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)
- Educational Psychology: Professional Development for Teachers (p. 4)
- Principalship (p. 4)

**Graduate Major (Ed.S.)**
- Specialist in Education: School Psychology (p. 5)

**Graduate Major (Ed.D.)**
- Doctor of Education: Educational Leadership intensive study area (p. 6)
- Doctor of Education: Postsecondary Education: Student Affairs intensive study area (p. 6)
- (for all requirements for Doctor of Education see website www.uni.edu/catalog/collegeofeducation - for PDF version see listing for "College of Education" under the "Interdisciplinary" section of this university catalog.)

**Program Certificates**
- Advanced Studies Certificate in Educational Leadership (p. 7)
  - Emphasis: Principalship (p. 7)
  - Emphasis: Superintendency Preparation (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. Coursework provides 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. **This interdisciplinary program is designed specifically for undergraduates not majoring in teacher education** and is offered jointly by the College of Education, the College of Social and Behavioral Sciences, the College of Business, and the College of Humanities, Arts and Sciences.

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. 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 is administered through the Department of Educational Psychology, Foundations, and Leadership Studies and is under the supervision of the Educational Studies Advisory Committee. Curriculum requirements consist of one core course and a minimum of twelve credit hours of electives from the courses listed below. 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 and Foundations office, Schindler Education Center 525, 319-273-2694, or the department web site https://coe.uni.edu/epfls/undergraduate-study/ed-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)

<table>
<thead>
<tr>
<th>Course Code/Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPSYCH 2030 (200:030)</td>
<td>Dynamics of Human Development</td>
</tr>
<tr>
<td>SOCFOUND 3119 (260:119)</td>
<td>Schools and American Society</td>
</tr>
</tbody>
</table>

**II. Electives**
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**

<table>
<thead>
<tr>
<th>Course Code/Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 1000 (51C:006)</td>
<td>Understanding Communication Disorders</td>
</tr>
<tr>
<td>CSD 3100 (51C:106)</td>
<td>Language Acquisition in Children: Birth to 5 Years</td>
</tr>
<tr>
<td>CSD 3200/5200 (51C:127g)</td>
<td>Language of School-aged Children</td>
</tr>
<tr>
<td>EDPSYCH 2030 (200:030)</td>
<td>Dynamics of Human Development</td>
</tr>
</tbody>
</table>
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 www.grad.uni.edu/admission. (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 44 semester hours, and the non-thesis option requires a minimum of 38 semester hours. A minimum of thirty-two (32) hours of 200/6000-level course work is required for the thesis option. A minimum of thirty (30) hours of 200/6000-level course work is required for the non-thesis option.

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

Electives may include, but are not limited to, the following:

POSTSEC 6250  Teaching in College  3
POSTSEC 6256  The Two-Year College  3
POSTSEC 6285  Readings in Postsecondary Education  3
POSTSEC 6291  Internship in Postsecondary Education (This course may be repeated for maximum of 12 hrs.)  2

POSTSEC 7372  College Effects on Students  3

Major of Arts Degree Program

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
Department of Educational Psychology, Foundations, and Leadership Studies

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 www.grad.uni.edu/admission. (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 200/6000-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 (250:205) 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 (270:249) 3
EDLEAD 6260 Power, Politics & Ethics for International Educators 3
EDLEAD 6282 Leading School Growth and Improvement (270:282) 2
EDLEAD 6284 Evaluator Approval for Improved Student Learning (270:284) 3
EDLEAD 6286 Studies in Orientation to TLMS and Educational Leadership 2
EDLEAD 6291 Internship (must be taken for 2 hours) (270:291) 2
EDLEAD 6294 Capstone TLMS 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 www.grad.uni.edu/admission.

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 200/6000-level course work is required for...
the thesis option. A minimum of 12 hours 200/6000-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 (250:205) 3

Professional Studies 3 or 6

Thesis Option (6 hours)

EDPSYCH 6299 Research (200:299)

Non-Thesis Option (3 hours)

EDPSYCH 6285 Readings (200:285)

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

EDPSYCH 6299 Research (200:299)

Context and Techniques of Assessment:

Educational Psychology:

EDPSYCH 4176/5176 or SPED 4180/5180 Learning and Behavioral Problems in Education and Interdisciplinary Study of Disability (200:176g) 3

EDPSYCH 6240 Introduction to School Psychology (200:240) 3

EDPSYCH 6280 Psychological Consultation in Schools (200:280) 3

Measurement and Research:

MEASRES 6281 Statistics and Measurement (250:281) 3

MEASRES 6282 Individual Intellectual Assessment (250:282) 4

MEASRES 6283 Academic Assessment and Intervention (250:283) 4

Literacy Education:

LITED 6238 Advanced Assessment and Evaluation of Literacy Development (230:238) 3

Total hours for non-thesis option 32

Total hours for thesis option 35

Major in Educational Psychology: Professional Development for Teachers

This degree program is specially designed to fulfill the professional development needs of experienced teachers. The intent of the program is to enable participants to increase their knowledge base in content areas or to develop expertise in new content areas while sharpening their understanding and skills as classroom teachers. The program seeks to provide a course of study directly tied to teaching practice, in which course selection, student learning, and required research are organized around issues and problems which teachers view as important. The degree program provides ample opportunity for exploring the relationship between theory and practice, with a focus on improving student learning. The program presents a variety of opportunities for peer collaboration, development of strategies for implementing innovations in classroom practice, and thoughtful analysis of contemporary issues and problems facing teachers.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverese 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 www.grad.uni.edu/admission.

The Graduate Record Examination (General Test) is not 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 degree program invites participation from early childhood, elementary, middle school, and high school teachers. 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 for the non-thesis option. The thesis or research paper is expected to explore a topic that will improve classroom practice and student learning. 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.

Required professional core

Educational Psychology:

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

Measurement and Research:

MEASRES 6205 Educational Research (250:205) 3

Social Foundations:

SOCFOUND 4234/5234 Philosophy of Education 3

Research: xxxx:299 3-6

Thesis Option (6 hrs)

Non-thesis Option (3 hrs)

Candidates should follow these three professional components when selecting coursework.

Hours from each of the following three professional components areas (selected in consultation with advisor and requires approval of the Graduate Coordinator) - 21 hours minimum:

Component I: Advanced professional course work 8-12

Component II: Theoretical-philosophical course work 5-9

Component III: Advanced academic course work 8-12 taken from one department or one field area

Thesis option total 36

Non-thesis option total 33

Major in Principalship

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverese 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 www.grad.uni.edu/admission. (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 200/6000-level course work, including 6 hours of EDLEAD 6299 (270:299), is required for the thesis option. A minimum of 32 hours of 200/6000-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

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

or

EDLEAD 6248 Leading Instruction in Schools

Special Education:
SPED 6260 (220:260) Special Education Law and Policy 3

Measurement and Research:
MEASRES 6205 Educational Research 3

Additional educational leadership courses

Educational Leadership:
EDLEAD 6206 (270:206) Orientation to Educational Leadership Standards 2

EDLEAD 6232 (270:232) School Governance, Law and Intersystems Relations 3

EDLEAD 6245 (270:245) Leadership for Effective Schools 3

EDLEAD 6247 (270:247) School Management for Student Learning 3

EDLEAD 6249 (270:249) Leading Learning, Teaching, and Curriculum 3

EDLEAD 6282 (270:282) Leading School Growth and Improvement 2

EDLEAD 6284 (270:284) Evaluator Approval for Improved Student Learning 3

EDLEAD 6289 (270:289) Seminar in Educational Leadership 2

EDLEAD 6225 or EDLEAD 6235 Activities Administration Community Connections

Educational Leadership:
EDLEAD 6291 (270:291) Internship 2

EDLEAD 6292 (270:292) Capstone to Educational Leadership 1

Total hours non-thesis Option

Total Hours 35

Thesis Option add

EDLEAD 6299 (270:299) 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 www.grad.uni.edu/admission. 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 200/6000-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 (250/284): Psychosocial Assessment (4)
- MEASRES 6287: Early Childhood Assessment and Intervention (3)

**Professional Studies:**
- EDPSYCH 6290 (200/290): Ed.S. Practicum in Education and Psychology (5)
- EDPSYCH 6291 (200/291): Internship in School Psychology (6)
- SPED 6260 (220/260): Special Education Law and Policy (3)

**Counseling & Behavior Modification**
- One of the following: Counseling Children and Adolescents (3)
- PSYCH 6407 (400/272): Evidence Based Treatment

**Thesis Option**
- EDPSYCH 6299 (200/299): Research (6)

**Non-Thesis Option**
- MEASRES 6260: Monitoring Progress in Individuals and Groups (3)

Total hours: 36-39

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**Doctor of Education Degree Program**

