Department of Curriculum and Instruction

(College of Education)

https://coe.uni.edu/curriculum-instruction

The Department of Curriculum and Instruction offers the following programs:

Undergraduate Majors (B.A.)

Minors

Graduate Majors (M.A.)

Graduate Majors (M.A.E.)

Graduate Major (Ed.D.)

(for all requirements for Doctor of Education see website www.uni.edu/catalog/collegeofeducation)

Program Certificates

Bachelor of Arts Degree Programs
Early Childhood Education Major-Teaching

This major leads to licensure for teaching young children from birth through grade 3, with an emphasis on working in inclusive settings. The student will complete the UNIFI/General Education requirements, the Professional Education Requirements, the specified major requirements, plus electives to complete a minimum of 120 hours. The prescribed program is as follows:

This major leads to licensure for teaching young children from birth through grade 3, with an emphasis on working in inclusive settings (endorsement #1001 PK-3 Birth through grade three, Inclusive Settings). Early childhood education majors engage in a blended curriculum that prepares them for both general education and special education positions in early childhood settings.

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

I. Professional Education Requirements-Early Childhood Education

Required:

Special Education:		
SPED 3150	Meeting the Needs of Diverse Learners in Classrooms	2
Instructional Technology:		
LRNTECH 1031	Educational Technology and Design	3
TEACHING 4170/5170	Human Relations: Awareness and Application (*)	3

* Before enrolling in TEACHING 4170/5170, the student must be fully admitted to the Teacher Education Program.

Level I

Educational Psychology:		
TEACHING 2017	Level 1 Field Experience: Exploring Teaching	1
EDPSYCH 2030	Dynamics of Human Development	3

Level II

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

TEACHING 3128	Level 2 Field Experience: Lesson Planning and Instruction	1

Department of Curriculum and Instruction

Educational Psychology:		
EDPSYCH 3148	Learning and Motivation in Classroom Contexts	3

Level III

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

Social Foundations:		
SOCFOUND 3119	Schools and American Society	3
Teaching:		12
TEACHING 3132	Early Childhood Teaching	
Total Hours Professional Education Requirements-Early Childhood		**31**

II. Early Childhood Education Major Requirements

Required:		
Educational Psychology:		
EDPSYCH 3109	Development and Assessment of Young Children	3
Elementary, Early Childhood, and Middle Level Education:		
ELEMECML 3149/5149	Child, Family, School and Community Relationships	3
ELEMECML 3161	Teaching Elementary School Science	3
ELEMECML 3164	Teaching Elementary School Social Studies	3
ELEMECML/SPED 4124	Infant Toddler Curriculum and Early Intervention	3
ELEMECML 4130/5130	Guidance and Instruction in Early Childhood Education	3
ELEMECML 4151/5151	Early Childhood Curriculum Development and Organization	3
ELEMECML 4162/5162	Administration and Advocacy of Early Childhood Programs	2
ELEMECML 4192/5192	Field Experience and Seminar in Early Childhood	2
Literacy Education:		
LITED 1044	Children's Literature	3
LITED 3115	Methods of Teaching Early Literacy	3
LITED 3119/5119	Language Development and Emergent Literacy	3
Mathematics:		
MATH 1204	Mathematical Reasoning [**]	3
MATH 2204	Mathematical Reasoning for Elementary Teachers II [**]	3
MATH 3203	Teaching Mathematics in the Elementary School	3
MATH 3204	Mathematical Reasoning for Elementary Teachers III [**]	3
Life Science course:		3-4
SCI ED 1200	Inquiry into Life Science (recommended)	

OR		
Any life/biological (BIOL xxxx) science course		
Physical Science course:		3-4
SCI ED 1300	Inquiry into Physical Science (recommended)	
OR		
Any chemistry (CHEM xxxx) or physics (PHYSICS xxxx)		
Earth/Space Science:		3-4
One course from the following:		
SCI ED 1100	Inquiry into Earth and Space Science (recommended)	
EARTHSCI 1100	Astronomy	
EARTHSCI 1200	Elements of Weather	
EARTHSCI 1300	Introduction to Geology	
Special Education:		
SPED 4192/5192	Experience in Special Education	1
SPED 4148/5148	Assessment of Young Children and Families with Exceptionalities	3
Total Hours		**59-62**

[**]Students must earn a C- or higher in MATH 1204, MATH 2204, and MATH 3204 in order for the course to satisfy in the Early Childhood Education major.

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

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

ELEMECML 3149/5149	Child, Family, School and Community Relationships	3
ELEMECML 3161	Teaching Elementary School Science	3
ELEMECML 3164	Teaching Elementary School Social Studies	3
ELEMECML/SPED 4124	Infant Toddler Curriculum and Early Intervention	3
ELEMECML 4130/5130	Guidance and Instruction in Early Childhood Education	3
ELEMECML 4151/5151	Early Childhood Curriculum Development and Organization	3
LITED 3115	Methods of Teaching Early Literacy	3
MATH 3203	Teaching Mathematics in the Elementary School	3

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

Elementary Education Major-Teaching (K-6 General Classroom Teacher)

This major leads to endorsement #102 K-6 Teacher Elementary Classroom.

