Master of Education

Handbook

Fayette, Iowa
# Table of Contents

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Upper Iowa University Mission Statement 3  
Upper Iowa University Master of Education Mission Statement 3  
Upper Iowa University Master of Education Program Philosophy and Purposes 3  
Upper Iowa University Master of Education Program Goals 3  
Overview of Assessment Processes 4  
General Information 4  
  Application Procedures & Requirements for Admission to the Graduate Program 4  
  Transfer Guidelines 5  
  Classification of Graduate Learners 5  
  Course Loads 5  
  Textbooks 5  
  Writing Style Guide 6  
  Library Resources 6  
  Information Technology (IT) Help Desk 6  
  myUIU, Computer and E-mail Accounts 6  
  Program Plan 6  
  Degree Requirements 6  
  Action Research Project 7  
  Comprehensive Examination 9  
  Tuition and Fees 9  
  Financial Aid 10  
  Refund Policy and Course Withdrawal 10  
  TEACH Grant 10  
  Transcripts 10  
Areas of Emphasis 11  
  Teacher Leadership Emphasis 11  
  Instructional Strategist I Emphasis 11  
  Instructional Strategist II Emphasis 12  
  ESL Emphasis 13  
  Reading Emphasis 13  
  Early Childhood Emphasis 15  
  Higher Education Emphasis 16  
Certificate Programs 16  
  Literacy Coach 16  
  Teacher Leadership 17  
  Higher Education: Leadership 17  
  Higher Education: Student Affairs 17  
Course Descriptions 18  
Family Educational Rights and Privacy Act (FERPA) 28  
Application for Graduation 30  
Grade Appeal Process 30  
Graduate Academic Status and Suspension Appeal Process 31
UPPER IOWA UNIVERSITY MISSION STATEMENT

Upper Iowa University provides student-centered undergraduate and graduate educational programs through flexible, multiple delivery systems in an environment in which diversity is respected, encouraged and nurtured.

UPPER IOWA UNIVERSITY’S MASTER OF EDUCATION MISSION STATEMENT

Upper Iowa University’s Master of Education program seeks to provide those in the field of education (PK-16) the knowledge, skills, and dispositions that will increase classroom effectiveness and enhance capacity for leadership.

UPPER IOWA UNIVERSITY’S MASTER OF EDUCATION PROGRAM PHILOSOPHY AND PURPOSES

Building on a strong initial licensure teacher education program, the Master of Education program through four of its emphases seeks to develop strong teacher leaders and address PK-12 practitioner needs in the areas of special education, reading, early childhood, and English as a second language. PK-12 practitioners in the Master of Education program can earn license endorsements in Reading (K-8, 5-12, Reading Specialist), Instructional Strategist I (K-8, 5-12), Instructional Strategist II (Behavior Disorders/Learning Disabilities K-12 and/or Intellectual Disabilities K-12), Early Childhood (PreK-3, PreK-K), Early Childhood Unified (PreK- Grade 3 including Special Education) and ESL K-12 (English as a Second Language). PK-12 practitioners can also earn the Master of Education degree by completing core coursework and additional coursework as appropriate.

Coursework in the Teacher Leadership emphasis is aligned with the skills and knowledge teachers need to assume the important leadership roles expected of teachers in today’s collaborative school environment. Through Master of Education coursework, we develop master teachers who model the knowledge, skills, and dispositions that create the conditions of success for all PK-12 students.

The Higher Education emphasis offers two areas of concentration: Leadership and Student Affairs. The Higher Education emphasis exposes learners to current theories, concepts, and learning models necessary to assume leadership roles or professionally advance in public, not-for-profit, and for-profit institutions of higher learning. Master of Education: Higher Education emphasis graduates are positioned to make a significant contribution to their educational institutions.

