

# Department of Educational Psychology, Foundations, and Leadership Studies

(College of Education)

[coe.uni.edu/epfls](http://coe.uni.edu/epfls)

The Department of Educational Psychology, Foundations, and Leadership Studies offers the following programs:

## 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

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## 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
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EDPSYCH 4232/5232	Risk and Resilience: Child, Family, School and Community Factors
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
<b>Category C: Political/Economic/Policy Perspectives</b>	
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 3110.

## 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](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. The **thesis** option requires a **minimum of 42 semester hours**, and the **non-thesis** option requires a **minimum of 36 semester hours**. **A minimum of twelve (12) hours of 6000-level course work is required for the thesis option. A minimum of twelve (12) 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 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: Current Issues in Student Affairs	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
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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)		36
Thesis Option add		
POSTSEC 6299	Research	6
Total Hours thesis option		42

\* **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
<b>Total Hours</b>		<b>30</b>

### 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
<b>Professional Studies</b>		<b>3 or 6</b>
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	

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EDPSYCH 6299	Research	
<b>Context and Techniques of Assessment:</b>		
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
<b>Additional educational leadership courses</b>		
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
<b>Total hours non-thesis option</b>		<b>35</b>
<b>Thesis Option add</b>		
EDLEAD 6299	Research	6
<b>Total Hours thesis option</b>		<b>41</b>

### 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 not** 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
<b>Counseling &amp; Behavior Modification</b>		
EDPSYCH 6260	Counseling Interventions in School	3
<b>Thesis Option</b>		
EDPSYCH 6299	Research	6
<b>Non-Thesis Option</b>		
MEASRES 6270	Educational Program Evaluation	3
<b>Total Hours</b>		<b>36-39</b>

### 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
<b>Total Hours</b>	<b>48</b>

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

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

In some areas, it is possible to combine doctoral degree study with work toward an endorsement to perform a particular role in K-12 education.

**Brief definitions of the four ISAs follows:**

## Allied Health, Recreation, and Community Services

This area of intensive study is designed to provide students with advanced planning, management, supervision and evaluation of programs in the community and its institutions. The combined areas of allied health, recreation and community services are diverse professional areas knitted together by a unified commitment to enhancing, enriching and sustaining the individual and collective well-being of people, communities and society as a whole. Graduates are prepared for careers as applied scholars, evaluators, or practitioners in public and environmental health departments, recreation and tourism industry; allied health and social services agencies; the military, government, and non-governmental agencies; religious organizations; libraries and museums; and civic and professional associations. The program of study will be based upon students' needs, interests, and upon approval by an academic advisor and program of study committee. (For more information, contact the Head of the Department of Health, Recreation and community Services.)

## Curriculum and Instruction

This area of intensive study is designed to prepare scholar practitioners to plan, implement, evaluate, and supervise educational programs for children, from infancy through adolescence, and adult learners, inclusive of a wide variety of diversity. Faculty in this intensive study area come from many departments and disciplines including, but not limited to, prekindergarten through tertiary curriculum and pedagogy; foundations of education in psychology, philosophy, social sciences; disability studies in education, gifted and talented, and multicultural education; literacy education; instructional technology, school library studies; and P-12 content areas such as mathematics, physical education, science, social studies, and language arts. Students interested in becoming special education scholar-practitioners to plan, implement, evaluate, and supervise educational programs for children and adult learners with an emphasis on inclusion and diversity will apply for admission through the Curriculum and Instruction Intensive Study Area. For more information see <https://coe.uni.edu/academics/doctrinal-program>.

## Educational Leadership

This area of intensive study in education administration prepares personnel for leadership positions in PK-12 schools, post-secondary institutions, and other educational services or settings. Typical positions held by educators with the terminal degree focused on educational leadership include: principals, superintendents, school district central office administrators, professors of educational leadership, special education directors at the Area Education Agency level or Department of Education administrators and consultants. Students interested in special education administration will apply for admission through Educational Psychology, Foundations, and Leadership Studies. (For more information, contact the Head, Department of Educational Psychology, Foundations, and Leadership Studies, or please see the catalog at [www.uni.edu/catalog/collegeofeducation/edpsychfoundleadershipstudies](http://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](http://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
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EDLEAD 6284	Evaluator Approval for Improved Student Learning	3
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EDLEAD 6289	Seminar in Educational Leadership	2
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EDLEAD 6225 or EDLEAD 6235	Activities Administration Community Connections	2
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Educational Leadership Internship:		
EDLEAD 6291	Internship	2
EDLEAD 6292	Capstone to Educational Leadership	1
<b>Total Hours</b>		<b>35</b>

### 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
<b>Total Hours</b>		<b>33</b>

\* 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 is 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.

Choose 3 of the following courses:

SOCFOUND 3219	Critical Perspectives on Technology and Education	9
SOCFOUND 3319	Education and the Value Gap	
SOCFOUND 3419	Special Topics in Cultural Studies of Education	
SOCFOUND 2274	Democracy and Education in the 21st Century	
SOCFOUND 3119	Schools and American Society	
SOCFOUND 4234/5234	Philosophy of Education	

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SOCFOUND 4134/51History of Education

**Total Hours**

**9**