

Master of Education

Handbook

Upper Iowa University

Fayette, Iowa

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Upper Iowa University

Master of Education

TEACHER EDUCATION CONCEPTUAL FRAMEWORK

Introduction

The Upper Iowa University Education Department's conceptual framework reflects Upper Iowa University's mission statement (cf. UIU Mission Statement, Adopted 4/25/96) as well as the Teacher Education Department's mission statement (cf. Teacher Education Mission Statement, Adopted 3/98). The Upper Iowa University Teacher Education Department's conceptual framework identifies beliefs about those professional characteristics the department intends to develop and enhance in Upper Iowa University graduates. The Upper Iowa University faculty and staff are committed to performing their responsibilities in a manner consistent with these beliefs about teaching and learning.

UPPER IOWA UNIVERSITY MISSION STATEMENT

Upper Iowa University provides post-secondary education to a widely diverse student clientele, including both recent high school graduates and mature learners. Since the educational needs of the university's constituency vary significantly, the university is committed to maintaining curricular flexibility to provide for those needs; it encourages lifelong learning.

The educational process at Upper Iowa University fosters a sense of personal ethics and social responsibility, personal wellness, and understanding of critical and creative thinking processes; it develops communication skills and promotes an awareness and acceptance of individuals and groups of various backgrounds. Upper Iowa University's commitment to this educational process will prepare students with the knowledge, skills, and abilities necessary to meet the challenges inherent within our complex, evolving nation and world. (Upper Iowa University Catalog 2005-2007, p. 4)

UPPER IOWA UNIVERSITY TEACHER EDUCATION MISSION STATEMENT

Upper Iowa University's Teacher Education Program is committed to preparing teachers who are well-informed, reflective, professional, competent and sensitive to the diverse needs of their future pupils. Each teacher education student is provided with current, practical, applied knowledge and a variety of classroom experiences. The teacher education program is dedicated to the development of teachers with personal education philosophies and systems of beliefs that encourage a lifelong commitment to inquiry and excellence. (Upper Iowa University Catalog 2005-2007, p. 57)

UPPER IOWA UNIVERSITY TEACHER EDUCATION PROGRAM PHILOSOPHY, PURPOSES, GOALS, THEMES, VALUES, AND BELIEFS

Well-informed and competent educators possess content knowledge and pedagogy to assist students in learning content knowledge. Reflective educators follow the words of John Dewey who said, “We learn by doing, if we reflect on what we have done” (p. 178). Teachers learn the skills to teach, monitor their teaching through the assessment of student learning, and reflect on their teaching skills. Commitment to technological integration is evident in Upper Iowa University’s Ten Major Goals and thus integrated throughout the curriculum, instruction, field experiences, and evaluations. Sensitive, professional educators possess the dispositions to guide student learning. The diverse needs of their future pupils continue to be the focus of their lessons.

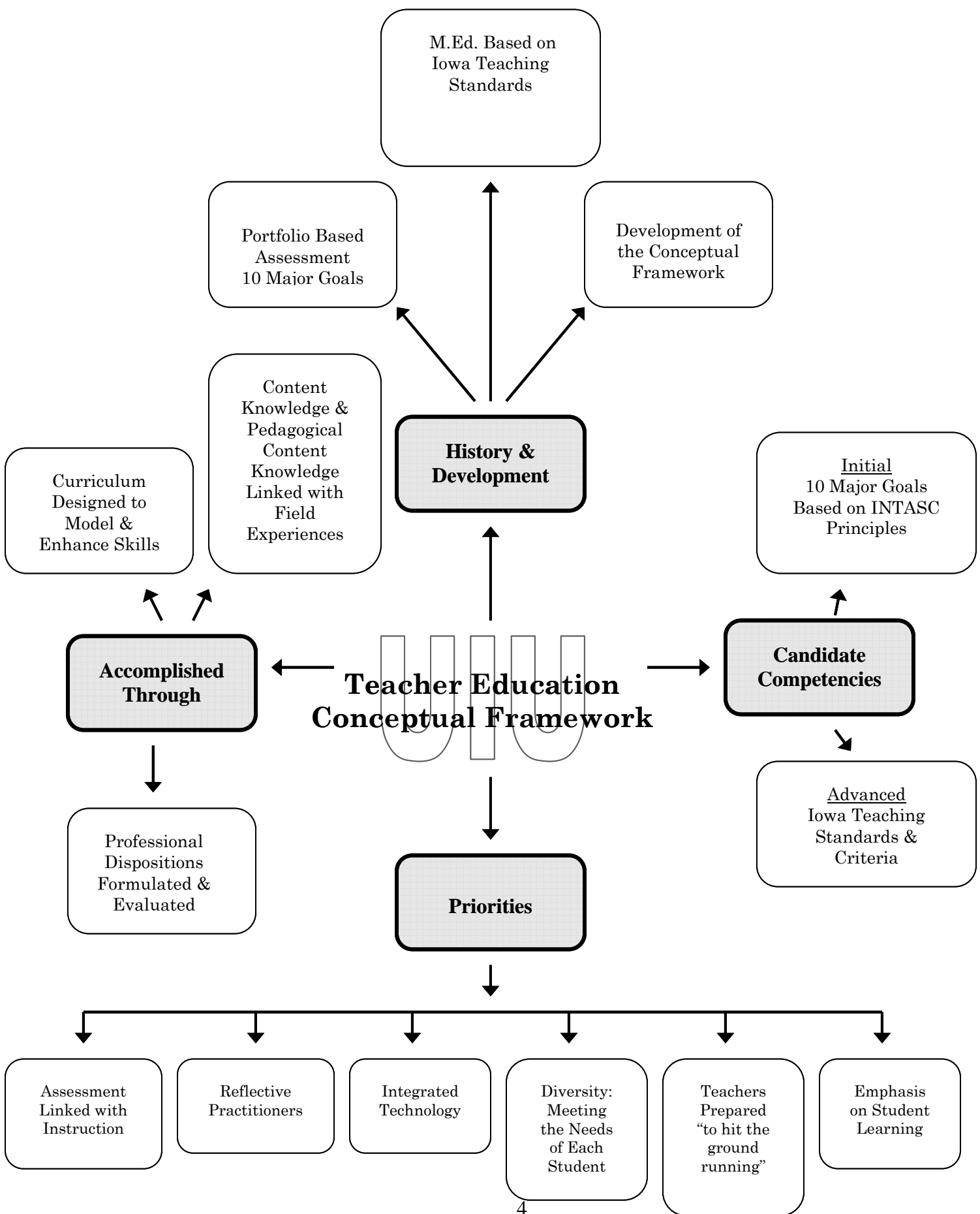
“How does what you do impact student learning?” This question, posted in the main hall of the education building, directs the attention of educators towards student learning. According to Vygotsky (1978), a higher level of learning will occur with assistance than without assistance. Our faculty stresses high expectations for all learners.