UPPER IOWA UNIVERSITY MASTER OF EDUCATION PROGRAM GOALS

Learners successfully completing the Master of Education core and an emphasis in Teacher Leadership, Special Education, Reading, Early Childhood, or English as a Second Language will be able to:

- Read and evaluate educational research and engage in action research
- Describe and use educational technology methods for teaching, learning, and professional productivity
- Use backward design to construct classroom curriculum units; analyze and use research-based methods of assessment
- Identify and use evidence-based strategies that enhance instruction, classroom management and curriculum design.
• Use knowledge of different backgrounds, ethnicities and cultures to collaborate effectively with students, parents and colleagues
• Create a personal leadership plan to positively impact the school as a teacher leader

Learners successfully completing core requirements and an emphasis in Higher Education will be able to:
• Read and evaluate educational research and engage in research
• Adopt best-practice skills and models in higher education finance, curriculum design, legal issues, and distance learning
• Think critically and ethically about the purposes, design, functions, and character of higher education organizations and their service to society
• Develop effective decision-making, leadership, management, and analytic skills
• Use knowledge of different backgrounds, ethnicities and cultures to collaborate effectively with students, parents and colleagues
• Examine the issues of governance in higher education and institutional adaptation to a changing environment

OVERVIEW OF ASSESSMENT PROCESSES—MASTER OF EDUCATION PROGRAM

Candidates for the Master of Education are required to maintain a minimum grade point average of 3.00 at all times in their coursework.

An individual will earn the Master of Education degree with an emphasis in Teacher Leadership, Special Education, Reading, Early Childhood, or English as a Second Language only after successfully completing all course requirements, an Action Research project aligned with program goals, and written and oral comprehensive examinations aligned with program goals.

An individual will earn the Master of Education degree with an emphasis in Higher Education only after successfully completing all course requirements, including HEA 590 Research Seminar in which the candidate designs a project to examine in depth an issue or problem of significance. The project shall demonstrate integration of the Higher Education emphasis program goals and an in-depth understanding of and application within the area of concentration utilizing appropriate research techniques.

GENERAL INFORMATION

Application Procedures and Requirements for Admission to the Graduate Program
Applicants are strongly encouraged to apply online.
Please submit the following materials to fulfill the application requirements:

1. Application form (found online at www.uiu.edu/med)
2. Two (2) letters of recommendation from individuals (non-relatives) capable of judging the applicant’s academic potential
3. Official transcripts of all undergraduate and graduate course work completed
4. Photocopies or electronic copies of all current teaching certificates/licenses if adding an endorsement
5. $25.00 non-refundable application fee (waived for online applications)

Electronic copies of materials may be sent directly to the Integrated Enrollment Center at iecoperations@uiu.edu.
Materials may be sent via postal mail to:

Upper Iowa University  
Attn: IEC  
PO Box 1857  
Fayette, IA 52142

To be eligible for admission to the Master of Education program, the applicant must have earned a bachelor’s degree from an institution recognized by its own regional accreditation association and should have earned a cumulative undergraduate grade point average of 3.0 (A=4.0) or above.

Transfer Guidelines
With the approval of the Master of Education Chair and advisor, students may transfer up to 12 credits for the degree or endorsement. Only courses in which the student has earned a grade of B or above are eligible for transfer. All graduate transfer credit is subject to review and credit will be transferred only from regionally accredited institutions or graduate level ACE evaluated coursework. All credit transferred must be closely related to the student’s program. The substitution of any transfer course for a core or emphasis course will be based on an evaluation of the student’s exposure to equivalent subject matter. M.Ed. candidates must complete a minimum of 24 graduate credits at Upper Iowa University to be awarded the Master of Education.

Classification of Graduate Learners
Registration Status
1. Full-time: A student registered in a graduate course for three or more credits an eight-week term.
2. Less than full-time: A student registered for fewer than three credits per eight-week term.

Official Status
1. Regular: A student whose record and current standing indicate systematic pursuit of study toward a degree.
2. Transient: A student attending classes for the purpose of obtaining credit, but not a candidate for degree.

Course Loads
Students enrolled in the UIU graduate program are considered full-time with the completion of three semester graduate credits during each eight-week term. Enrollment in six semester graduate credits during an eight-week term is allowed with advisor approval, as long as the learner is successfully completing the course requirements.

Textbooks
Textbooks may be purchased at the Peacock Connection or online at www.peacockconnection.bkstr.com.