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

The student will complete the UNIFI/General Education requirements, the Professional Education Requirements, the major requirements, a 12-hour area of specialization (this requirement is covered by the UNIFI/General Education program), and electives to complete a minimum of 120 hours. The prescribed program is as follows:

I. Professional Education Requirements-Elementary Education

Required:

Special Education:		
SPED 3150	Meeting the Needs of Diverse Learners in Classrooms	2
Instructional Technology:		
LRNTECH 1031	Educational Technology and Design	3
Human Relations:		
TEACHING 4170/5170	Human Relations: Awareness and Application [**]	3

[**]Before enrolling in TEACHING 4170/5170, the student must be fully admitted to the Teacher Education Program

Level I

Educational Psychology:		
TEACHING 2017	Level 1 Field Experience: Exploring Teaching	1
EDPSYCH 2030	Dynamics of Human Development	3

Level II

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

TEACHING 3128	Level 2 Field Experience: Lesson Planning and Instruction	1

EDPSYCH 3148	Learning and Motivation in Classroom Contexts	3
MEASRES 3150	Classroom Assessment	2

Level III

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

Social Foundations:		
SOCFOUND 3119	Schools and American Society	3
Teaching:		12
TEACHING 3134	Elementary Teaching	
Total hours Professional Education Requirements-Elementary Education		33

II. Elementary Education Major Requirements

Required:

Elementary, Early Childhood, and Middle Level Education:		15
ELEMECML 3120	Classroom Management K-8	
ELEMECML 3161	Teaching Elementary School Science	
ELEMECML 3164	Teaching Elementary School Social Studies	
ELEMECML 4123/51	Methods of Teaching Visual and Performing Arts Integration in the Elementary Classroom	
ELEMECML 4150	Elementary Curriculum	
Literacy Education:		9
LITED 1044	Children's Literature	
LITED 3115	Methods of Teaching Early Literacy	
LITED 3116	Methods of Teaching Content Literacy in the Intermediate Grades [*]	
Kinesiology, Allied Health and Human Services-Interdepartmental:		3
KAHHS 2045	Health and Physical Education for Elementary Teachers	
Mathematics:		
MATH 1204	Mathematical Reasoning [**]	3
MATH 2204	Mathematical Reasoning for Elementary Teachers II [**]	3
MATH 3204	Mathematical Reasoning for Elementary Teachers III [**]	3
MATH 3203	Teaching Mathematics in the Elementary School	3
Life Science course:		3-4
SCI ED 1200	Inquiry into Life Science (recommended)	
OR		
Any life/biological (BIOL xxxx) science course [***]		
Physical Science course:		3-4
SCI ED 1300	Inquiry into Physical Science (recommended)	

OR

	Any chemistry (CHEM xxxx) or physics (PHYSICS xxxx) [***]	
Earth/Space Science:		3-4
	One course from the following:	
SCI ED 1100	Inquiry into Earth and Space Science (recommended)	
EARTHSCI 1100	Astronomy	
EARTHSCI 1200	Elements of Weather	
EARTHSCI 1300	Introduction to Geology	
Total Hours		**48-51**

[*] Middle Level/Elementary Education double majors may substitute LITED 4117/5117 Methods of Teaching Content Literacy at the Middle and Secondary Levels for LITED 3116 Methods of Teaching Content Literacy in the Intermediate Grades.

[**]Students must earn a C- or higher in MATH 1204, MATH 2204 and MATH 3204 in order for the course to satisfy in the Elementary Education major.

[***]Excluding 1000Z transfer courses,

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

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

Elementary, Early Childhood, and Middle Level Education:

ELEMECML 3120	Classroom Management K-8
ELEMECML 3161	Teaching Elementary School Science
ELEMECML 3164	Teaching Elementary School Social Studies

Literacy Education:

LITED 3116	Methods of Teaching Content Literacy in the Intermediate Grades

Mathematics:

MATH 3203	Teaching Mathematics in the Elementary School

To be eligible for the courses in the Professional Semester block, students must have completed Level II of the Professional Education Requirements, a curriculum course [ELEMECML 4150 Elementary Curriculum], and have a cumulative 2.50 GPA. Students should plan their course work so that all Elementary Education courses are taken prior to student teaching. Students must have a cumulative, UNI, and major GPA of 2.50 in order to student teach. In addition, students must achieve a grade of C (2.00) or higher in the following methods classes in order to student teach:

ELEMECML 3120	Classroom Management K-8	3
ELEMECML 3161	Teaching Elementary School Science	3
ELEMECML 3164	Teaching Elementary School Social Studies	3
LITED 3115	Methods of Teaching Early Literacy	3
LITED 3116	Methods of Teaching Content Literacy in the Intermediate Grades	3
MATH 3203	Teaching Mathematics in the Elementary School	3

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

Verification of Iowa Teaching Licensure Requirements

In addition to the Elementary Education major requirements, students must complete coursework in 9 credit hours in the social sciences: history, economics, psychology, sociology, geography or political science/Civic Literacy to be eligible to be recommended for an Iowa teaching license. Courses used to satisfy a UNIFI/General Education category **may** also be used to satisfy these licensure requirements.