“How will you modify instruction for students with cultural, socioeconomic, gender and linguistic diversity and for students with disabilities and students who are gifted and talented?” Also posted in the main hall of the education building and found on all lesson plan forms, this question provides focus on diversity. Educators graduating from Upper Iowa University impact student learning throughout the United States and the world. Therefore, each pre-service educator is encouraged to build a personal philosophy of education based on research, educational theory, and practice in order to meet the diverse needs of his/her future pupils.

Students who enter the Teacher Education Program at Upper Iowa University do so because they *want to be teachers*. Our students choose teaching as their profession; it is not a “fall-back” major.

A member of the Upper Iowa University Education Advisory Committee on the Fayette campus, then a school principal and now a superintendent, acknowledged the importance of new teachers being able to “hit the ground running.” This administrator’s words echo Covey’s (2004) for the larger world:

Being effective as individuals or organizations is no longer optional in today’s world—it’s the price of entry to the playing field. But surviving, thriving, innovating, excelling, and leading in this new reality will require us to build on and reach beyond effectiveness. (p. 4)



KNOWLEDGE BASES THAT SUPPORT UIU BELIEFS

We are working in a time of increasing agreement about what knowledge and skills are necessary for effective teaching and learning. The INTASC principles, the Iowa Teaching Standards and Criteria, The National Board of Professional Teaching Standards, and many others are saying essentially the same thing about what constitutes good teaching. These overarching views are reinforced by others who research teaching and learning in PK-12 education.

Danielson (1996) clearly identifies the significant instructional content areas that teacher education programs should consider. The Upper Iowa University faculty has correlated Danielson's work with the INTASC principles as well as with the Iowa Teaching Standards and Criteria. The faculty is convinced these different documents correctly identify the content that should be taught in teacher education programs.

Marzano and Pickering (1997) identify five types of thinking that are essential to successful learning. Wiggins and McTighe (1998) identify useful content relevant to teacher educators as they seek to design classroom curriculum. Johnson and Johnson (1998), indicate the importance of cooperative learning as an effective method for instruction. Marzano and others (2001) identify other research-based methods for influencing student achievement. Stiggins (2000) provides a strong rationale for effective classroom assessment of learning, another key aspect of teaching. The works of these authors, along with the additional work of Marzano (2003) that identifies school-level, teacher-level, and student-level factors that influence achievement, substantiate the idea that effective teaching requires that the teacher have content knowledge (of their academic subjects as well as of teaching and learning), planning skills, the ability to deliver instruction, the ability to monitor the learning of students, and the ability to manage students in classrooms.

OVERVIEW OF NATIONAL AND STATE STANDARDS AS THEY RELATE TO UIU TEACHER EDUCATION PROGRAM STANDARDS

Upper Iowa University's Teacher Education Program and Master of Education program flow from the INTASC principles and the Iowa Teaching Standards. In addition, Upper Iowa University's Teacher Education Program outcomes are aligned with requirements established by the Board of Educational Examiners and Chapter 79 of the Iowa Administrative Code.

CANDIDATE EXPECTATIONS—UIU TEACHER EDUCATION PROGRAM GOALS

Standards for Pre-service Educators (Initial licensure). The following standards developed from the INTASC standards provide the framework for the evaluated competencies of all teacher education programs at Upper Iowa University.

MAJOR GOAL #1: Content/Subject Matter Specialization (Domain 1: Planning and Preparation)

The pre-service educator will understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and will foster creative learning experiences that make these aspects of subject matter meaningful for students.

MAJOR GOAL #2: Student Learning (Domain 1: Planning and Preparation)

The pre-service educator will demonstrate the understanding of how children learn and develop, and will provide learning opportunities that support their intellectual, social and personal development. The pre-service educator will apply computers and related technologies to facilitate emerging roles of learners and educators.

MAJOR GOAL #3: Diverse Learners (Domain 1: Planning and Preparation)

The pre-service educator will possess an understanding of how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. In addition, the pre-service educator will develop student learning activities that integrate computers and technology for a variety of student grouping strategies and for diverse student populations.

MAJOR GOAL #4: Instructional Strategies (Domain 3: Instruction)

The pre-service educator will understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. The pre-service educator will demonstrate knowledge of uses of multimedia, hypermedia, and telecommunications tools to support instruction.

MAJOR GOAL #5: Learning Environment/Classroom Management (Domain 2: Classroom Environment)

The pre-service educator will have the skills to use in understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

MAJOR GOAL #6: Communication (Domain 3: Instruction)

The pre-service educator will learn the skills of using knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The pre-service educator will demonstrate knowledge of uses of computers for problem solving, data collection, information management, communications, presentations, and decision-making.

MAJOR GOAL #7: Instructional Planning (Domain 2: Classroom Environment)

The pre-service educator will have the skills needed to plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The pre-service educator will also evaluate, select, and integrate computer/technology-based instruction in the curriculum in a subject area and/or grade level. The pre-service educator will also apply current instructional principles and research and appropriate assessment practices to the use of computers and related technologies.

MAJOR GOAL #8: Assessment (Domain 1: Planning and Preparation)

The pre-service educator will have the skills to understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

MAJOR GOAL #9: Foundations, Reflection and Professional Development (Domain 4: Professional Responsibilities)

The pre-service educator will have the knowledge base necessary to be a reflective teacher who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. In addition, the pre-service educator will demonstrate knowledge of equity, legal and human issues of computing and technology use as they relate to society and model appropriate behavior.

MAJOR GOAL #10: Collaboration, Ethics and Relationships (Domain 4: Professional Responsibilities)

The pre-service educator will have the basic foundations for fostering ethical relationships with school, colleagues, parents, and agencies in the larger community to support students' learning and well-being.

OVERVIEW OF ASSESSMENT PROCESS—TEACHER EDUCATION PROGRAM

Pre-service educators complete assessment portfolios that demonstrate the pre-service educators' abilities to perform the various expectations defined in the Teacher Education Program's Major Goals in addition to meeting the other expectations established by the Teacher Education Program. These other expectations include various requirements to enter the Teacher Education Program (specified minimum grade point average of 2.7, acceptable performance on the C-BASE, letters of recommendation, successful interview in which dispositions are assessed), ongoing expectations (maintaining above minimum grade point averages in education courses and courses in the students' major areas), and expectations regarding the culminating activities of the Teacher Education Program (successful completion of student teaching portfolio as well as the assessment portfolio).

In student teaching, assessment of culminating activities includes evaluation of content knowledge and pedagogical knowledge in the developed units. The teaching performance of the student teacher is evaluated according to the ten Major Goals of the Teacher Education Program, providing consistency between the skills demonstrated in the portfolio of pre-service educators and the student teaching experience. Dispositions are again assessed during the student teaching experience; assessment and evaluation of these dispositions first occurs prior to admittance to the Teacher Education Program.

UPPER IOWA UNIVERSITY'S MASTER OF EDUCATION MISSION STATEMENT

Upper Iowa University Master of Education program seeks to provide students an advanced program of studies in special education, reading, and/or instructional/classroom leadership to enhance their abilities as teacher practitioners.