The Peacock Connection is located in the Student Center on the Fayette Campus. Hours are 8:30 AM to 4:30 PM. Call 563-425-5248 or 563-425-5857 to order a text to be sent to a mailing address or to hold for pickup.

Learners purchasing texts from a source other than the bookstore website must ensure the ISBN of the purchased textbook exactly matches the ISBN specified on the Peacock Connection website. Failure to do so will result in inaccurate course materials. A course syllabus also typically provides the text title and ISBN number.
Writing Style Guide
All graduate courses require the use of the current *Publication Manual of the American Psychological Association* (APA Manual 6th edition, which may be purchased at the Peacock Connection. For assistance in writing using APA guidelines, contact Katharine Kress, Writing Center Manager. Her phone number is 563-425-5854 and her e-mail address is kressk99@uiu.edu.

Library Resources
Each learner of Upper Iowa University has access to the resources of the Henderson-Wilder Library on the Fayette campus. If travel to the campus is not feasible, the library may be accessed through the University's website. Go to www.uiu.edu, click on “Majors and Programs,” and click on “Library.” To use any of the materials listed on the site, a learner may log in using his/her myUIU username and password when prompted. For assistance locating information or using the library’s resources, contact the library at library@uiu.edu or by phone at 563-425-5261.

Information Technology (IT) Help Desk
The UIU Information Technology (IT) Help Center is the central point of contact for the UIU Community for technology related incidents, problems and requests. If assistance is needed, contact the UIU Help Center Desk at helpdesk@uiu.edu, by phone at 563-425-5876, or via the web at www.uiu.edu/it.

MyUIU, Computer and E-mail Accounts
Upper Iowa University provides each learner with a myUIU computer account which allows the learner to view his/her university information such as grades and business office accounts. When enrolling online the myUIU account information will be sent to the learner’s personal email address which the learner provided to Upper Iowa. The learner will need his/her username and password in order to access Upper Iowa University’s computers. The University also gives each learner an email account by which the University and the learner communicate. The learner is responsible for checking his/her peacocks e-mail account on a regular basis.

Program Plan
There are three categories of graduate learners—those seeking a teaching license endorsement, those seeking the Master of Education degree, and those seeking a certificate. Learners in all categories must follow the Program Plan developed for the individual learners 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. Note: For those seeking a Master of Education degree with an emphasis in Higher Education, prior to enrollment in graduate courses a basic level of knowledge in management principles and statistics must be demonstrated. Such demonstration may be in the form of course completion with a grade of C or higher, CLEP/DSST/Excelsior College and /or ACT-PEP testing. The Program Plan 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, candidates must earn a minimum of 36 credits in an approved program of study and achieve a minimum cumulative grade point average of 3.00 for all graduate courses. An individual will earn the Master of Education degree with an emphasis in Teacher Leadership, Special Education, Reading, Early Childhood, or English as a Second Language only after successfully completing all course requirements, an Action Research project aligned with program goals, and written and oral comprehensive examinations aligned with program goals.
An individual will earn the Master of Education degree with an emphasis in Higher Education only after successfully completing all course requirements, including HEA 590 Research Seminar in which the candidate designs a project to examine in depth an issue or problem of significance. The project shall demonstrate integration of the Higher Education emphasis program goals and an in-depth understanding of and application within the area of concentration utilizing appropriate research techniques.

A learner will have five years after initial enrollment in the first of either a foundational course or graduate level course to complete the Master of Education degree program under the requirements in effect at the time of enrollment.

**Action Research Project**

The M.Ed. candidate seeking an emphasis in Teacher Leadership, Special Education, Reading, Early Childhood, or English as a Second Language will be required to complete an Action Research Project under the direction of a faculty member, a Project Advisor. This Action Research project is expected to provide the M.Ed. candidate with a culminating experience that helps the candidate integrate knowledge and skills acquired through Master of Education program coursework.

It is understood that learners in the last phase of the Master of Education program may need some flexibility in the time schedule as they work through the action research and writing process. There is “no size fits all” within the time schedule and each learner will advance as he/she completes each part of the process. The process given below is the sequence of events, but the timeline may be different for each learner. This timeline is intended to be a framework to follow as a guideline for completion of the action research process/paper and a working timeline will be determined by the graduate student with input of the Project Advisor.