9 hours from 3 different areas:

History: with prefix HISEUA, HISEUB, HISNW, HISUS, HIST		
	or classes	
HUM 1021	Humanities I: The Ancient, Classical, and Medieval Worlds	
or HUM 1022	Humanities II: The Renaissance, Reformation, and Enlightenment	
or HUM 1023	Humanities III: The Age of Revolution to the Present	
Economics: with prefix ECON		
Psychology: with prefix PSYCH		
Sociology: with prefix SOC		
Geography: with prefix GEOG		
Political Science/Civic Literacy: with prefix POL AMER		

III. Area of Specialization

Students will include a 12-hour area of specialization. UNIFI/General Education courses may be counted toward the 12-hour area of specialization.

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

Endorsement Minors:

Art Education (K-8)-Teaching (listed in Department of Art)
Basic Science (K-8)-Teaching (listed in Science and Science Education)
Early Childhood Education-Teaching (listed below)
Health Education (K-8)-Teaching (listed in Department of Health, Recreation and Community Services)
Mathematics (K-8)-Teaching (listed in Department of Mathematics)
Languages (K-8)-Teaching (listed in Department of Languages and Literatures)

Literacy Education (Reading K-8 and 5-12) (listed below)
Social Studies (K-8)-Teaching (listed below)
Special Education-Teaching (listed in Department of Special Education)

Elementary Education: Purple Pathway Major

The Purple Pathway for Paraeducators (PPP) is an accelerated pathway that builds on the elementary paraeducator's Associate Degree (or higher) and their employment as a full-time elementary paraeducator. The pathway requires two years, including the summer between, ending in Student Teaching. The PPP is built in 10 sessions of 8 weeks each with a total credit load of 8 sch/session. The course of study prepares the teacher candidate for endorsement as an elementary (K-6) and special education (K-8) (Strat 1: Mild and Moderate Disabilities) teacher. Teacher candidates engage in application of knowledge and skills that they learn in classes while working in their assignment in schools and engage in practica under the supervision of their mentor (MCL) assigned by the school district. The final practica conducted in Sessions 7-8 also incorporates virtual supervision by UNI supervisors via GoReact. Students are required to maintain a 2.5 GPA throughout the program, and have a 2.5 major GPA to student teach and to graduate. Students must receive a C or higher in each session.

The program is created as 8 week sessions with 3 hour meetings once/week and 2 Saturday meetings of 6 hours each for a total meeting time for the session 36 hours. During the 8 weeks, the teacher candidate works in their elementary paraeducator role for 320 hours and applies the knowledge and skills learned during classwork. Students also engage in asynchronous work with readings and assignments in preparation for class and for assessment purposes.

ELSPED 3115	Schooling and Inclusive Education in the 21st Century	8
ELSPED 3116	Child Development and Integrated Arts, Media, and Early Literacy	8
ELSPED 3117	Inclusive Classroom Environments and Learning Assessment	8
ELSPED 3118	Learning Motivation, Behavior Support, and Reasoning Skills	8
ELSPED 4115	Engaging in Integrated Science, Methods of Teaching Science, and Math Reasoning Part 1	8
ELSPED 4116	Engaging in Integrated Science, Methods of Teaching Science, and Math Reasoning Part 2	8
ELSPED 4117	Differentiating Literacy and Social Studies for All Students	8
ELSPED 4118	Differentiating Math for All Students and Differentiation Practicum	8
ELSPED 4120	Transitions: Education and Post K-12	2
ELSPED 4121	Health and Fitness for Elementary Teachers	2
TEACHING 3134	Elementary Teaching	6
TEACHING 3135	Special Education Teaching	6
Total Hours		**80**

Middle Level Education Dual Major-Teaching

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

This major leads to 2-4 of the following endorsements: 1821: 5-8 Middle School Language Arts, 1822: 5-8 Middle School Mathematics, 1823: 5-8 Middle School Science, 1824: 5-8 Middle School Social Studies. The holder of this endorsement is authorized to teach in grades five through eight in two to four concentration areas in which the specific requirements have been completed. The holder is not authorized to teach art, industrial arts, music, reading, physical education and special education, but may teach in other areas allowed by the State of Iowa.

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

Required:		
Educational Psychology:		3
EDPSYCH 4152/5152	Development of the Middle School Aged Child	
Middle Level Education:		8
ELEMECML 3120 or EDPSYCH 4151/5151	Classroom Management K-8 Approaches to Classroom Management for Secondary Students	
ELEMECML 4135/5135	Middle Level Instruction, Differentiation, and Assessment	
ELEMECML 4152/5152	Middle Level Curriculum	
Literacy Education:		4
LITED 4117/5117	Methods of Teaching Content Literacy at the Middle and Secondary Levels	
LITED 4155/5155	English Language Structures and Usage for K-8 Educators	
Minimum of two subject concentration areas		24
Total Hours		**39**

Department of Curriculum and Instruction

Students will complete a minimum of 12 hours of course work in two, three, or four subject area concentrations. Subject area concentrations are limited to the following four areas and must include the specified course work:

Language Arts:

Language Arts: to include composition, language usage, speech, young adult literature, and literature across cultures — **12**