UPPER IOWA UNIVERSITY'S MASTER OF EDUCATION PROGRAM PHILOSOPHY, PURPOSES, GOALS, THEMES, VALUES, AND BELIEFS

Building on a strong initial licensure teacher education program, the Master of Education program seeks to address PK-12 practitioner needs in the areas of special education and reading. Practitioners in the Master of Education program can earn license endorsements in Reading (K-6, 7-12) and/or Instructional Strategist I (K-6, 7-12). Practitioners can also earn the Master of Education degree by completing core coursework and appropriate coursework in Upper Iowa University's Instructional/Classroom Leadership emphasis.

Coursework in the Instructional/Classroom Leadership area of emphasis is highly correlated with the appropriate Iowa Teaching Standards. The Upper Iowa University faculty strongly believes that the Iowa Teaching Standards and Criteria correctly identify appropriate knowledge and skills that all teachers should be able to demonstrate. Through our MASTER OF EDUCATION coursework in this area, we hope to strengthen teachers' knowledge, skills, and dispositions in these crucial areas.

CANDIDATE EXPECTATIONS—UIU MASTER OF EDUCATION PROGRAM GOALS

Students successfully completing the Master of Education will be able to:

- Read and evaluate educational research of various types (e.g. ethnographic, action, evaluation, descriptive, historical, correlational, experimental, quasi-experimental, and causal-comparative) as well as design action research projects
- Identify and describe the essential elements of classroom learning environments and explain how these elements can be organized to construct learning environments
- Describe and use educational technology methods for teaching, learning, and personal productivity
- Design and construct classroom curriculum units
- Describe and use research-based effective instructional methods
- Critique instructional delivery using appropriate standards and criteria
- Use research-based effective strategies for individual and classroom management
- Use research-based methods for assessing classroom learning

- Identify and explain issues in educational psychology (such as brain-based learning, multiple intelligences, motivation theory and practice and diversity)
- Identify and explain educational policy issues relating to governance, curriculum, accountability, personnel development, and school finance

OVERVIEW OF ASSESSMENT PROCESS—MASTER OF EDUCATION PROGRAM

Students in the Master of Education program are required to maintain the minimum grade point average at all times in their coursework (3.25) and will successfully exit the Master of Education program only after completing a special project that is aligned with the program outcomes as well as successfully completing the written and oral comprehensive examinations which also are aligned with the program outcomes.

Data from the scored rubrics from the comprehensive examination and special project will be compiled. This data will be reviewed, summarized, and submitted to the Director of Assessment at Upper Iowa University. This systematic review process will occur during the same academic years as state visits.

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GENERAL INFORMATION

Upper Iowa University's Master of Education program is designed for students who want advanced coursework in Instructional Strategist I (K-6, 7-12), Reading (K-6, 7-12), and/or Instructional/Classroom Leadership. We expect to serve those students who seek to earn certain teaching license endorsements and/or meet the requirements for the Master of Education degree. Students may earn the:

- Teaching license endorsement for Instructional Strategist I (K-6 and/or 7-12)
- Teaching license endorsement for Reading (K-6 and/or 7-12)

Students may also complete additional graduate work sufficient to meet the requirements to earn a Master of Education degree in one of the following areas of emphasis:

- Instructional Strategist I (K-6, 7-12)
- Instructional/Classroom Leadership

Master of Education Learning Objectives

Students successfully completing the Master of Education will be able to:

- Read and evaluate educational research of various types (e.g. ethnographic, action, evaluation, descriptive, historical, correlational, experimental, quasi-experimental, and causal-comparative) as well as design action research projects
- Identify and describe the essential elements of classroom learning environments and explain how these elements can be organized to construct learning environments
- Describe and use educational technology methods for teaching, learning, and personal productivity
- Design and construct classroom curriculum units
- Describe and use research-based effective instructional methods
- Critique instructional delivery using appropriate standards and criteria
- Use research-based effective strategies for individual and classroom management
- Use research-based methods for assessing classroom learning
- Identify and explain issues in educational psychology (e.g. brain-based learning, multiple intelligences, motivation theory and practice and diversity)
- Identify and explain educational policy issues relating to governance, curriculum, accountability, personnel development, and school finance

Application Procedures and Requirements for Admission to the Graduate Program

Applicants must submit the following application materials to Admissions, Upper Iowa University, Fayette, Iowa:

1. Application Form
2. \$25.00 non-refundable application fee
3. Three (3) letters of recommendation from individuals (non-relatives) capable of judging the applicant's academic potential
4. Official transcripts of all undergraduate and graduate course work completed
5. Photocopies of all current teaching certificates/licenses

To be eligible for admission to the Master of Education program, the applicant must have earned a bachelor's degree from an institution which is recognized by its own regional accreditation association and must have earned a cumulative undergraduate grade point average of 3.0 (A=4.0) or above. (An applicant with a cumulative grade point average below 3.0 may be admitted on a provisional basis. After earning a grade point average of 3.25 on 12 semester hours of graduate work at Upper Iowa University, the student may be fully admitted to the Master of Education Program).

The Master of Education Admissions Committee (MEdAC) is responsible for making the decision to admit or not admit applicants for admission. The MEdAC is composed of the Director of Teacher Education, and at least two faculty members currently teaching in the Master of Education program. In addition, a member of the Admissions staff will act as an ex officio member of the committee. The MEdAC will judge the suitability of the applicants for admission to the Master of Education program who do not possess a teacher's license. The MEdAC will evaluate evidence the candidate may submit regarding his/her potential suitability including statements of personal and professional goals, previous education and employment experiences, and other statements and documents that may be relevant to his/her application for admission. The MEdAC will determine the degree to which the applicant's application for admission and supportive materials are consistent with the Master of Education program design and outcomes and whether the applicant will likely both sufficiently benefit from and contribute to the Master of Education program if admitted. An application interview may be required as determined by the MEdAC.

Applicants denied admission to the Master of Education program by the MEdAC may appeal to the Master of Education Admission Review Committee. The Master of Education Admission Review Committee is composed of two members of the graduate teaching faculty who are not serving on the MEdAC, a (non-education) tenured residential university faculty member selected by the Chair of the Faculty, the registrar or designee, and the senior vice president of the residential university.

Students admitted to the Master of Education program must submit the following before enrolling:

A "good faith" \$100 advance tuition deposit. (Students register for classes after the University receives the advance deposit.)

Transfer Guidelines. With the approval of the Teacher Education Program Director and advisor, students may transfer 9 credits for the degree in any of the three areas, Core, Emphasis, or Electives. Only graduate credits from a regionally accredited institution will be accepted. Students must complete a minimum of 27 graduate credits at Upper Iowa University to be awarded the Master of Education.

Program Planning. There are two categories of graduate students—those seeking only teaching license endorsements and those seeking the Master of Education degree. Students in both categories must follow the Program Plan developed for the individual students within the categories. The Program Plan is developed by the student and his/her graduate advisor in a manner consistent with the expectations of the graduate program, and must be adopted by the completion of the student's first term in the graduate program.