The process to complete the Action Research Project:

- Coursework in EDU 513 Educational Research will be finished; the graduate student is given an advisor to work with to complete the action research paper process. It is strongly recommended EDU 513 be taken at the beginning of the graduate program of study.
- The graduate student will be assigned a Project Advisor by the M.Ed. chair for the action research process before the end of the EDU 513 course.
- After Project Advisor has been assigned, it is the responsibility of the graduate student to make contact with the Project Advisor.
- Graduate student will have topic selected and will have a framework for chapters one, two, and three at the completion of EDU 513. After meeting with Project Advisor, further revisions will be made to chapters one, two and three.
- The Project Advisor and the graduate student will determine the anticipated graduation date for the graduate student. The process to complete the paper, written comps, and oral comprehensive exams typically takes more than one semester.
- The main emphasis for future work will be chapters four and five. The graduate student may or may not be registered for coursework during the time he/she is working on chapters four and five. (Graduate student may not need to be registered for coursework if all course requirements have been met. Graduate student will schedule written and oral comps with the M.Ed. chair when ready.)
- The Project Advisor and graduate student will work together to plan a schedule for completion of the different pieces of the action research paper process which include the following:
- Project Advisor’s review of chapters one, two and three and decision, in collaboration with the graduate student, if work is satisfactory to advance to chapters four and five. No data collection can occur without Human Subjects approval.
- Human Subjects paperwork completed and approved by the UIU Human Subjects Review Committee
- Graduate student will continue work on chapters one, two, and three and write chapters four and five. Graduate student will have paper completed or near completion prior to arranging written and oral comprehensive exams.
- Graduate student will schedule, submit and get approval of the written comprehensive exams.
- Graduate students will schedule oral comprehensive exams with M.Ed. chair after successful completion of written comprehensive exams. (Oral comps cannot be scheduled until written comps have been approved).
- Advisor will approve final paper if not already approved.
- Arrange graduation if not already arranged.

* Entire process outlined above should be completed at least two weeks before degrees are conferred.
* There will be ongoing communication between the Project Advisor and the graduate student. Graduate student will make initial communication and then graduate student/advisor will continue the communication and correspondence as needed.

A rubric detailing the expectations for the action research project will be given to students during Educational Research class. This same rubric will also be used by the Project Advisor as the work on the action research process continues. The rubric will be used to score the final paper. The rubric is on myUIU under Teacher Education student and faculty groups. An outline for chapter 5 is also available there.

**Process for Human Subjects Review proposal and approval:**

1. The instructor of EDU 513 Educational Research will send a draft of the M.Ed. student’s chapters one, two, and three and Human Subjects proposal to the student, the student’s Project Advisor, and the M.Ed. Chair.
2. The M.Ed. student contacts his/her Project Advisor to review the Human Subjects proposal the student worked on while taking EDU 513. The proposal should include all ancillary materials (i.e. informed consent, interview questions, questionnaires).
3. The Project Advisor MUST approve the Human Subjects proposal BEFORE the student sends it to the M.Ed. Chair.
4. The M.Ed. student sends his/her Human Subjects proposal to the M.Ed. Chair.
5. The M.Ed. Chair will determine if the Human Subjects proposal can be expedited or if review by the Human Subjects Review Committee is required. An expedited review will be approved by the M.Ed. Chair. If informed consent is needed from Action Research participants, the Human Subjects proposal will need approval by the Human Subjects Review Committee. The M.Ed. Chair will notify the M.Ed. student and Project Advisor if proposal has been approved (expedited) or needs to be sent to the Human Subjects Review Committee.
6. If necessary, the M.Ed. student will send his/her Human Subjects proposal to the chair of the Human Subjects Review Committee and copy the Project Advisor and the M.Ed. Chair.
7. The Chair of the Human Subjects Review Committee will notify the M.Ed. student, Project Advisor and the M.Ed. Chair of revisions or approval.
8. If significant changes are made to methodology regarding participants or data collection, an updated Human Subjects proposal is to be sent to the Human Subjects Review Committee.
9. **NO DATA COLLECTION CAN OCCUR WITHOUT HUMAN SUBJECTS APPROVAL.**
Action Research Project Process Expectations

