POSTSEC 6270	College Student Development	3
POSTSEC 6271	Portfolio Development	1
POSTSEC 6274	Higher Education Law	3
POSTSEC 6273	Research and Assessment	3
POSTSEC 6275	Professional Helping in College Student Affairs	3
POSTSEC 6289	Seminar in Postsecondary Education	3
Electives may include, but are not limited to, the following:		9
POSTSEC 6250	Teaching in College	
POSTSEC 6256	The Two-Year College	
POSTSEC 6285	Readings in Postsecondary Education	
POSTSEC 6291	Internship in Postsecondary Education (This course may be repeated for maximum of 12 hrs.)	
POSTSEC 7372	College Effects on Students	

Educational Psychology:

EDPSYCH 6214	Foundations of Instructional Psychology
EDPSYCH 6235	Theories of Human Development

Measurement and Research:

MEASRES 6205	Educational Research
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Communication and Media:		
COMM 4344/5344	Intercultural Communication	
COMM 4346/5346	Gender Issues in Communication	
Counseling:		
COUN 4105/5105	Counseling Skills	
COUN 6225	Facilitating Career Development	
COUN 6256	Multicultural Counseling	
Research:		
POSTSEC 6299	Research	
Total hours for non-thesis option (may include 3 hrs. of POSTSEC 6299 as an elective choice)		37
Thesis Option add		
POSTSEC 6299	Research	6
Total Hours thesis option		43

* **Note:** Upon advisement, some students may substitute course work for internship. A license to teach is not required for this major.

Major in Teacher Leadership for International Educators

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 Educational Psychology, Foundations, and Leadership Studies for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/> application. (Also <http://www.uni.edu/coe/departments/educational-leadership-postsecondary-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.

This major is available on the **non-thesis** option only. A **minimum of 30 hours** is required on the non-thesis option. **A minimum of 22 hours of 6000-level course work is required for the non-thesis option.** Students must be currently teaching in an international school to be eligible for this program.

Successful completion of a final oral portfolio defense, as well as an extensive action research project is required prior to graduation. This program is offered to cohort groups of 15-20 students through synchronous and asynchronous instruction. New cohort groups start each year at the beginning of the spring semester.

Required

Measurement and Research:		
MEASRES 6205	Educational Research	3
TESOL/Applied Linguistics:		
TESOL 6286	Studies in Multicultural Contexts	3
Additional educational leadership courses:		

EDLEAD 6212	Teacher Leadership in International Schools	3
EDLEAD 6240	Technology for School Leaders	2
EDLEAD 6248	Leading Instruction in Schools	3
EDLEAD 6249	Leading Learning, Teaching, and Curriculum	3
EDLEAD 6260	Power, Politics & Ethics for International Educators	3
EDLEAD 6282	Leading School Growth and Improvement	2
EDLEAD 6284	Evaluator Approval for Improved Student Learning	3
EDLEAD 6291	Internship (must be taken for 2 hours)	2
EDLEAD 6206	Orientation to Educational Leadership Standards	2
EDLEAD 6292	Capstone to Educational Leadership	1
Total Hours		30

Master of Arts in Education Degree Program

Major in Educational Psychology: Context and Techniques of Assessment

This major is designed for students planning further graduate studies in educational or school psychology.

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 Educational Psychology, Foundations, and Leadership Studies for any 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** required for admission to the program.