Before the Program Plan is adopted, as indicated by the signatures of the student, advisor, and Teacher Education Program Director, the plan is considered temporary only and, therefore, subject to change. Once adopted, the Program Plan can be amended only through the approval of the Program Plan Amendment. The Program Plan is intended to provide the student direction about the courses to be taken by the student and the sequence in which they will occur. Generally students will complete their degrees as members of cohorts even as the program seeks to be flexible in meeting the needs of students. The Program Plan also is intended to assist in maintaining the academic quality in the various areas of emphasis offered in the graduate program.

Degree Requirements. To be awarded the Master of Education, students must earn a minimum of 36 credits in an approved program of study and achieve a minimum cumulative grade point average of 3.25 for all graduate courses. They must successfully complete the Special Project requirement, the Comprehensive Examinations and the program completion application procedures. All requirements for the Master of Education degree must be completed within seven years from the date of admission to the graduate program.

Special Project. The student will be required to complete a special project under the direction of a faculty member. The special project is expected to provide the student with a culminating experience that helps the student to integrate the knowledge and skills acquired through the Master of Education program coursework.

Comprehensive Examination. Students will be required to successfully complete a written and oral comprehensive examination. The comprehensive examination is generally given at the conclusion of the student's program. The examination is scheduled through the Teacher Education Office and includes a take-home examination and an oral examination over the written responses. At least eight (8) weeks should be allowed for the examination process. After receipt of the comprehensive questions, the student will have four (4) weeks to submit written responses. Written responses will be due at the Teacher Education Program Director's office at least four (4) weeks prior to the oral examination to allow ample time for faculty to read the responses prior to the oral examination.

Tuition

Tuition for the graduate program is \$300 per credit hour.

Fees

\$25.00 nonrefundable application fee
\$300.00 nonrefundable special project fee
\$300.00 nonrefundable comprehensive examination fee
\$65.00 nonrefundable graduation fee
\$3.00 nonrefundable transcript fee (fax copy \$5.00)
No technology fee

Financial Aid

Students who are attending Upper Iowa University and seeking assistance may apply for financial aid. By completing the Free Application for Federal Student Aid (FAFSA) and listing Upper Iowa University Title IV School Code 001893, students have the opportunity to be considered for federal financial aid. The federal financial aid programs Upper Iowa University has available to students include Federal Stafford Loans. Students who have questions regarding the financial aid process should contact Financial Aid at 1-800-553-4150 ext. 3 or (563) 425-5274.

Transcripts

For transcripts a student must submit a written request by mail or fax. The request should include the student's printed name, signature, and the exact address where the transcript should be sent. A transcript request form is available on the UIU website at www.uiu.edu. There is a U.S. \$3.00 charge for each official copy or \$5.00 charge for a faxed copy. Fax requests to (563) 425-5287, Attn: Registrar or mail the request to Registrar's Office, Upper Iowa University, P.O. Box 1857, Fayette, Iowa 52142. Please note that we do not accept transcript requests via E-mail. An official transcript cannot be issued if there is a University account outstanding.

AREAS OF EMPHASIS

The Masters of Education is offered in the following areas of emphasis:

- Instructional/Classroom Leadership
- Instructional Strategist I (K-6 and/or 7-12)

Generally, students who pursue the Master of Education Instructional Strategist I sequence of courses or Reading sequence of courses seek a teaching license endorsement. These students must complete the various Iowa State Department of Education approved Upper Iowa University endorsement requirements, successfully complete the Master of Education core requirements and additional coursework in the Instructional/Classroom Leadership area of emphasis, if necessary, to meet the Master of Education degree hour requirements.

Master of Education, Instructional/Classroom Leadership Emphasis

To be awarded the Master of Education, Instructional/Classroom Leadership emphasis, the student must earn a minimum of 36 approved credit hours that include the following courses:

- EDU 513 Educational Research (**core requirement**)
- EDU 516 Constructing Learning Environments (**core requirement**)
- EDU 519 Teaching with Technology (**core requirement**)
- EDU 522 Assessment of Learning I
- EDU 524 Issues in Educational Psychology and Learning
- EDU 526 Selective Methods I
- EDU 528 Selective Methods II
- EDU 530 Selective Methods III
- EDU 562 Individual Behavior and Classroom Management PreK-12
- EDU 534 Instructional Delivery
- EDU 532 Assessment of Learning II
- EDU 536 Classroom Curriculum Design
- EDU 538 Educational Policy Seminar
- Successfully complete the Special Project and Comprehensive Examinations
Courses in Reading Endorsement:
 - EDU 507 Diagnostic and Corrective Reading and Language Arts
 - EDU 585 Advanced Problems in Reading and Language Arts
 - EDU 509 Practicum: Elementary Reading
 - EDU 510 Practicum: Secondary Reading

Master of Education, Instructional Strategist I Emphasis

To be awarded the Master of Education, Instructional Strategist I emphasis, the student must earn a minimum of 36 approved graduate credit hours that include the following courses/requirements:

1. Instructional Strategist I K-6

- EDU 513 Educational Research (**core requirement**)
- EDU 516 Constructing Learning Environments (**core requirement**)
- EDU 519 Teaching with Technology (**core requirement**)

- EDU 304 Exceptional Persons (Prerequisite to the following courses, not available for graduate credit)
- EDU 567 Characteristics of Individuals with Disabilities PreK-12
- EDU 507 Diagnostic and Corrective Reading and Language Arts
- (EDU 326 Developmental Reading and Language Arts is a pre-requisite to the above course)
- EDU 562 Individual Behavior and Classroom Management PreK-12
- EDU 564 Methods: Behavior Disorders PreK-6
- EDU 576 Curriculum, Organization, and Development of Special Education Programs PreK-12
- EDU 571 Assessment of Individuals with Disabilities PreK-12
- EDU 578 Methods: Mild/Moderate Disabilities PreK-6
- EDU 559 Home, School, and Community Relations
- EDU 586 Student Teaching: Mild/Moderate Disabilities Elementary
- To complete credit hour requirements for the Master of Education degree, students will be advised on an individual basis about appropriate coursework.
- Successfully complete the Special Project and Comprehensive Examinations

2. Instructional Strategist I 7-12

- EDU 513 Educational Research (**core requirement**)
- EDU 516 Constructing Learning Environments (**core requirement**)
- EDU 519 Teaching with Technology (**core requirement**)
- EDU 304 Exceptional Persons (Prerequisite to the following courses, not available for graduate credit)
- EDU 567 Characteristics of Individuals with Disabilities PreK-12
- EDU 507 Diagnostic and Corrective Reading and Language Arts
- (EDU 326 Developmental Reading and Language Arts or EDU 425 Reading in the Content Area is a pre-requisite to the above course)
- EDU 562 Individual Behavior and Classroom Management PreK-12
- EDU 576 Curriculum, Organization, and Development of Special Education Programs PreK-12
- EDU 571 Assessment of Individuals with Disabilities PreK-12
- EDU 574 Methods: Behavior Disorders 7-12
- EDU 575 Methods: Mild/Moderate Disabilities 7-12
- EDU 577 Career and Vocational Programming
- EDU 559 Home, School, and Community Relations
- EDU 587 Student Teaching: Mild/Moderate Disabilities Secondary
- To complete credit hour requirements for the Master of Education degree, students will be advised on an individual basis about appropriate coursework.
- Successfully complete the Special Project and Comprehensive Examinations