<table>
<thead>
<tr>
<th>Expectations for Graduate Student</th>
<th>Expectations for UIU Project Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Successful completion of EDU 513 and approved plan of study for completion of remaining coursework</td>
<td>*Explain expectations for action research paper process to graduate student once contacted by the student</td>
</tr>
<tr>
<td>*Communicate with UIU Project Advisor who has been assigned by M.Ed. chair</td>
<td>*Develop a timeline with the student to complete the work and graduate</td>
</tr>
<tr>
<td>*Have chapters 1-3 in draft version</td>
<td>*Be notified by M.Ed. Chair that Human Subjects approval is given</td>
</tr>
<tr>
<td>*Have completed and submitted work on Human Subjects paperwork</td>
<td>*Work with student on chapters 1, 2, 3, 4, 5. Give guidance to student as needed</td>
</tr>
<tr>
<td>*Get approval for data collection (Human Subjects) Conduct research</td>
<td>*Read written comps</td>
</tr>
<tr>
<td>*Complete work on chapters 1, 2, 3, 4, and 5; seek guidance from advisor as needed</td>
<td>*Participate in oral comps</td>
</tr>
<tr>
<td>*After Project Advisor gives approval, contact M.Ed. Chair for written comps to be arranged</td>
<td>*Approve final paper</td>
</tr>
<tr>
<td>*Prepare and submit written comps</td>
<td></td>
</tr>
<tr>
<td>*Prepare for and participate in oral comps</td>
<td></td>
</tr>
<tr>
<td>*Get approval for final paper</td>
<td></td>
</tr>
<tr>
<td>*Apply for graduation</td>
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</table>

Comprehensive Examination
M.Ed. candidates seeking an emphasis in Teacher Leadership, Special Education, Reading, Early Childhood, or English as a Second Language will be required to successfully complete a written comprehensive examination and an oral comprehensive examination. The comprehensive examinations are generally given at the conclusion of the learner’s program. The examination is scheduled through the office of the Master of Education Chair 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 learner will have four (4) weeks to submit written responses. Written responses will be due at the office of the Master of Education Chair 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 and Fees
$441 per graduate credit
$300.00 nonrefundable Action Research project fee
$300.00 nonrefundable comprehensive examination fee
$65.00 nonrefundable graduation fee
$8.00 nonrefundable transcript fee (fax copy $10.00) (go to getmytranscripts.org)
$25.00 nonrefundable application fee (waived for online applications)
No technology fee
Financial Aid
Learners 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, learners 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. Learners who have questions regarding the financial aid process should contact Financial Aid at 1-800-553-4150 ext. 3 or (563) 425-5274.

Refund Policy and Course Withdrawal
Withdrawing from a course is an expensive decision. Tuition will be adjusted based on the percentages below for the weeks completed in the eight-week enrollment period. If the course meets on an alternative schedule, contact your financial aid counselor for a refund schedule. For learners from Wisconsin, Maryland, Georgia, Oregon, or Arizona, state laws apply. International Center Students should check with the local center for withdrawal and refund policy.

<table>
<thead>
<tr>
<th>Refund percentage</th>
<th>Withdrawal before the first class meeting</th>
<th>100%</th>
<th>(No charge)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal during week one</td>
<td>75%</td>
<td>(25% charged)</td>
<td></td>
</tr>
<tr>
<td>Withdrawal during week two</td>
<td>50%</td>
<td>(50% charged)</td>
<td></td>
</tr>
<tr>
<td>Withdrawal after week two</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For learners receiving financial aid, these percentages will also be used to determine eligibility for state aid you may have received but are not the percentages used to recalculate Stafford loans. See financial aid refund policy for additional information.

TEACH Grant
Upper Iowa University participates in the TEACH Grant Program. Learners must meet the defined general eligibility requirements to be eligible for up to $4000 a year in the form of a grant. Specifics include the completion of the TEACH Grant Agreement to Serve and Counseling at http://teach-ats.ed.gov which includes terms and conditions of the grant service obligations. Additional counseling is required with our Fayette campus and center staff prior to being awarded eligibility. More details can be found at https://teach-ats.ed.gov/ats/index.action.