Only graduate courses (course number 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 35 semester hours** is required for the **thesis** option and a **minimum of 32 semester hours** for the **non-thesis** option. **A minimum of 15 hours 6000-level course work is required for the thesis option. A minimum of 12 hours 6000-level course work is required for the non-thesis option.**

Required professional core

Educational Psychology:		
EDPSYCH 6215	Advances in Educational Psychology: The Science of Learning	3
Measurement and Research:		
MEASRES 6205	Educational Research	3

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Professional Studies 3 or 6

Thesis Option (6 hours)

EDPSYCH 6299 Research

Non-Thesis Option (3 hours)

EDPSYCH 6285 Readings

EDPSYCH 6288 M.A.E. Practicum in
Education and Psychology

EDPSYCH 6299 Research

Context and Techniques of Assessment:

Educational Psychology:

EDPSYCH 4176/5176 Learning and Behavioral
Problems in Education 3

or SPED 4180/5180 Interdisciplinary Study of Disability

EDPSYCH 6240 Introduction to School
Psychology 3

EDPSYCH 6280 Psychological Consultation in
Schools 3

Measurement and Research:

MEASRES 6281 Statistics and Measurement 3

MEASRES 6282 Individual Intellectual
Assessment 4

MEASRES 6283 Academic Assessment and
Intervention 4

Literacy Education:

LITED 6238 Advanced Assessment
and Evaluation of Literacy
Development 3

Total hours for non-thesis option 32

Total hours for thesis option 35

Major in Principalship

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 Educational Psychology, Foundations, and Leadership Studies for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>. (Also <http://www.uni.edu/coe/departments/educational-leadership-postsecondary-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.

This major is available on the **thesis** and **non-thesis** options. A **minimum of 41 semester hours** is required on the thesis option; a **minimum of 35 hours** is required on the non-thesis option. A **minimum of 32 hours of 6000-level course work, including 6 hours of EDLEAD 6299, is required for the thesis option. A minimum of 32 hours of 6000-level course work is required for the non-thesis option.**

Successful completion of a final oral comprehensive examination is required for the thesis option. The student must complete the usual degree and licensure/endorsement requirements and must complete a minimum of one year of successful teaching appropriate to the major

prior to graduation. For endorsement the student must have three years of teaching experience at either the elementary or secondary level. This program is offered to cohort groups of 20-25 students on and off campus through the Web, and in face-to-face instructional sessions. New cohort groups start each year at the beginning of the fall semester.

Required program courses

Special Education:

SPED 6260 Special Education Law and Policy 3

Measurement and Research:

MEASRES 6205 Educational Research 3

Additional educational leadership courses

Educational Leadership:

EDLEAD 6248 Leading Instruction in Schools 3

EDLEAD 6206 Orientation to Educational
Leadership Standards 2

EDLEAD 6232 School Governance, Law and
Intersystems Relations 3

EDLEAD 6245 Leadership for Effective
Schools 3

EDLEAD 6247 School Management for
Student Learning 3

EDLEAD 6249 Leading Learning, Teaching,
and Curriculum 3

EDLEAD 6282 Leading School Growth and
Improvement 2

EDLEAD 6284 Evaluator Approval for
Improved Student Learning 3

EDLEAD 6289 Seminar in Educational
Leadership 2

EDLEAD 6225 Activities Administration 2

or EDLEAD 6235 Community Connections

EDLEAD 6291 Internship 2

EDLEAD 6292 Capstone to Educational
Leadership 1

Total hours non-thesis option 35

Thesis Option add

EDLEAD 6299 Research 6

Total Hours thesis option 41

Specialist in Education Degree Program

The major in School Psychology at the University of Northern Iowa leading to the Specialist in Education Degree involves breadth of preparation as well as depth in a particular field of specialization.

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 Educational Psychology, Foundations, and Leadership Studies for other application requirements and detailed information on the School Psychology major. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>. For

requirements concerning admission, program approval, candidacy, scholarship, residence, examinations, thesis, and graduation for the Specialist in Education Degree see the "Graduate Information" section of this University Catalog.

Only graduate courses (course number 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.

Course work requirements for the Specialist in Education Degree are defined in terms of a three-year graduate program, including internship and work taken on the master's degree. A **minimum of 68 semester hours** beyond the bachelor's degree is required for completing the program.

The School Psychology major is open to students who hold a master's degree from an accredited graduate school, and who meet the requirements set forth below.