Course Rotation Master of Education

SUMMER TERM I 2006	SUMMER TERM II 2006	FALL TERM I 2006	FALL TERM II 2006	SPRING TERM I 2007	SPRING TERM II 2007
Educational Research	Advanced Prob. In Reading	Reading Practicum	Constructing Learning Environments	Technology with Teaching	Assessment of Learning I
Diagnostic & Corrective Reading	Characteristics of Individuals with Disabilities	Methods: Behavior Disorders PreK-6			Methods: Behavior Disorders 7-12
Individual Behavior & Classroom Management	Issues in Educational Psychology				Methods: Mild/Moderate PreK-6
	Career and Vocational Programming 7-12				

SUMMER TERM I 2007	SUMMER TERM II 2007	FALL TERM I 2007	FALL TERM II 2007	SPRING TERM I 2008	SPRING TERM II 2008
Diagnostic & Corrective Reading	Advanced Problems in Reading	Methods: Mild/Mod. 7-12	Classroom Curriculum Design	Assessment of Learning II	Student Teaching Instructional Strategist
Individual Behavior & Classroom Management	Selective Methods II	<i>Special Project</i>	<i>Special Project</i>	Home, School and Community Relations	Educational Policy
Selective Methods I	Selective Methods III	Instructional Delivery	Curriculum Organization & Development PreK-12		<i>Comprehensive Exam</i>
	Assessment of Individuals with Mild/Mod. Dis. PreK-12	Reading Practicum			
	Content Area Literacy				

COURSE DESCRIPTIONS

Descriptions of Core Requirements:

- EDU 513 Educational Research (3 credits): This course assists professional practitioners in learning how to read and evaluate educational research and in designing action research projects. Various types of research will be studied: ethnographic, action, evaluation, descriptive, historical, correlational, experimental, quasi-experimental, and causal-comparative. Each student will prepare a research project.
- EDU 516 Constructing Learning Environments (3 credits): This course provides a theoretical base for understanding the learning environment. The course makes extensive use of the Dimensions of Learning program published by The Association for Supervision and Curriculum Development (ASCD) as well as Danielson's Enhancing Professional Practice to help students analyze learning environments. In addition, students learn the general concepts and principles that are used in classroom curriculum design, becoming familiar with the vocabulary and flow of design.
- EDU 519 Teaching with Technology (3 credits): This course focuses on the design, development, and integration of educational technology methods for teaching, learning, and personal productivity. This course engages the student in the application of current research and theory into the instructional design process. Students will complete an action research project in their specialized areas. Students should be able to use basic computer software (word processing, spreadsheets, database management) upon entrance to the program.

Instructional/Classroom Leadership: Course Descriptions

- EDU 536 Classroom Curriculum Design (3 credits): This course focuses on curriculum unit design. Students learn to examine connections between particular units and the curriculum standards and benchmarks from which units arise. Students learn to design and construct units, attending carefully to each of the various elements that normally comprise units of instruction. Particular attention is devoted to the alignment of goals, objectives, activities and assessments of learning. Students design actual units of instruction, integrating their knowledge of design, curriculum, methods, and assessment.
- Instructional Methods (6 credits): This set of courses focuses on the various instructional methods that have been identified through research to be the most effective at enhancing student achievement. These include identifying similarities and differences, summarizing and notetaking, reinforcing effort and providing recognition, utilizing homework and practice, representing knowledge, learning in groups, setting objectives and feedback, generating and testing hypotheses, and using cues, questions, and advance organizers. This module is divided into several parts. In each part, students will acquire a brief overview of the methods listed above as well as investigate the targeted strategies named in the short Selective Methods courses. The intention of these short courses is to provide students enough experience with the strategies to use them effectively in the classroom.

The short courses include:

- EDU 526 Selective Methods I (2 credits): This course addresses cooperative, competitive, and individualistic learning. It addresses how effective teachers can integrate these three goal structures of learning into integrated units of instruction. Students will be asked to critique articles on cooperative learning, write reflective journals, teach a lesson that incorporates cooperative learning and an appropriate assessment, and write a 10-day integrated unit that utilizes the three goal structures of learning.
- EDU 528 Selective Methods II (2 credits): This course addresses classroom instruction, particularly those strategies that are research-based which could be implemented by K-12 teachers to increase student achievement. It addresses how effective teachers can use current research to help students identify similarities and differences in concepts, summarize, improve note-taking skills, improve homework through practice, understand and apply nonlinguistic representations, and generate and test hypotheses. Also addressed will be the skills of teaching specific types of knowledge and using instructional planning effectively.
- EDU 530 Selective Methods III (2 credits): This course addresses the classroom strategies that raise student motivation and produce meaningful learning. Selective Methods III concentrates on strategies that are research-based, which can be implemented by K-12 teachers to increase student achievement. It addresses how effective teachers can use current research to help students expand their confidence, encourage students to achieve, and raise standards of excellence in the classroom. Also addressed will be the skills of teaching students how to review and master information, think critically, and formulate generalizations.
- EDU 534 Instructional Delivery (3 credits): This course focuses on the actual delivery of lessons to PreK-12 students from instructional units. Class participants learn to critique instructional delivery according to various criteria/rubrics, including the Iowa Teaching Standards and Criteria, as well as to identify ways to improve teaching performances through critical observation, reflection, analysis and practice. Class participants will be expected to produce/provide videotapes of instructional performances for use in the class.
- EDU 562: Individual Behavior and Classroom Management PreK-12 (3 credits): This course provides strategies for identifying, anticipating, preventing, and managing individual and group behavior difficulties within a class setting. The course focuses on creating positive learning environments and structuring individual and group learning activities, so instruction is enhanced, social interactions are increased, and problem behaviors are prevented.

- Assessment of Learning (6 credits): These courses focus on the theory and practice of assessing classroom learning.
 - EDU 522 Assessment of Learning I: This course provides the theoretical foundation for student-involvement classroom assessment. The course focuses on the role of classroom assessment in measuring student achievement as well as the various methods available to assess a variety of achievement targets. In addition to the text, a workbook is used that allows students to apply the textbook knowledge in solving and assessing practical assessment activities that relate to student learning.
 - EDU 532 Assessment of Learning II: This course is an application-oriented course. Students apply their understanding of student-involved assessment theory to curriculum commonly found in the classroom. Students taking the course will learn how to appropriately assess the learning of K-12 students in their classrooms for a variety of achievement targets. In addition, students will apply the knowledge of various assessment concepts and practices in order to build more effective, student-involved classrooms.
- EDU 524 Issues in Educational Psychology and Learning (3 credits): This course focuses on developments in educational psychology and cognitive science as they apply to student learning. Emphasized in this course are brain-based learning, multiple intelligences, motivational theory and practice, and issues related to diversity and learning as well as other current topics in educational psychology.
- EDU 538 Educational Policy Seminar (3 credits): This course focuses on the societal and political contexts in which schools operate. After first becoming aware of various theories regarding educational policy issues and the various dimensions (or frames of reference) from which they can be viewed, students will examine various issues that are likely to have an impact on classroom teaching and learning. Educational policy areas likely to be considered include those having to do with governance, curriculum, accountability, personnel development, and school finance.