Composition course options:

ENGLISH 1005	College Writing and Research
ENGLISH 2015	Introduction to Writing Studies
ENGLISH 2120	Critical Writing About Literature
PHIL 1050	The Art of Critical Thinking and Writing

Language Usage course options:

LITED 4155/5155	English Language Structures and Usage for K-8 Educators

Speech course options:

COMM 1000	Oral Communication

Young Adult Literature course options:

ENGLISH 4940/5940	Literature for Young Adults

Literature Across Cultures course options:

ENGLISH 2520	Multicultural Literature
LITED 3121/5121	Children's Literature for Diversity and Social Justice

Mathematics:

Mathematics: to include algebra — **12**

Math course options:

Any MATH course, including one course from MATH 1100, MATH 1140, MATH 1420, MATH 3211, MATH 4500/5500 [*]	
STAT 1772	Introduction to Statistical Methods

Science:

Science: to include life, earth, and physical — **12**

Life Science course options:

Any BIOL course [**]	
SCI ED 1200	

Earth Science course options:

Any EARTHSCI course	
SCI ED 1100	Inquiry into Earth and Space Science

Physical Science course options:

Any CHEM course [***]	
Any PHYSICS course	
SCI ED 1300	Inquiry into Physical Science

Social Studies:

Social Studies: to include United States history, world history, government, and geography — **12**

United States History course options:

HIST 1023	History of the United States
HIST 1110	United States History to the Civil War and Emancipation
HIST 1120	United States History since the Civil War and Emancipation
HIST 4110/5110	American Colonial History
HIST 4130/5130	The Early Republic, 1785-1850
HIST 4140/5140	Civil War and Reconstruction
HIST 4150/5150	Foundations of Modern America: The United States, 1877-1929
HIST 4160/5160	U.S. History from 1929 to 1960
HIST 4170/5170	U.S. Environmental History
HIST 4175/5175	History on Film
HIST 4180/5180	Recent United States History
HIST 4190/5190	The American Revolution and Its War
HIST 4200/5200	History of Iowa
HIST 4220/5220	History of the American West
HIST 4235/5235	Popular Culture in the United States
HIST 4240/5240	History of American Thought
HIST 4245/5245	African-American History
HIST 4250/5250	Religion in America
HIST 4260/5260	United States Women's History
HIST 4270/5270	American Indian History
HIST 4275/5275	United States Constitutional History

World History course options:

HIST 1210	Making the Modern World
HIST 4310/5310	History of Ancient Greece
HIST 4320/5320	History of Ancient Rome
HIST 4330/5330	Greek and Roman Life and Culture
HIST 4340/5340	Barbarians, Saints, and Pestilence: The Middle Ages
HIST 4350/5350	Rebirth, Reform, and Rebellion: The Beginnings of the Modern World
HIST 4360/5360	Age of Absolutism and the Enlightenment
HIST 4420/5420	History of Ireland
HIST 4440/5440	Kings, Heretics, Witches, and Revolutionaries: England to 1688
HIST 4460/5460	History of Germany to 1648
HIST 4480/5480	The Ancient Near East
HIST 4510/5510	Europe from the French Revolution to World War I
HIST 4520/5520	Europe from World War I to the Present
HIST 4610/5610	English History since 1688
HIST 4630/5630	History of Germany Since 1648

HIST 4640/5640	Modern Mediterranean Europe: History and Culture	
HIST 4650/5650	Modern Central and Eastern Europe	
HIST 4660/5660	History of Imperial Russia	
HIST 4670/5670	History of Soviet Russia	
HIST 4675/5675	Great Power Diplomacy from the Congress of Vienna to the Present	
HIST 4680/5680	Military History from Napoleon to the Present	
HIST 4690/5690	Modern European Women's History	
HIST 4720/5720	Modern Latin American History	
HIST 4730/5730	African Kingdoms & Societies	
HIST 4740/5740	Modern African History	
HIST 4820/5820	Modern Middle East History	
HIST 4830/5830	Sanskrit and Sovereigns; Sultans and Sufis: A History of South Asia to 1526 CE	
HIST 4840/5840	Mughals and Marauders; Merchants and Mahatmas: A History of South Asia since 1526 CE	
HIST 4850/5850	Pre-Modern Chinese History	
HIST 4860/5860	Modern Chinese History	
HIST 4870/5870	Courtiers, Warriors, and Merchants: Japan to 1800	
HIST 4880/5880	The Legacy of the Samurai: Japan since 1800	

Government course options:

Any POL AMER course
Any POL COMP course
Any POL GEN course
Any POL INTL course
Any POL THRY course

Geography course options:

Any GEOG course

* Excluding MATH 100, MATH 1310, MATH 1900, MATH 3203, MATH 3304.
**Excluding BIOL 1033 and BIOL 3101.
***Excluding CHEM 1610.

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

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

ELEMECML 3120	Classroom Management K-8	3
ELEMECML 4135/5135	Middle Level Instruction, Differentiation, and Assessment	3
LITED 4117/5117	Methods of Teaching Content Literacy at the Middle and Secondary Levels	3

and other methods courses required by their second major. Students should apply for their student teaching one year in advance.