Major in School Psychology

Admission to the Ed.S. program in School Psychology requires EITHER:

1. Admission to the Ed.S. program in School Psychology requires an earned, accredited master's degree and a prior graduate preparation equivalent to UNI's M.A.E. in Educational Psychology with an emphasis in Context and Techniques of Assessment; OR
2. Concurrent enrollment in UNI's M.A.E. in Educational Psychology with an emphasis in Context and Techniques of Assessment degree program along with approval from the program faculty to enroll in both programs concurrently.

The Graduate Record Examination (General Test) is required for admission to the program.

Students with deficiencies will be notified prior to admission. Any deficiencies in the student's background will be *added* to the student's Ed.S. program requirements.

This major is available on the **thesis** option and **non-thesis** option.

For the thesis option, a **minimum of 39 semester hours** is required. For the non-thesis option, a **minimum of 36 semester hours** is required. **A minimum of 15 hours of 6000-level course work is required for either option.** Successful completion of a final oral and written examination is required.

Required

Educational Psychology:		
EDPSYCH 4232/5232	Risk and Resilience: Child, Family, School and Community Factors	3
EDPSYCH 6270	Behavioral Interventions in School Settings	3
EDPSYCH 6272	Systems Consultation	3
Measurement and Research:		
MEASRES 6284	Psychosocial Assessment	4
MEASRES 6287	Early Childhood Assessment and Intervention	3

Professional Studies:

EDPSYCH 6290	Ed.S. Practicum in Education and Psychology	5
EDPSYCH 6291	Internship in School Psychology	6
Special Education:		
SPED 6260	Special Education Law and Policy	3
Counseling & Behavior Modification		
EDPSYCH 6260	Counseling Interventions in School	3
Thesis Option		
EDPSYCH 6299	Research	6
Non-Thesis Option		
MEASRES 6270	Educational Program Evaluation	3
Total Hours		36-39

Doctor of Education Degree Program

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

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

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

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

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

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

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

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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/doctoral-study.

Educational Leadership

This area of intensive study in education administration prepares personnel for leadership positions in PK-12 schools, post-secondary institutions, and other educational services or settings. Typical positions held by educators with the terminal degree focused on educational leadership include: principals, superintendents, school district central office administrators, professors of educational leadership, special education directors at the Area Education Agency level or Department of Education administrators and consultants. Students interested in special education administration will apply for admission through Educational 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/edpsychfoundleadershipstudies 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/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 program certificates contact the Department of Educational Leadership and Postsecondary Education or the Office of the Registrar, which serves as the centralized registry.

Advanced Studies Certificate in Educational Leadership

Emphasis: Principalship

This is a post-master's program consisting of a minimum of 35 semester hours leading to the issuance of an Advanced Studies Certificate in Educational Leadership. The purpose of this program is to allow the student to broaden and sharpen their skills in competency areas. This is solely for the purpose of gaining endorsement in the Principalship.

The program will consist of a minimum of 35 semester hours in graduate studies in the area of educational leadership and/or related studies.

Required

Measurement and Research:

MEASRES 6205	Educational Research	3
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Special Education:

SPED 6260	Special Education Law and Policy	3
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Educational Leadership:

EDLEAD 6248	Leading Instruction in Schools	3
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EDLEAD 6206	Orientation to Educational Leadership Standards	2
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EDLEAD 6232	School Governance, Law and Intersystems Relations	3
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EDLEAD 6245	Leadership for Effective Schools	3
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EDLEAD 6247	School Management for Student Learning	3
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EDLEAD 6249	Leading Learning, Teaching, and Curriculum	3
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EDLEAD 6282	Leading School Growth and Improvement	2
EDLEAD 6284	Evaluator Approval for Improved Student Learning	3
EDLEAD 6289	Seminar in Educational Leadership	2
EDLEAD 6225 or EDLEAD 6235	Activities Administration Community Connections	2
Educational Leadership Internship:		
EDLEAD 6291	Internship	2
EDLEAD 6292	Capstone to Educational Leadership	1
Total Hours		35

Emphasis: Superintendency Preparation Program

The superintendent preparation program consists of 33 hours which includes a four hour Seminar in Educational Leadership delivered in three separate segments (2 credit hours, 1 credit hour, 1 credit hour); six 3-credit hour courses, one 2-credit hour course, and 9 credit hours of internship requiring 450 contact hours in multiple school districts.

