Department of Educational Psychology, Foundations, and Leadership Studies

(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:

Minors

• Educational Studies Minor

Graduate Major (M.A.)

• Postsecondary Education: Student Affairs
• Teacher Leadership for International Educators

Graduate Major (M.A.E.)

• Educational Psychology: Context and Techniques of Assessment
• Principalship

Graduate Major (Ed.S.)

• Specialist in Education: School Psychology

Graduate Major (Ed.D.)

• Doctor of Education: Educational Leadership intensive study area
• Doctor of Education: Postsecondary Education: Student Affairs intensive study area
• (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
  • Emphasis: Principalship
  • Emphasis: Superintendentcy Preparation
• Schooling & the Future of Education

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</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPSYCH 2030</td>
<td>Dynamics of Human Development</td>
</tr>
<tr>
<td>SOCFOUND 3119</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</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 1000</td>
<td>Understanding Communication Disorders</td>
</tr>
<tr>
<td>CSD 3100</td>
<td>Language Acquisition in Children: Birth to 5 Years</td>
</tr>
<tr>
<td>CSD 3200/5200</td>
<td>Language of School-aged Children</td>
</tr>
<tr>
<td>EDPSYCH 2030</td>
<td>Dynamics of Human Development</td>
</tr>
<tr>
<td>EDPSYCH 4118/5118</td>
<td>Mental Health and Well-Being in the Classroom</td>
</tr>
<tr>
<td>EDPSYCH 4140/5140</td>
<td>Social Psychology in Educational Contexts</td>
</tr>
</tbody>
</table>

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.
THEATRE 3100/3106  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  Virtues and Vices of the Mind
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 4180/5188  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.

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:

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

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.

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

Measurement and Research:
MEASRES 6205  Educational Research
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:
Educational Leadership:
[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 6286] Studies in Orientation to TLMS and Educational Leadership 2
[EDLEAD 6291] Internship (must be taken for 2 hours) 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 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

Professional Studies 3 or 6
Department of Educational Psychology, Foundations, and Leadership Studies

Thesis Option (6 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDPSYCH 6299</td>
<td>Research</td>
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Non-Thesis Option (3 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDPSYCH 6285</td>
<td>Readings</td>
<td></td>
</tr>
<tr>
<td>EDPSYCH 6288</td>
<td>M.A.E. Practicum in Education and Psychology</td>
<td></td>
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</table>

EDPSYCH 6299 | Research |

Context and Techniques of Assessment:

Educational Psychology:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPSYCH 4176/5176</td>
<td>Learning and Behavioral Problems in Education</td>
<td>3</td>
</tr>
<tr>
<td>or SPED 4180/5180</td>
<td>Interdisciplinary Study of Disability</td>
<td></td>
</tr>
<tr>
<td>EDPSYCH 6240</td>
<td>Introduction to School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDPSYCH 6280</td>
<td>Psychological Consultation in Schools</td>
<td>3</td>
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Measurement and Research:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEASRES 6281</td>
<td>Statistics and Measurement</td>
<td>3</td>
</tr>
<tr>
<td>MEASRES 6282</td>
<td>Individual Intellectual Assessment</td>
<td>4</td>
</tr>
<tr>
<td>MEASRES 6283</td>
<td>Academic Assessment and Intervention</td>
<td>4</td>
</tr>
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</table>

Literacy Education:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITED 6238</td>
<td>Advanced Assessment and Evaluation of Literacy Development</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Educational Psychology:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPSYCH 6214</td>
<td>Foundations of Instructional Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>EDLEAD 6248</td>
<td>Leading Instruction in Schools</td>
</tr>
</tbody>
</table>

Special Education:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 6260</td>
<td>Special Education Law and Policy</td>
<td>3</td>
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</table>

Measurement and Research:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEASRES 6205</td>
<td>Educational Research</td>
<td>3</td>
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</tbody>
</table>

Additional educational leadership courses

Educational Leadership:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLEAD 6206</td>
<td>Orientation to Educational Leadership Standards</td>
<td>2</td>
</tr>
<tr>
<td>EDLEAD 6232</td>
<td>School Governance, Law and Intersystems Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDLEAD 6245</td>
<td>Leadership for Effective Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDLEAD 6247</td>
<td>School Management for Student Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDLEAD 6249</td>
<td>Leading Learning, Teaching, and Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDLEAD 6282</td>
<td>Leading School Growth and Improvement</td>
<td>2</td>
</tr>
<tr>
<td>EDLEAD 6284</td>
<td>Evaluator Approval for Improved Student Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDLEAD 6289</td>
<td>Seminar in Educational Leadership</td>
<td>2</td>
</tr>
<tr>
<td>EDLEAD 6225</td>
<td>Activities Administration Community Connections</td>
<td>2</td>
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Educational Leadership:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>EDLEAD 6291</td>
<td>Internship</td>
<td>2</td>
</tr>
<tr>
<td>EDLEAD 6292</td>
<td>Capstone to Educational Leadership</td>
<td>1</td>
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</table>

Total hours non-thesis Option 35

Total Hours

Thesis Option add

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDLEAD 6299</td>
<td>Research</td>
<td>6</td>
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</tbody>
</table>