Each program of study should be planned so the following courses are completed after Level II of the Professional Education Requirements and prior to student teaching:

ELEMECML 3120	Classroom Management K-8	3
ELEMECML 4135/5135	Middle Level Instruction, Differentiation, and Assessment	3
ELEMECML 4152/5152	Middle Level Curriculum	2

and all methods courses. The student teaching semester will include two experiences, one in either an elementary or secondary classroom, depending on the primary major, and the other in a teamed or departmentalized, grades 5-8, middle level classroom. Students enroll for TEACHING 3137 and TEACHING 3134 or TEACHING 3138 for a total of 12 hours.

Minors

Early Childhood Education Minor -Teaching

Elementary Education majors may choose to minor in Early Childhood Education. This minor provides undergraduate students wishing to teach in prekindergarten and kindergarten classrooms with advanced knowledge and experiences in child development and learning, integrated curriculum, family and community relations, positive guidance and assessment in early childhood. **Completion of a minor will lead to the** State of Iowa Teacher- PK-Kindergarten (ED 103) endorsement which can only be earned in conjunction with the **K-6 General Classroom teacher endorsement.**

Enrollment Management Policies: The Early Childhood Education teaching minor is only available to students pursuing K-6 General Classroom teacher licensure. Early Childhood Education minors may begin their program in either fall or spring semester. Students should contact their advisor, the College of Education Advising Center, or the undergraduate record analyst in the Office of the Registrar to determine specific courses required for the endorsement.

Admission requirements: In order to declare this minor, a student must have a GPA of 2.5 or higher and be admitted to the Teacher Education program.

A 1.67 (C-) or higher is needed for EDPSYCH 2030 and MEASRES 3150 to count in the minor. A 2.00 (C) or higher is needed for ELEMECML 3149/5149, ELEMECML 4130/5130, and ELEMECML 4151/5151 to count in the minor. A 2.67 (B-) or higher is needed for LITED 3119/5119 to count in the minor.

Students should plan their course work so that all Early Childhood Education courses are taken prior to student teaching. Students must

have a cumulative, UNI, minor and major GPA of 2.50 in order to student teach. Student teaching placements in a PreK classroom and an elementary classroom are required (TEACHING 3132 and TEACHING 3134).

EDPSYCH 2030	Dynamics of Human Development	3
MEASRES 3150	Classroom Assessment	2
EDPSYCH 3109	Development and Assessment of Young Children	3
ELEMECML 3149/5149	Child, Family, School and Community Relationships	3
ELEMECML 4130/5130	Guidance and Instruction in Early Childhood Education	3
ELEMECML 4151/5151	Early Childhood Curriculum Development and Organization	3
ELEMECML 4192/5192	Field Experience and Seminar in Early Childhood	2
LITED 3119/5119	Language Development and Emergent Literacy	3
Total Hours		**22**

Literacy Education Minor -Teaching

Required:

Literacy Education:		4
LITED 4140/5140	Assessment and Evaluation of Literacy	
LITED 4193/5193	Experience in Literacy: Field	
Course work chosen for appropriate endorsement		21
Total Hours		**25**

Reading K-8 Endorsement

Literacy Education:

LITED 1044	Children's Literature	3
LITED 3115	Methods of Teaching Early Literacy	3
LITED 3116	Methods of Teaching Content Literacy in the Intermediate Grades	3
or LITED 4117/5117	Methods of Teaching Content Literacy at the Middle and Secondary Levels	
LITED 3119/5119	Language Development and Emergent Literacy	3
LITED 3121/5121	Children's Literature for Diversity and Social Justice	3
LITED 4147/5147	Advanced Literacy Practices	3
LITED 4192/5192	Experience in Literacy: Tutoring	3
Total Hours		**21**

Reading 5-12 Endorsement

Literacy Education:

LITED 3119/5119	Language Development and Emergent Literacy	3
or TESOL 4510/5510	Language Development	

LITED 4117/5117	Methods of Teaching Content Literacy at the Middle and Secondary Levels	3
LITED 4147/5147	Advanced Literacy Practices	3
LITED 4192/5192	Experience in Literacy: Tutoring	3
Languages and Literatures/Linguistics:		
ENGLISH 2520	Multicultural Literature	3
or ENGLISH 2420	Survey of American Literature	
ENGLISH 4940/5940	Literature for Young Adults	3
ENGLISH 4920/5920	The Teaching of Writing	3
or TESOL 4120/5120	Introduction to Linguistics	
or TESOL 3110	The Structure of English	
Total Hours		**21**

English/Language Arts K-8 Endorsement

Literacy Education:

LITED 1044	Children's Literature	3
LITED 3115	Methods of Teaching Early Literacy	3
LITED 3116	Methods of Teaching Content Literacy in the Intermediate Grades	3
or LITED 4117/5117	Methods of Teaching Content Literacy at the Middle and Secondary Levels	
LITED 3119/5119	Language Development and Emergent Literacy	3
LITED 3121/5121	Children's Literature for Diversity and Social Justice	3
Languages and Literatures/Linguistics:		
ENGLISH 2520	Multicultural Literature	3
or ENGLISH 2420	Survey of American Literature	
or ENGLISH 4940/59	Literature for Young Adults	
Theatre:		
THEATRE 1050	Creative Drama	3
or ELEMECML 4123	Methods of Teaching Visual and Performing Arts Integration in the Elementary Classroom	
Total Hours		**21**

In order to declare the Literacy Education Minor, a student must have a cumulative and UNI GPA of 2.50 or higher. To continue in the minor, students must earn a C or above in minor courses numbered LITED 3119/5119 Language Development and Emergent Literacy or above and maintain a cumulative and UNI GPA of 2.50 or higher.