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

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

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

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

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

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

Total Hours: 48

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

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

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

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

**Allied Health, Recreation, and Community Services**

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

Curriculum and Instruction

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Course No</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership:</td>
<td>EDLEAD 6206 (270:206)</td>
<td>Orientation to Educational Leadership Standards</td>
</tr>
<tr>
<td></td>
<td>EDLEAD 6232 (270:232)</td>
<td>School Governance, Law and Intersystems Relations</td>
</tr>
<tr>
<td></td>
<td>EDLEAD 6245 (270:245)</td>
<td>Leadership for Effective Schools</td>
</tr>
<tr>
<td></td>
<td>EDLEAD 6247 (270:247)</td>
<td>School Management for Student Learning</td>
</tr>
<tr>
<td></td>
<td>EDLEAD 6249 (270:249)</td>
<td>Leading Learning, Teaching, and Curriculum</td>
</tr>
<tr>
<td></td>
<td>EDLEAD 6282 (270:282)</td>
<td>Leading School Growth and Improvement</td>
</tr>
<tr>
<td></td>
<td>EDLEAD 6284 (270:284)</td>
<td>Evaluator Approval for Improved Student Learning</td>
</tr>
<tr>
<td></td>
<td>EDLEAD 6289 (270:289)</td>
<td>Seminar in Educational Leadership</td>
</tr>
<tr>
<td></td>
<td>EDLEAD 6225 or EDLEAD 6235</td>
<td>Activities Administration or Community Connections</td>
</tr>
<tr>
<td>Educational Leadership Internship:</td>
<td>EDLEAD 6291 (270:291)</td>
<td>Internship</td>
</tr>
</tbody>
</table>

Community Connections

Activities Administration

Leadership

Seminar in Educational Leadership

Evaluators Approval for Improved Student Learning

Seminar in Educational Leadership

Activities Administration or Community Connections

Internship
The superintendent should be able to do). The superintendent should know) and a field performance module (what the superintendent will have a knowledge module (what the superintendent should know) and a field performance module (what the superintendent should be able to do).

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>EDLEAD 6292</td>
<td>Capstone to Educational Leadership</td>
<td>1</td>
</tr>
<tr>
<td><em>(270:292)</em></td>
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</tbody>
</table>

**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.

### Educational Leadership:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>EDLEAD 7310</td>
<td>Human Resource Administration</td>
<td>3</td>
</tr>
<tr>
<td><em>(270:310)</em></td>
<td></td>
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<tr>
<td>EDLEAD 7311</td>
<td>Educational Leadership and Systems Change</td>
<td>3</td>
</tr>
<tr>
<td><em>(270:311)</em></td>
<td></td>
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<tr>
<td>EDLEAD 7315</td>
<td>Leading Teaching, Learning and Assessment</td>
<td>3</td>
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<tr>
<td><em>(270:315)</em></td>
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<tr>
<td>EDLEAD 7318</td>
<td>Evaluation of Administrators</td>
<td>2</td>
</tr>
<tr>
<td><em>(270:318)</em></td>
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<tr>
<td>EDLEAD 7319</td>
<td>Power, Politics, and Ethics in School District Leadership</td>
<td>3</td>
</tr>
<tr>
<td><em>(270:319)</em></td>
<td></td>
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<tr>
<td>EDLEAD 7340</td>
<td>Funding the Educational Program for Improved Student Achievement</td>
<td>3</td>
</tr>
<tr>
<td><em>(270:340)</em></td>
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<tr>
<td>EDLEAD 7346</td>
<td>School Business Management</td>
<td>3</td>
</tr>
<tr>
<td><em>(270:346)</em></td>
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</table>

### Educational Leadership seminar:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLEAD 7389</td>
<td>Seminar in Educational Leadership</td>
<td>4</td>
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<tr>
<td><em>(270:389)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

### 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

**Educational Psychology: Professional Development for Teachers, M.A.E.**

The MAE in Educational Psychology: Professional Development for Teachers is specially designed to fulfill the professional development needs of experienced teachers. The intent of the program is to enable participants to increase their knowledge base in content areas or to develop expertise in new content areas while sharpening their understanding and skills as classroom teachers. The program seeks to provide a course of study directly tied to teaching practice, in which course selection, student learning, and required research are organized around issues and problems that teachers view as important. The degree program provides opportunities for exploring the relationship between theory and practice via action research, with a focus on improving student learning. The program presents a variety of opportunities for peer collaboration, development of strategies for implementing innovations in classroom practice, and thoughtful analysis of contemporary issues and problems facing teachers.

1. PDT students will increase knowledge and skills necessary to be critical consumers of educational research.

2. PDT students will develop knowledge and skills necessary to plan and describe an action research project.

**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.