Reading Endorsement: Course Descriptions

- EDU 507 Diagnostic and Corrective Reading and Language Arts (3 credits). This course specifies how to assess students and how to use assessment results to provide effective instruction. The following components are included: knowledge of existing standardized diagnostic reading instruments, development and implementation of informal reading inventories and teacher-developed instruments, determination of instructional strategies linked to the assessment, and writing summative reports. A 30-hour tutoring experience is required. Prerequisite: EDU 326
- EDU 585 Advanced Problems in Reading and Language Arts (3 credits): A continuation of the study of various types of reading problems confronting elementary and secondary school students. The course includes problems in aspects of literacy with appropriate strategies for remediation. There is a required 30-clock-hour practicum. Prerequisites: 326 and 407/507

- EDU 509 Practicum: Elementary Reading and Language Arts (3 credits); This course develops the student's understanding and application of curriculum development, individual assessment of student's reading, writing, language arts and integrated research abilities, and group management and motivation. In this course, students accept responsibilities within the classroom setting to assist in the reading instructional program by working under the guidance of the cooperating teacher in both individualized and group reading situations. 60-clock hours of practicum is required. Prerequisites: EDU 326, 407/507, and 485/585
- EDU 510 Practicum: Secondary Reading and Language Arts (3 credits): This course develops the student's understanding and application of curriculum development, individual assessment of student's reading, writing, language arts and integrated research abilities, and group management and motivation at the secondary level. In this course, students accept responsibilities within the classroom setting to assist in the reading instructional program by working under the guidance of the cooperating teacher in both individualized and group reading situations. 60-clock hours of practicum required. Prerequisites: EDU 326 or EDU 425, 407/507, and 485/585

Instructional Strategist I K-6: Course Descriptions

- EDU 507 Diagnostic and Corrective Reading and Language Arts (3 credits):_ This course specifies how to assess students and how to use assessment results to provide effective instruction. The following components are included: knowledge of existing standardized diagnostic reading instruments, development and implementation of informal reading inventories and teacher-developed instruments, determination of instructional strategies linked to assessment, and writing summative reports. A 30 hour tutoring experience is required. Prerequisite: EDU 326
- EDU 559 Home, School, and Community Relations (3 credits): This course will develop the skills of listening, supporting, guiding, and assisting behaviors utilized in developing strong relationships with parents and community members. Students will examine the impact of cultural diversity, factors which place families at-risk, advocacy, and public policy. Students will become familiar with community resources. Students will also explore the effective use of parent-teacher conferences, home visits, and interviews. Prerequisites: EDU 457 or EDU 304
- EDU 562 Individual Behavior and Classroom Management PreK-12 (3 credits): This course provides strategies for identifying, anticipating, preventing, and managing individual and group behavior difficulties within a class setting. The course focuses on creating positive learning environments, and structuring individual and group learning activities, so instruction is enhanced, social interactions are increased, and problem behaviors are prevented.

- EDU 564 Methods: Behavior Disorders PreK-6 (3 credits): This course provides knowledge of characteristics, definitions, and methods for managing and teaching students with mild/moderate behavior disorders. The course will include strategies for managing hyperactive behavior, aggressive behavior, withdrawn behavior, delinquent behaviors, and low incidence behavior disorders and provide opportunities for developing and justifying the components of Individual Education Plans (IEPs). Students will be doing observations and activities in classroom settings, spending a minimum of 10 hours of field experience with students with disabilities. Prerequisite: EDU 304
- EDU 567 Characteristics of Individuals with Disabilities PreK-12 (3 credits): This course will address characteristics of and current trends and issues in serving students with mild and moderate disabilities. It offers basic theoretical and practical approaches, educational alternatives, implications of federal and state statutes and related services, and rationale for the multidisciplinary team in providing appropriate educational programming. A minimum of 10 hours of field experience is required. Prerequisite: EDU 304
- EDU 571 Assessment of Individuals with Disabilities PreK-12 (3 credits): This course provides knowledge and application of the collection and use of academic and behavioral data for the educational diagnosis, assessment, and evaluation of individuals with disabilities, which includes norm-referenced instruments, criterion-referenced instruments, naturalistic observations, and behavioral rating instruments and applying assessment results to individualized program development and management. A minimum of 10 hours of field experience will be spent observing and/or assisting in a special education setting. Prerequisites: EDU 304 and EDU 467/567
- EDU 576 Curriculum, Organization, and Development of Special Education Programs PreK-12 (3 credits): This course will cover curriculum organization and development for special education students at the school-age level PreK-12. This will follow an integrated approach, emphasizing development of curriculum for individuals and small groups of students who are in special education classroom settings. It will focus on improving the quality of instruction through continual assessment and curriculum revision, which stresses active learning and practical hands-on experiences to enhance learning. Curriculum charts and specific programming will be covered. A minimum of 10 clock hours will be spent completing a field experience observation and assisting in a special education setting. Prerequisite: EDU 304 and EDU 467/567
- EDU 578 Methods: Mild/Moderate Disabilities PreK-6 (3 credits): The course focuses on the characteristics of and methods for managing and teaching students with mild/moderate disabilities in a multicategorical setting. This course will provide opportunities for developing and justifying components of Individual Education Plans. It will include strategies to help students remember spoken and written language, solve math problems, take tests, complete assignments, and prioritize and manage time. A minimum of 10 clock hours will be spent observing and assisting in a special education setting. Prerequisites: EDU 304 and EDU 467/567

- EDU 586 Student Teaching: Mild/Moderate Disabilities Elementary (7 credits): Student teaching is a capstone experience. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

Instructional Strategist I 7-12: Course Descriptions

- EDU 507 Diagnostic and Corrective Reading and Language Arts (3 credits): This course specifies how to assess students and how to use assessment results to provide effective instruction. The following components are included: knowledge of existing standardized diagnostic reading instruments, development and implementation of informal reading inventories and teacher-developed instruments, determination of instructional strategies linked to assessment, and writing summative reports. A 30-hour tutoring experience is required. Prerequisites: EDU 110 and EDU 326
(Note: EDU 326 Developmental Reading and Language Arts and/or EDU 425 Reading in the Content Area—3 credits each—are prerequisites to the above course)
- EDU 559 Home, School, and Community Relations (3 credits): This course will develop the skills of listening, supporting, guiding, and assisting behaviors to be utilized in developing strong relationships with parents and community members. Students will examine the impact of cultural diversity, factors which place families at-risk, advocacy and public policy. Students will become familiar with community resources. Students will also explore the effective use of parent-teacher conferences, home visits, and interviews. Prerequisites: EDU 457 or EDU 304
- EDU 562 Individual Behavior and Classroom Management PreK-12 (3 credits): This course provides strategies for identifying, anticipating, preventing, and managing individual and group behavior difficulties within a class setting. The course focuses on creating positive learning environments and structuring individual and group learning activities, so instruction is enhanced, social interactions are increased, and problem behaviors are prevented.
- EDU 567 Characteristics of Individuals with Disabilities PreK-12 (3 credits): This course will address characteristics of and current trends and issues in serving students with mild and moderate disabilities. It offers basic theoretical and practical approaches, educational alternatives, implications of federal and state statutes and related services, and rationale for the multidisciplinary team in providing appropriate educational programming. A minimum of 10 hours of field experience is required. Prerequisite: EDU 304
- EDU 571 Assessment of Individuals with Disabilities PreK-12 (3 credits): This course provides knowledge and application of the collection and use of academic and behavioral data for the educational diagnosis, assessment, and evaluation of individuals with disabilities, which includes norm-referenced instruments, criterion-referenced instruments, naturalistic observation, and behavioral rating instruments and applying assessment results to individualized program development and management. A minimum of 10 hours of field experience will be spent observing and/or assisting in a special education setting. Prerequisites: EDU 304 and EDU 467/567