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

Social & Emotional Learning Minor

The Social & Emotional Learning Minor is composed of 20-23 credits of course work and 3 workshops which are embedded into the ELEMECML 3186 seminar. The goal of the minor program is to support elementary and secondary educators becoming leaders in their schools and communities in the area of Social & Emotional Learning (SEL). Early Childhood majors should work with a CATS advisor if interested in this minor. Students who complete this minor will have

a deeper understanding of how to create safe spaces for all students, promote empathy, engage in and teach well-being practices, support student self-awareness, and facilitate shared decision-making.

Elementary Education Majors:

Required:		
ELEMECML 3120	Classroom Management K-8	3
ELEMECML 4123/5123	Methods of Teaching Visual and Performing Arts Integration in the Elementary Classroom	3
ELEMECML 4150	Elementary Curriculum	3
EDPSYCH 2030	Dynamics of Human Development	3
or PSYCH 2202	Developmental Psychology	
TEACHING 4170/5170	Human Relations: Awareness and Application	3
SPED 3150	Meeting the Needs of Diverse Learners in Classrooms	2
ELEMECML 3186: The Science & Practice of Well-Being: Mindfulness, Compassion, & Joy for Teachers		3
Elective (select one of the following):		3
SOC 1000	Introduction to Sociology	
FAM SERV 1010	Human Identity and Relationships	
EDPSYCH 4118/5118	Mental Health and Well-Being in the Classroom	
EDPSYCH 4157/5157	Interpersonal Forgiveness	
EDPSYCH 4232/5232	Risk and Resilience: Child, Family, School and Community Factors	
PSYCH 2203	Social Psychology *	
PHIL 3360	Intellectual Vices and Virtues: Theory and Practice	
SOC 2075	The Self in Social Context *	
SW 3143	Self-Care and Stress Management in Helping Professions	
SPED 4161/5161	Constructions of Behavior and Humanistic Supports *	
Total Hours		23

Secondary Education Majors:

Required:		
EDPSYCH 2030	Dynamics of Human Development	3
or PSYCH 2202	Developmental Psychology	
TEACHING 4170/5170	Human Relations: Awareness and Application	3
SPED 3150	Meeting the Needs of Diverse Learners in Classrooms	2
ELEMECML 3186: The Science & Practice of Well-Being: Mindfulness, Compassion, & Joy for Teachers		3
Electives (select three of the following):		9
SOC 1000	Introduction to Sociology	
FAM SERV 1010	Human Identity and Relationships	
EDPSYCH 4118/5118	Mental Health and Well-Being in the Classroom	
EDPSYCH 4157/5157	Interpersonal Forgiveness	
EDPSYCH 4232/5232	Risk and Resilience: Child, Family, School and Community Factors	
PSYCH 2203	Social Psychology *	
PHIL 3360	Intellectual Vices and Virtues: Theory and Practice	
SOC 2075	The Self in Social Context *	
SW 3143	Self-Care and Stress Management in Helping Professions	
SPED 4161/5161	Constructions of Behavior and Humanistic Supports *	
Total Hours		20

* The following courses have prerequisites:
  PSYCH 2203 has a prerequisite of PSYCH 1001.
  SOC 2075 has a prerequisite of SOC 1000 or SOC 1060.
  SPED 4161/5161 has a prerequisite of SPED 3150 and a corequisite of SPED 4162/5162 and SPED 4163/5163 and a prerequisite or corequisite of SPED 4150/5150.

Social Studies Minor (K-8)-Teaching

This minor leads to endorsement #164: K-8 Social Studies.

Required:		
Elementary, Early Childhood, and Middle Level Education:		3
ELEMECML 4143/5143	Applications/Content in Elementary Social Studies	
Completion of 21 hours in social studies to include course work from at least 3 of the following areas:		21
Psychology (PSYCH xxxx)		
Economics (ECON xxxx)		
American Government (POL AMER xxxx)		
History: (HIST xxxx) (HISUS xxxx) (HISEUA xxxx) (HISEUB xxxx) (HISNW xxxx)		
Geography (GEOG xxxx)		
Sociology (SOC xxxx) (CRIM xxxx)		
In addition to the course work in three areas above, courses may be taken from:		
Social Science (SOC SCI xxxx)		
Anthropology (ANTH xxxx)		
Total Hours		**24**

Master of Arts Degree Programs
Major in Learning Technologies and Instructional Design

This program is designed to prepare graduates for successful careers involving educational media, instructional design, teaching, and technology. The program begins with essential tools and foundations leading up to creative and hands-on opportunities that equip graduates

to lead change and promote successful teaching and earning in the classroom, non-profit, or corporate setting.