Required

Educational Leadership:		
EDLEAD 7310	Human Resource Administration	3
EDLEAD 7311	Educational Leadership and Systems Change	3
EDLEAD 7315	Leading Teaching, Learning and Assessment	3
EDLEAD 7318	Evaluation of Administrators	2
EDLEAD 7319	Power, Politics, and Ethics in School District Leadership	3
EDLEAD 7340	Funding the Educational Program for Improved Student Achievement	3
EDLEAD 7346	School Business Management	3
Educational Leadership seminar:		
EDLEAD 7389	Seminar in Educational Leadership *	4
Educational Leadership work toward development of internship plan:		
EDLEAD 7391	Internship in Educational Leadership	1
Educational Leadership internship:		
EDLEAD 7391	Internship in Educational Leadership	8
Total Hours		33

* 2 credit hours (four Saturdays); 1 credit hour (2 days each summer).

Internship

The nine credit hours of internship is designed to "provide opportunities for candidates to identify and experience the

complexities of the superintendency in a structured, accountable manner."

To ensure that candidates have a range of experiences and "the program provides opportunities for candidates to identify and experience the complexities of the superintendency in a structured, accountable manner," each course in the Superintendent Preparation Program will have a knowledge module (what the superintendent should know) and a field performance module (what the superintendent should be able to do).

The internship requires a minimum of 450 hours. The field performance module (course assigned internship activities) requirements are expected to total between 210 and 280 hours. In addition to the course assigned internship activities, the candidate's Internship Plan will be guided by experience needs of the candidate in the areas of Leader of Learners, Leader of Service, and Leader of Change.

The Internship requires a meaningful long-term (substantial) clinical experience within a district. This extended experience combines with the performance module (course assigned) internship activities to form the candidate's Internship Plan.

Each candidate will have a lead mentor, approved by the Educational Leadership faculty, who will guide the candidate throughout the internship experience. Even though some clinical experiences may take place in another district or districts, the lead mentor will serve as a sounding board while providing coaching and support. In addition to the lead mentor, each candidate will have at least one other mentor (mentor with special expertise), approved by the faculty, to ensure diversity of school size, diversity of thought, diversity of expertise, and diversity of experiences. While a candidate may use a mentor from their district of employment who meets the Mentor Selection Criteria, the candidate must also have an approved mentor (lead mentor or mentor with special expertise) outside the district of employment.

Assessment

A performance-based program requires evidence that Iowa Standards for School Leaders (ISSL) and 16 superintendent leadership exit proficiencies are met. Standards and proficiencies must be demonstrated through work products that clearly show skill development and an expansive knowledge base.

Certificate in Schooling & the Future of Education

The Schooling and the Future of Education certificate requires a nine (9) credit hour program designed to provide future educators the opportunity to examine and explore the recent, dynamic societal changes of the 21st century as educational problems. Students will investigate contemporary controversies, challenges, and issues surrounding P 12 education and will be given the opportunity to re-imagine the purpose and practices of schooling by applying interpretive, normative, and critical perspectives from the interdisciplinary field of Social Foundations of Education. This certificate is designed for students in Early Childhood Education, Elementary Education, and Secondary Education. The purpose of this certificate is to help future teachers think deeply and critically about contemporary educational problems through the lens of Social Foundations to support them in becoming advocates for inclusion, equity, and social justice in 21st century schools and communities.

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Required:

SOCFOUND 3219	Critical Perspectives on Technology and Education	3
SOCFOUND 3319	Education and the Value Gap	3
SOCFOUND 3419	Special Topics in Cultural Studies of Education	3

Total Hours 9

Postsecondary Education: Student Affairs, M.A.