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.
Department of Educational Psychology, Foundations, and Leadership Studies

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNIverse Student Center To-Do list or contact the Department of 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:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDPSYCH 4232/5232</td>
<td>Risk and Resilience: Child, Family, School and Community Factors</td>
<td>3</td>
</tr>
<tr>
<td>EDPSYCH 6270</td>
<td>Behavioral Interventions in School Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDPSYCH 6272</td>
<td>Systems Consultation</td>
<td>3</td>
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**Measurement and Research:**

<table>
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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEASRES 6284</td>
<td>Psychosocial Assessment</td>
<td>4</td>
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<tr>
<td>MEASRES 6287</td>
<td>Early Childhood Assessment and Intervention</td>
<td>3</td>
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</table>

**Professional Studies:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDPSYCH 6290</td>
<td>Ed.S. Practicum in Education and Psychology</td>
<td>5</td>
</tr>
<tr>
<td>EDPSYCH 6291</td>
<td>Internship in School Psychology</td>
<td>6</td>
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**Special Education:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SPED 6260</td>
<td>Special Education Law and Policy</td>
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**Counseling & Behavior Modification**

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<th>Course Code</th>
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<tbody>
<tr>
<td>PSYCH 6407</td>
<td>Evidence Based Treatment</td>
<td>3</td>
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<tr>
<td>EDPSYCH 6260</td>
<td>Counseling Interventions in School</td>
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**Thesis Option**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPSYCH 6299</td>
<td>Research</td>
<td>6</td>
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</tbody>
</table>

**Non-Thesis Option**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEASRES 6270</td>
<td>Educational Program Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

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

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

Professional Common Core (work in educational foundations, fundamentals, and research) 24

Advanced Professional Study (in one of three areas of intensive study) 15

## School Psychology Major

**Major Requirements**

- **Professional Core:**
  - EDPSYCH 6270: Behavioral Interventions in School Settings (3 credits)
  - EDPSYCH 6272: Systems Consultation (3 credits)
- **Measurement and Research:**
  - MEASRES 6284: Psychosocial Assessment (4 credits)
  - MEASRES 6287: Early Childhood Assessment and Intervention (3 credits)
- **Professional Studies:**
  - EDPSYCH 6290: Ed.S. Practicum in Education and Psychology (5 credits)
  - EDPSYCH 6291: Internship in School Psychology (6 credits)
- **Special Education:**
  - SPED 6260: Special Education Law and Policy (3 credits)
- **Counseling & Behavior Modification:**
  - PSYCH 6407: Evidence Based Treatment (3 credits)
  - EDPSYCH 6260: Counseling Interventions in School (3 credits)
- **Thesis Option:**
  - EDPSYCH 6299: Research (6 credits)
- **Non-Thesis Option:**
  - MEASRES 6270: Educational Program Evaluation (3 credits)

Total Hours: 36-39
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/collegeofeducation/edpsychfoundleadershipstudies or visit the Department of Educational Psychology, Foundations, and Leadership Studies website at https://coe.uni.edu/epfsl.

**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/epfsl.

**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>Educational Psychology:</th>
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<tbody>
<tr>
<td>EDPSYCH 6214</td>
<td>Foundations of Instructional Psychology 3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>EDLEAD 6248</td>
<td>Leading Instruction in Schools</td>
</tr>
<tr>
<td>MEASRES 6205</td>
<td>Educational Research 3</td>
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Special Education:
Ed Lead 6206 Orientation to Educational Leadership Standards 2 
Ed Lead 6232 School Governance, Law and Intersystems Relations 3 
Ed Lead 6245 Leadership for Effective Schools 3 
Ed Lead 6247 School Management for Student Learning 3 
Ed Lead 6249 Leading Learning, Teaching, and Curriculum 3 
Ed Lead 6282 Leading School Growth and Improvement 2 
Ed Lead 6284 Evaluator Approval for Improved Student Learning 3 
Ed Lead 6289 Seminar in Educational Leadership 2 
Ed Lead 6225 Activities Administration or Ed Lead 6235 Community Connections 2 
Internship: 
Ed Lead 6291 Internship 2 
Ed Lead 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
Ed Lead 7310 Human Resource Administration 3 
Ed Lead 7311 Educational Leadership and Systems Change 3 
Ed Lead 7315 Leading Teaching, Learning and Assessment 3 
Ed Lead 7318 Evaluation of Administrators 2 
Ed Lead 7319 Power, Politics, and Ethics in School District Leadership 3 
Ed Lead 7340 Funding the Educational Program for Improved Student Achievement 3 
Ed Lead 7346 School Business Management 3 
Educational Leadership seminar: 
Ed Lead 7389 Seminar in Educational Leadership * 4 
Educational Leadership work toward development of internship plan: 
Ed Lead 7391 Internship in Educational Leadership 1 
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.

Required:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SOCFOUND 3219</td>
<td>Critical Perspectives on Technology and Education</td>
<td>3</td>
</tr>
<tr>
<td>SOCFOUND 3319</td>
<td>Education and the Value Gap</td>
<td>3</td>
</tr>
<tr>
<td>SOCFOUND 3419</td>
<td>Special Topics in Cultural Studies of Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 9