Transcripts
For transcripts a learner must submit a written request by mail, fax or scanned as an email attachment. The request should include the learner’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/academics/registrar. There is an $8.00 charge for each official copy or $10.00 charge for a faxed copy. A $25 minimum charge for rush/priority processing requests exists. 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. An official transcript cannot be issued if there is a University account outstanding.
AREAS OF EMPHASIS

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

- Teacher Leadership
- Instructional Strategist
- ESL (English as a Second Language)
- Reading
- Early Childhood Education
- Higher Education

Candidates who pursue the Master of Education Instructional Strategist, Early Childhood, Reading, and/or ESL sequence of courses typically seek a teaching license endorsement. These M.Ed. candidates must complete the Iowa State Department of Education approved Upper Iowa University endorsement requirements, successfully complete the Master of Education core requirements and additional coursework, as appropriate, to meet the Master of Education degree hour requirements.

Master of Education, Teacher Leadership Emphasis
To be awarded the Master of Education, Teacher Leadership emphasis, the candidate must earn a minimum of 36 approved credit hours. The Teacher Leadership emphasis courses are as follows:

- EDU 513 Educational Research (core requirement)
- EDU 516 Best Practices: Research-based Teaching Strategies (core requirement)
- EDU 519 Teaching with Technology (core requirement)
- EDU 522 Assessment for Learning
- EDU 524 Issues in Educational Psychology and Learning
- EDU 526 Selective Methods
- EDU 532 Professional Learning Communities
- EDU 534 Instructional Coaching
- EDU 535 Teaching in a Multicultural Classroom
- EDU 536 Classroom Curriculum Design
- EDU 538 Educational Policy and Reform Seminar
- SPED 562 Individual Behavior and Classroom Management PreK-12

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

Instructional Strategist I K-8
- EDU 513 Educational Research (core requirement)
- EDU 516 Best Practices: Research-based Teaching Strategies (core requirement)
- EDU 519 Teaching with Technology (core requirement)
- SPED 304 Exceptional Persons (Prerequisite to the following courses, not available for graduate credit)
- EDU 507 Diagnostic and Corrective Reading and Language Arts
- SPED 559 Home, School, and Community Relations
- SPED 562 Individual Behavior and Classroom Management PreK-12
- SPED 565  Methods/Curriculum: Behavior Disorders PreK-12
- SPED 567  Characteristics of Individuals with Disabilities PreK-12
- SPED 578  Methods/Curriculum: Mild/Moderate Disabilities PreK-8
- SPED 579  Clinical Teaching Instructional Strategist (3 credits) OR
- SPED 582  Clinical Teaching Instructional Strategist (7 credits)
  - To complete credit hour requirements for the Master of Education degree, learners will be advised on an individual basis about appropriate coursework.

**Instructional Strategist I 5-12**

- EDU 513  Educational Research (**core requirement**)  
- EDU 516  Best Practices: Research-based Teaching Strategies (**core requirement**)  
- EDU 519  Teaching with Technology (**core requirement**)  
- SPED 304  Exceptional Persons (Prerequisite to the following courses, not available for graduate credit)  
- EDU 507  Diagnostic and Corrective Reading and Language Arts  
- SPED 559  Home, School, and Community Relations  
- SPED 562  Individual Behavior and Classroom Management PreK-12  
- SPED 565  Methods/Curriculum: Behavior Disorders Prek-12  
- SPED 567  Characteristics of Individuals with Disabilities PreK-12  
- SPED 575  Methods/Curriculum: Mild/Moderate Disabilities 5-12  
- SPED 577  Career and Vocational Programming  
- SPED 579  Clinical Teaching Experience Instructional Strategist (3 credits) OR  
- SPED 582  Clinical Teaching Experience Instructional Strategist (7 credits)  
  - To complete credit hour requirements for the Master of Education degree, learners will be advised on an individual basis about appropriate coursework.