- EDU 574 Methods: Behavior Disorders 7-12 (3 credits): This course provides knowledge of characteristics and the application of definitions and methods for managing and teaching secondary school students with behavior disorders. The course will include strategies for preventing behavior disruptions and provide opportunities for students to develop and justify the components of Individual Education Plans (IEPs) for students with behavior disorders. A minimum of 10 clock hours will be spent in observing and/or assisting in a special education setting. Prerequisite: EDU 304
- EDU 575 Methods: Mild/Moderate Disabilities 7-12 (3 credits): This course provides knowledge of appropriate empirically-based programming for secondary special education learners in a mild/moderate classroom setting. This class provides strategies useful for educators in developing methods, strategies, and materials and adoption of traditional methods for use with secondary students in special education. A minimum of 10 clock hours will be spent in observing and/or assisting in a special education setting. Prerequisite: EDU 304 and EDU 467/567
- EDU 576 Curriculum, Organization, and Development of Special Education Programs PreK-12 (3 credits): This course will cover curriculum organization and development for special education students at the school-age level PreK-12. This will follow an integrated approach, emphasizing development of curriculum for individuals and small groups of students who are in special education classroom settings. It will focus on improving the quality of instruction through continual assessment and curriculum revision, which stresses active learning and practical hands-on experiences to enhance learning. Curriculum charts and specific programming will be covered. A minimum of 10 clock hours will be spent completing a field experience observation and assisting in a special education setting. Prerequisites: EDU 304 and EDU 467/567
- EDU 577 Career and Vocational Programming (3 credits): This course provides knowledge and application of career planning and transition for adolescents from school to adult living, including major laws, suggestions for planning and developing assessment and instructional procedures, and coverage of some of the major issues facing schools, parents, and students today. Included will be practice developing Individual Education Plans (IEPs) and transition services under the mandate of Individuals with Disabilities Education Act (IDEA). The student will spend a minimum of 10 field experience hours observing and/or completing classroom assignments in a secondary special education setting. Prerequisite: EDU 304
- EDU 587 Student Teaching: Mild/Moderate Disabilities Secondary (3 credits): Student teaching is a capstone experience. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.



UPPER IOWA UNIVERSITY

Master of Education Program Plan

University Catalog Dates: _____

Date _____
ID Number _____

Work Phone _____

Home Phone _____

Name _____
(Last) (First) (Middle Initial)

Address _____
(Street) (City) (State) (Zip)

E-Mail Address _____

TRANSFER COURSES: A maximum of 9 semester credits with a grade of A or B will be accepted in transfer. The seven-year time limit applies. Indicate how the course will be used to meet program requirements by coding the last column.

<u>College</u>	<u>Dept. & Course No.</u>	<u>Title of Course</u>	<u>Credits</u>	<u>Year</u>	<u>Codes:</u> Req (R) Elec (E)
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Total Transfer Credits _____

REQUIRED COURSES: If satisfied at another college or university or taken in another degree program at UIU, write the name of the college, the course number, and check the Sat. (satisfied) column. Leave Credits column blank if Sat. column is checked.

<u>Course Number</u>	<u>Title of UIU Course</u>	<u>(If Satisfied: Name of college or university and course number that satisfies requirement)</u>	<u>Sat.</u>	<u>Credits</u>
EDU 513	Educational Research	_____	_____	_____
EDU 516	Constructing Learning Environments	_____	_____	_____
EDU 519	Teaching with Technology	_____	_____	_____

ENDORSEMENT AND EMPHASIS COURSES: If satisfied at another college or university or taken in another degree program at UIU, write the name of the college, the course number, and check the Sat. (satisfied) column. Leave Credits column blank if Sat. column is checked.

Instructional Strategist I K-6

<u>Course Number</u>	<u>Title of UIU Course</u>	<u>(If Satisfied: Name of college or university and course number that satisfies requirement)</u>	<u>Sat.</u>	<u>Credits</u>
EDU 304	Exceptional Persons (Prerequisite to the following courses)	_____	_____	_____
EDU 567	Characteristics of Individuals with Disabilities PreK-12	_____	_____	_____
EDU 507	Diagnostic and Corrective Reading and Language Arts (EDU 326 Developmental Reading and Language Arts is a pre-requisite to EDU 507)	_____	_____	_____
EDU 562	Individual Behavior and Classroom Management PreK-12	_____	_____	_____
EDU 564	Methods: Behavior Disorders PreK-6	_____	_____	_____
EDU 576	Curriculum, Organization, and Development of Special Education Programs PreK-12	_____	_____	_____
EDU 571	Assessment of Individuals with Disabilities PreK-12	_____	_____	_____
EDU 578	Methods: Mild/Moderate Disabilities PreK-6	_____	_____	_____
EDU 559	Home, School, and Community Relations	_____	_____	_____
EDU 586	Student Teaching: Mild/Moderate Disabilities Elementary	_____	_____	_____

Instructional Strategist I 7-12

<u>Course Number</u>	<u>Title of UIU Course</u>	(If Satisfied: Name of college or university and course number that satisfies requirement)	<u>Sat.</u>	<u>Credits</u>
EDU 304	Exceptional Persons (Prerequisite to the following courses)	_____	_____	_____
EDU 567	Characteristics of Individuals with Disabilities PreK-12	_____	_____	_____
EDU 507	Diagnostic and Corrective Reading and Language Arts (EDU 326 Developmental Reading and Language Arts or EDU 425 Reading in the Content Area is a pre-requisite to EDU 507)	_____	_____	_____
EDU 562	Individual Behavior and Classroom Management PreK-12	_____	_____	_____
EDU 576	Curriculum, Organization, and Development of Special Education Programs PreK-12	_____	_____	_____
EDU 571	Assessment of Individuals with Disabilities PreK-12	_____	_____	_____
EDU 574	Methods: Behavior Disorders 7-12	_____	_____	_____
EDU 575	Methods: Mild/Moderate Disabilities 7-12	_____	_____	_____
EDU 577	Career and Vocational Programming	_____	_____	_____
EDU 559	Home, School, and Community Relations	_____	_____	_____
EDU 587	Student Teaching: Mild/Moderate Disabilities Secondary	_____	_____	_____