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

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

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

This major is available on both the **thesis** and **non-thesis** options, and requires a **minimum of 33 semester hours for thesis and 30 semester hours for non-thesis. A minimum of 15 semester hours of 6000-level course work is required for the thesis option. A minimum of 12 semester hours of 6000-level course work is required for the non-thesis option.**

All students completing the **thesis** option are required to complete a research proposal. A student completing the thesis option must include 6 hours of LRNTECH 6299 in the program of study.

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

Required:

LRNTECH 4110/5110	Developing and Directing Online Learning	3
LRNTECH 4131/5131	Exploring Issues and Trends in Learning Technologies	3
LRNTECH 4153/5153	Developing Digital Learning Environments	3
MEASRES 6205	Educational Research	3
LRNTECH 6208	Enhancing Learning Through Action Research	3
LRNTECH 6215	Designing and Implementing Professional Development	3
LRNTECH 6237	Creating Change through Digital Leadership	3
LRNTECH 6240	Understanding Instructional Design	3
LRNTECH 6289	Seminar in Learning Technology	3
LRNTECH 6299	Research	3 or 6
Thesis Option (6 hours)		
Non-thesis Option (3 hours)		
Total hours - non-thesis option		30
Total hours - thesis option		33

Major in School Library Studies

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNIverse Student Center To-Do list or contact the Department of Curriculum and Instruction for other application requirements.

Graduate information and application for graduate admission can be found at https://admissions.uni.edu/application.

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 semester hours** is required for the **non-thesis** option. **A minimum of 12 hours of 6000-level course work is required for the non-thesis option.**

The **non-thesis** option requires completion of the departmental graduate research requirement.

The program is open to students who hold or have completed coursework for teaching licensure. Students completing this major are eligible for endorsement #174 K-12 School Teacher Librarian endorsement if they hold or are eligible to hold a teaching license.

Required:

School Library Studies:		
SLS 4114/5114	Introduction to the School Library Program	3
SLS 4115/5115	Organization of Information	3
SLS 4132/5132	Library Resources for Children	3
SLS 4134/5134	Library Resources for Young Adults	3
SLS 6223	Elementary School Library Curriculum	3
SLS 6225	Leadership in the School Library Program	3
SLS 6230	Technologies for Libraries	3
SLS 6250	Secondary School Library Curriculum	3
SLS 6290	Practicum in School Libraries	3
SLS 6295	Research in Library and Information Science	3
Total Hours		**30**

Licensure Preparation for Endorsement 108 K-8 School Teacher Librarian

Completion of the following courses leads to endorsement 108 K-8 School Teacher Librarian. The program is open to students who hold or have completed coursework for teaching licensure. Students completing the following set of courses are eligible for the K-8 School Teacher Librarian endorsement if they hold or are eligible to hold a teaching license. In order to be recommended through UNI, all courses must be on your UNI transcript.

Required:

School Library Studies:		
SLS 4114/5114	Introduction to the School Library Program	3
SLS 4115/5115	Organization of Information	3
SLS 4132/5132	Library Resources for Children	3

SLS 6223	Elementary School Library Curriculum	3
SLS 6225	Leadership in the School Library Program	3
SLS 6230	Technologies for Libraries	3
SLS 6290	Practicum in School Libraries	3
SLS 6295	Research in Library and Information Science	3
Total Hours		**24**

Licensure Preparation for Endorsement 109 5-12 School Teacher Librarian

Completion of the following courses leads to endorsement 109 5-12 School Teacher Librarian. The program is open to students who hold or have completed coursework for teaching licensure. Students completing the following set of courses are eligible for the 5-12 School Teacher Librarian endorsement if they hold or are eligible to hold a teaching license. In order to be recommended through UNI, all courses must be on your UNI transcript.

Required:

School Library Studies:		
SLS 4114/5114	Introduction to the School Library Program	3
SLS 4115/5115	Organization of Information	3
SLS 4134/5134	Library Resources for Young Adults	3
SLS 6225	Leadership in the School Library Program	3
SLS 6230	Technologies for Libraries	3
SLS 6250	Secondary School Library Curriculum	3
SLS 6290	Practicum in School Libraries	3
SLS 6295	Research in Library and Information Science	3
Total Hours		**24**

Master of Arts in Education Degree Programs

The Department of Curriculum and Instruction offers three Master of Arts in Education degree programs. The student must complete the professional core, required courses in the program, and electives, if any, for a specified number of semester hours in the program of study.

Major in Early Childhood Education

This program is designed to improve the students' competence in teaching young children and in providing leadership for program development and implementation.