1. Students will demonstrate strong written communication skills on a research project that will involve creation of a topic, review of previous literature, determination of method, and completion of the project.
2. Students will demonstrate oral communication abilities as evidenced during the presentation of their oral portfolios at the end of the program.
3. According to the ten competencies designated by ACPA/NASPA as important for the field of student affairs, students will be able to identify and select appropriate artifacts that demonstrate knowledge in each competency area through the organization and completion of their learning portfolio (completed through the use of a Google Drive). Additionally, students will demonstrate growth in each of the ten competency areas over the program as evidenced by their self-reflections. The ten competency areas are:
 1. Personal and Ethical Foundations
 2. Values, Philosophy, and History
 3. Assessment, Evaluation, and Research
 4. Law, Policy, and Governance
 5. Organizational and Human Resources
 6. Leadership
 7. Social Justice and Inclusion
 8. Student Learning and Development
 9. Technology
 10. Advising and Supporting

Teacher Leadership for International Educators, M.A.

1. Students will be capable of demonstrating, in written form, thoughtful understanding, application and analysis of specific teacher Leader Model Standards - collaborative culture, research & data to improve practice, promote professional learning, facilitate improvement in instruction and student learning, promote the use of assessments and data, improve outreach, and advocate for the profession;
2. Students will design, implement, and assess a contextually-based dilemma through action research; and
3. Students will demonstrate writing skills consistent with graduate level work.

Educational Psychology: Context and Techniques of Assessment, M.A.E.

1. School psychology students will practice data-based decision making in all areas of school psychology practice.
2. School psychology students will develop evidence-based interventions in academic, social-emotional, and behavioral domains.
3. School psychology students will apply a problem-solving model in making ethical decisions.
4. School psychology students will use data to support school systems, including preventive and responsive support services
5. School psychology students will consider and respect differences in gender, culture, ethnicity, language, socioeconomic status, and sexual orientation and will promote a safe and respectful school environment for all individuals.
6. School psychology students will engage in reflective practice
7. School psychology students will communicate clearly both verbally and in writing
8. School psychology students will demonstrate quality consultation and collaboration with educational professionals, families, and students.
9. School psychology students will display professional behaviors throughout the program (e.g., meeting timelines, professional communication)
10. School psychology students will provide services that promote family-school collaboration

Principalship, M.A.E.

1. Students will demonstrate in writing a thoughtful understanding, application and analysis of specific Iowa Standards for School Leaders - shared vision, culture of learning, management, family & community, ethics, and societal context
2. Students will orally present a thoughtful understanding, application and analysis of specific Iowa Standards for School Leaders - shared vision, culture of learning, management, family & community, ethics, and societal context.
3. Students will compile a portfolio of evidence demonstrating a thoughtful understanding, application and analysis of specific Iowa Standards for School Leaders - shared vision, culture of learning, management, family & community, ethics, and societal context.

Specialist in Education: School Psychology, Ed.S.

Goal 1: School psychology students will practice data-based decision making in all areas of school psychology practice.

Goal 2: School psychology students will develop evidence-based interventions in academic, social-emotional, and behavioral domains.

Goal 3: School psychology students will apply a problem-solving model in making ethical decisions.

Goal 4: School psychology students will use data to support school systems, including preventive and responsive support services

Goal 5: School psychology students will consider and respect differences in gender, culture, ethnicity, language, socioeconomic status, and sexual orientation and will promote a safe and respectful school environment for all individuals.

Goal 6: School psychology students will engage in reflective practice

Goal 7: School psychology students will communicate clearly both verbally and in writing

Goal 8: School psychology students will demonstrate quality consultation and collaboration with educational professionals, families, and students.

Goal 9: School psychology students will provide services that promote family-school collaboration

Doctor of Education: Educational Leadership, Ed.D.

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.