*Students may obtain the Work Experience Coordinator endorsement #234 by completing SPED 568 Coordination of Occupational Programs and the requirements for Instructional Strategist I 5-12.*

**Instructional Strategist II: Behavior Disorders/Learning Disabilities K-12**

- EDU 513  Educational Research (**core requirement**)  
- EDU 516  Best Practices: Research-based Teaching Strategies (**core requirement**)  
- EDU 519  Teaching with Technology (**core requirement**)  
- SPED 304  Exceptional Persons (Prerequisite to the following courses, not available for graduate credit)  
- EDU 507  Diagnostic and Corrective Reading and Language Arts  
- SPED 559  Home, School, and Community Relations  
- SPED 562  Individual Behavior and Classroom Management PreK-12  
- SPED 565  Methods/Curriculum: Behavior Disorders Prek-12  
- SPED 567  Characteristics of Individuals with Disabilities PreK-12  
- SPED 569  Methods/Curriculum: Learning Disabilities K-12  
- SPED 577  Career and Vocational Programming  
- SPED 579  Clinical Teaching Experience Instructional Strategist (3 credits) OR  
- SPED 582  Clinical Teaching Experience Instructional Strategist (7 credits)  
  - To complete credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.
Instructional Strategist II: Intellectual Disabilities K-12

- EDU 513  Educational Research (core requirement)
- EDU 516  Best Practices: Research-based Teaching Strategies Constructing Learning Environments (core requirement)
- EDU 519  Teaching with Technology (core requirement)
- SPED 304  Exceptional Persons (Prerequisite to the following courses, not available for graduate credit)
- EDU 507  Diagnostic and Corrective Reading and Language Arts
- SPED 559  Home, School & Community Relations
- SPED 562  Individual Behavior and Classroom Management Prek-12
- SPED 567  Characteristics of Individuals with Disabilities Prek-12
- SPED 573  Methods/Curriculum: Intellectual Disabilities
- SPED 577  Career and Vocational Programming
- EXSS 102  First Aid/CPR/AED Program
- SPED 579  Clinical Teaching Experience Instructional Strategist (3 credits)  OR
- SPED 582  Clinical Teaching Experience Instructional Strategist (7 credits)
  o To complete credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.

Master of Education, ESL K-12 (English as Second Language) Emphasis
To be awarded the Master of Education, ESL K-12 emphasis, the candidate must earn a minimum of 36 approved graduate credit hours that include the following courses:

- EDU 513  Educational Research (core requirement)
- EDU 516  Best Practices: Research-based Teaching Strategies Constructing Learning Environments (core requirement)
- EDU 519  Teaching with Technology (core requirement)
- EDU 543  Concepts of English
- EDU 544  Curriculum and Methods of ESL
- EDU 545  Second Language Acquisition
- EDU 546  Practicum in ESL
- EDU 547  Problems in English Grammar
- EDU 548  Cultural & Linguistic Diversity
- EDU 549  Clinical Teaching Experience in ESL
  o To complete credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.

Master of Education, Reading Emphasis
To be awarded the Master of Education, Reading emphasis, the candidate must earn a minimum of 36 approved graduate credit hours that include the following courses:

Reading K-8

- EDU 513  Educational Research (core requirement)
- EDU 516  Best Practices: Research-based Teaching Strategies (core requirement)
- EDU 519  Teaching with Technology (core requirement)
- SPED 304  Exceptional Persons (not available for graduate credit)
• EDU 326 Developmental Reading and Language Arts (not available for graduate credit)
• EDU 333 Literature: Birth-Adolescence (not available for graduate credit)
• EDU 335 Teaching Elementary Language Arts (not available for graduate credit)
• EDU 507 Diagnostic and Corrective Reading and Language Arts
• EDU 509 Practicum: Elementary Reading and Language Arts
• EDU 525 Content Area Literacy
• EDU 545 Second Language Acquisition
• EDU 585 Advanced Problems in Reading and Language Arts
  o To complete credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.