Instructional/Classroom Leadership (27 credits)

(If Satisfied: Name of college or university and course number that satisfies requirement)

<u>Course Number</u>	<u>Title of UIU Course</u>	<u>Sat.</u>	<u>Credits</u>
EDU 536	Classroom Curriculum Design (3 credits)	_____	_____
EDU 526	Selective Methods I (2 credits)	_____	_____
EDU 528	Selective Methods II (2 credits)	_____	_____
EDU 530	Selective Methods III (2 credits)	_____	_____
EDU 534	Instructional Delivery (3 credits)	_____	_____
EDU 562	Individual Behavior and Classroom Management PreK-12 (3 credits)	_____	_____
EDU 522	Assessment of Learning I (3 credits)	_____	_____
EDU 532	Assessment of Learning II (3 credits)	_____	_____
EDU 524	Issues in Educational Psychology and Learning (3 credits)	_____	_____
EDU 538	Educational Policy Seminar (3 credits)	_____	_____

Reading/Language Arts K-6: (a minimum of 24 hours of credit, graduate and undergraduate in reading/LA)

(If Satisfied: Name of college or university and course number that satisfies requirement)

<u>Course Number</u>	<u>Title of UIU Course</u>	<u>Sat.</u>	<u>Credit</u>
EDU 142	Human Growth, Development & Guidance (not available for graduate credit)	_____	_____
EDU 304	Exceptional Persons (not available for graduate credit)	_____	_____
EDU 326	Developmental Reading & Language Arts (not available for graduate credit)	_____	_____
EDU 333	Literature: Birth-Adolescence (not available for graduate credit)	_____	_____
EDU 334	Teaching Elementary Language Arts (not available for graduate credit)	_____	_____
EDU 425	Content Area Literacy	_____	_____
EDU 507	Diagnostic and Corrective Reading and Language Arts	_____	_____
EDU 585	Advanced Problems in Reading/LA	_____	_____
EDU 509	Practicum: Elementary Reading	_____	_____

Reading/Language Arts 7-12: (a minimum of 25 hours of credit, graduate and undergraduate, in reading and language arts)

<u>Course Number</u>	<u>Title of UIU Course</u>	(If Satisfied: Name of college or university and course number <u>that satisfies requirement)</u>	<u>Sat.</u>	<u>Credits</u>
One of the following:				
EDU 102	English Composition II	_____	_____	_____
EDU 201	Expository Writing College composition class	_____	_____	_____
EDU 142	Human Growth, Development & Guidance (not available for graduate credit)	_____	_____	_____
EDU 304	Exceptional Persons (not available for graduate credit)	_____	_____	_____
EDU 326	Developmental Reading & Language Arts (not available for graduate credit)	_____	_____	_____
EDU 333	Literature: Birth-Adolescence (not available for graduate credit)	_____	_____	_____
EDU 425	Content Area Literacy (not available for graduate credit)	_____	_____	_____
EDU 507	Diagnostic & Corrective Reading & Language Arts	_____	_____	_____
EDU 585	Advanced Problems in Reading and Language Arts	_____	_____	_____
EDU 510	Practicum: Secondary Reading	_____	_____	_____

TOTAL PROGRAM CREDITS _____ (Minimum = 36 semester credits)

Program approved for:

- Instructional Strategist I (K-6)
- Instructional Strategist I (7-12)
- Instructional/Classroom Leadership

Term in which special project will be completed _____.

Term in which comprehensive examination will be taken _____.

Changes in any component of this program must be requested on the Program Plan Amendment and receive final approval by the Director of Education.

After this Program Plan has been approved, students should not expect to transfer courses taken at other institutions without approval of the advisor and the Director of Education. Failure to obtain this approval could result in taking courses which will not be accepted.

The University catalog in effect at the time the student receives final approval determines degree and program requirements. However, changes in licensure requirements of the Iowa Department of Education may affect requirements for students seeking teaching endorsements.

Submitted by _____
(Signature of Student)

Date _____

APPROVAL
Signatures: _____
(Faculty Advisor)

Date _____

(Director of Education)

Date _____

Adapted from Winona State University



Master of Education Program Plan Amendment

Submit this form to the Director of Education prior to course enrollment.

Social Security Number _____ Date of Admittance _____

Last Name _____ First Name _____

DELETE FROM PROGRAM

Department	Course No.	Title	Cr.	Name of Institution
_____	_____	_____	_____	_____

ADD TO PROGRAM

Department	Course No.	Title	Cr.	Name of Institution
_____	_____	_____	_____	_____

REASON:

DELETE FROM PROGRAM

Department	Course No.	Title	Cr.	Name of Institution
_____	_____	_____	_____	_____

ADD TO PROGRAM

Department	Course No.	Title	Cr.	Name of Institution
_____	_____	_____	_____	_____

REASON:

Student Signature _____

Approval Signatures:

_____	_____
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Faculty Advisor

Date

_____	_____
-------	-------

Director of Education

Date

Adapted from Winona State University

CAMPUS REGULATIONS

Computer & E-Mail Accounts

Your computer and e-mail accounts have been set up personally for you with a username and password. **You will need your username and password in order to access Upper Iowa University's computers.** You will receive your username, password and personal network folder location at the beginning of the academic year (or initial term of enrollment). Each student also has his/her own personal network folder for storage of personal files.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request to access.

Students should submit to the appropriate Department Head or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official who the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request an amendment of the student's education records that the student believes is inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by State University or comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue SW
Washington D.C. 20202-4605

At its discretion the institution (UIU) may provide Directory Information in accordance with the provisions of the Act to include: *student name, local and home address, University e-mail address, local telephone number, dates of enrollment, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, weight and height of members of athletic teams, gender, date and place of birth, major field of study, academic classification, academic advisor's name, and class schedule.*

Students may request to have Directory Information withheld by notifying the Registrar in writing by using the Request to Prevent Disclosure of Directory Information form within one week after the first day of class for the Fall semester for Residential University students and within one week after the first day of the term for Extended University students. Requests to withhold Directory Information are valid for one year. After one year the disclosure request expires.

Upper Iowa University recognizes that parents have no inherent right to inspect a student's educational record. The right to inspect is limited solely to the student.

Records may be released under the following circumstances: 1) through the written consent of the student; 2) in compliance with a subpoena; 3) by submission of evidence by the parent that the student is declared as a dependent on the parent's most recent Federal Income Tax Form.

The institution is not required to disclose information from the student's educational record to the parents of a dependent student. The University may, however, exercise its discretion to do so.

You can access the "Request to Prevent Disclosure of Directory Information" form from the Registrar's Office. The form must be filed with the Registrar's Office to be valid.

A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Upper Iowa University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue SW
Washington D.C. 20202-4605

Graduation

Commencement is held once a year, in May. Each prospective graduate will file an Application for Graduation as part of final registration prior to graduation. Check with the Registrar's Office for application deadlines two terms in advance. The application for graduation is valid for one year.