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

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

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

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

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

1. The department graduate research requirement

2. A performance-based and/or standard-based measure demonstrating student competency upon completion of the program.

Required professional core:

MEASRES 6205	Educational Research	3
EDPSYCH 6214	Foundations of Instructional Psychology	3
Curriculum and Instruction:		
ECE 6201	Issues and Trends in Early Childhood Curriculum	2
ELEMECML 6205	Technology in Early Childhood Education	2
ELEMECML 6210	Diversity in Early Childhood Education: Theory and Practice	3
LITED 6212	Methods and Materials in Literacy Education	3
ELEMECML 6214	Recent Research in Early Childhood Education	3
ELEMECML 6221	Analysis and Design of Curriculum for Young Children	2
ELEMECML 6236	Assessment in Early Childhood	2
ECE 6289	Seminar in Early Childhood Education (or 2-4 credits of approved electives)	2-4
Research:		3 or 6
ELEMECML 6299	Research	
Thesis Option (6 hours)		
Non-thesis Option (3 hours)		
Total hours thesis option		33
Total hours non-thesis option		30

Major in Elementary Education

This program is designed to improve the student's effectiveness as a classroom teacher, instructional leader, curriculum developer, and action researcher.

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

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

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

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

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

Required Professional Core:

EDPSYCH 6214	Foundations of Instructional Psychology	3
MEASRES 6205	Educational Research	3
Curriculum and Instruction:		
LITED 6212	Methods and Materials in Literacy Education	3
ELEMECML 6201	Issues and Trends in Curriculum	3
ELEMECML 4141/5141	Integrated Activities in Elementary School STEM	3
ELEMECML 6242	Analysis and Improvement of Science Instruction in the Elementary School	3
ELEMECML 6243	Analysis and Improvement of Social Studies Instruction in the Elementary School	3
ELEMECML 6289	Seminar in Education	6
Research:		3 or 6
ELEMECML 6299	Research	
Thesis Option (6 hours)		
Non-thesis Option (3 hours)		
Total hours (non-thesis option)		30
Total hours (thesis option)		33

Major in Literacy Education

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

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

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

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

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

Students on the thesis option must include 6 hours of LITED 6299 Research on the program of study. Students completing the non-thesis option must meet the department graduate research requirement. Students on the non-thesis option must include 3 hours of LITED 6299 Research on the program of study.

Students that begin the Master's program with an Iowa reading endorsement (K-8 or 5-12), will need to complete the entire Master's program at UNI in order for UNI to make a recommendation for license with the Iowa Board of Educational Examiners for Reading Specialist K-12 endorsement.

Students who did not begin the Master's program with an Iowa reading endorsement (K-8 or 5-12), will need to include an additional six (6) hours of coursework at 5000-level (LITED 4147/5147 Advanced Literacy Practices and LITED 4192/5192 Experience in Literacy: Tutoring), in order to complete the Reading Specialist K-12 endorsement and have UNI make a recommendation for license with the Iowa Board of Educational Examiners. Students may include the additional six hours in their program of study for the M.A.E. Literacy Education, or students may complete the six hours of UNI coursework post M.A.E.

Required Professional Core:

EDPSYCH 6216	Advances in Educational Psychology: The Psychology of Literacy	3
MEASRES 6205	Educational Research	3
Literacy Education:		21
LITED 6212	Methods and Materials in Literacy Education	
LITED 6238	Advanced Assessment and Evaluation of Literacy Development	
LITED 6239	Advanced Literacy Curriculum Studies	
LITED 6240	Language Development and Variability	

LITED 6245	Ideological, Cultural, and Sociopolitical Issues in Children's Literature	
LITED 6260	Roles of the Reading Specialist	
LITED 6290	Practicum in Literacy	
Literacy Education Research Requirement:		3 or 6
LITED 6299	Research	
Thesis Option (6 hours)		
Non-thesis Option (3 hours)		
Total hours (non-thesis option)		30
Total hours (thesis option)		33

Doctor of Education Degree Program

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

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

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

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

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

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

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

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/doctoral-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 or visit the Department of Educational Psychology, Foundations, and Leadership Studies website at https://coe.uni.edu/epfls.

Postsecondary Education: Student Affairs

This area of intensive study in postsecondary education prepares personnel for leadership positions in colleges and universities. Typical positions held by educators with the terminal degree focused on

postsecondary education include: department heads, directors, vice presidents, professors, and consultants. (For more information, contact the Head, Department of Educational Psychology, Foundations, and Leadership Studies, or please see the catalog at www.uni.edu/catalog/collegeofeducation/edpsychfoundleadershipstudies or visit the Department of Educational Psychology, Foundations, and Leadership Studies website at https://coe.uni.edu/epfls.

Program Certificates

The University of Northern Iowa makes available, in addition to traditional programs, the opportunity for students to earn program certificates. Program certificates provide an alternative to programs leading to a degree, a major, or a minor; they certify that an individual has completed a program approved by the university. For information on the following certificates, contact the Department of Curriculum and Instruction or the Office of the Registrar, which serves as the centralized registry.

Learning Technologies Facilitator Certificate

This certificate is designed to provide educators/instructional designers the essentials in creating and using digital learning environments. Courses will equip students with skills to design, develop, and facilitate digital learning environments. Those earning the certificate will serve as instructional design leaders in their field.

No prerequisites required.

Required:		
Instructional Technology:		12
LRNTECH 4131/5131	Exploring Issues and Trends in Learning Technologies	
LRNTECH 4153/5153	Developing Digital Learning Environments	
LRNTECH 6215	Designing and Implementing Professional Development	
LRNTECH 6240	Understanding Instructional Design	