Reading 5-12
• EDU 513 Educational Research (core requirement)
• EDU 516 Best Practices: Research-based Teaching Strategies (core requirement)
• EDU 519 Teaching with Technology (core requirement)
• SPED 304 Exceptional Persons (not available for graduate credit)
• EDU 326 Developmental Reading and Language Arts (not available for graduate credit)
• EDU 333 Literature: Birth-Adolescence (not available for graduate credit)
• EDU 507 Diagnostic and Corrective Reading and Language Arts
• EDU 510 Practicum: Secondary Reading and Language Arts
• EDU 525 Content Area Literacy
• EDU 545 Second Language Acquisition
• EDU 585 Advanced Problems in Reading and Language Arts
One of the following:
  • ENG 102 English Composition II (not available for graduate credit)
  • ENG 201 Expository Writing (not available for graduate credit)
  • An equivalent composition course
    o To complete credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.

Reading Specialist K-12
• EDU 513 Educational Research (core requirement)
• EDU 516 Best Practices: Research-based Teaching Strategies (core requirement)
• EDU 519 Teaching with Technology (core requirement)
• EDU 507 Diagnostic and Corrective Reading
• EDU 522 Assessment for Learning
• EDU 524 Issues in Educational Psychology and Learning
• EDU 525 Content Area Literacy
• EDU 534 Instructional Coaching
• EDU 545 Second Language Acquisition
• EDU 585 Advanced Reading Problems in Reading and Language Arts
• EDU 587 Leadership: Organization and Administration of Reading Programs
• EDU 589 Reading Specialist/Literacy/Coaching Internship
  o To complete credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.
Master of Education Early Childhood Prekindergarten-Grade 3 Emphasis
To be awarded the Master of Education, Early Childhood emphasis, the candidate must earn a minimum of 36 approved graduate credit hours that include the following courses:

- EDU 513 Educational Research (core requirement)
- EDU 516 Best Practices: Research-based Teaching Strategies (core requirement)
- EDU 519 Teaching with Technology (core requirement)
- EDU 142 Human Growth and Development (not available for graduate credit)
- EDU 326 Developmental Reading (not available for graduate credit)
- ECE 501 Field Experience: Infant/Toddler
- ECE 502 Field Experience: Prekindergarten
- EDU 523 Child, Family, Health and Nutrition
- ECE 551 Introduction to Early Childhood
- ECE 556 Administration & Supervision in Early Childhood
- ECE 557 Methods and Curriculum in Early Childhood
- SPED 559 Home, School and Community Relations
- ECE 588 Clinical Teaching Experience Birth - Prekindergarten OR
- ECE 596 Clinical Teaching Experience Prekindergarten-Kindergarten
  - To complete credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.

Master of Education Early Childhood Prekindergarten-Grade 3 including Special Education Emphasis
To be awarded the Master of Education, Early emphasis, the candidate must earn a minimum of 36 approved graduate credit hours that include the following courses:

- EDU 513 Educational Research (core requirement)
- EDU 516 Best Practices: Research-based Teaching Strategies (core requirement)
- EDU 519 Teaching with Technology (core requirement)
- EXSS 102 First Aid/CPR/AED Program (not available for graduate credit)
- ECE 501 Field Experience: Infant/Toddler
- ECE 502 Field Experience: Prekindergarten
- EDU 523 Child, Family, Health and Nutrition
- ECE 551 Introduction to Early Childhood
- ECE 556 Administration & Supervision in Early Childhood
- ECE 557 Methods and Curriculum in Early Childhood
- SPED 559 Home, School and Community Relations
- SPED 562 Individual Behavior and Classroom Management
- SPED 565 Methods/Curriculum: Behavior Disorders PreK-12
- SPED 567 Characteristics of Individuals with Disabilities
- SPED 578 Methods/Curriculum: Mild/Moderate Disabilities PreK-8
- SPED 584 Clinical Teaching Experience Prekindergarten including Special Education
Master of Education Higher Education Emphasis
Students must complete the core requirements and the requirements for one area of concentration (Leadership or Student Affairs). To be awarded the Master of Education, Higher Education emphasis, the candidate must earn a minimum of 36 approved graduate credit hours that include the following courses:

Core Requirements
- HEA 501 Historical Foundations and Social Considerations of Higher Education
- HEA 502 Foundations of Educational Research
- HEA 511 Administration, Organization and Governance of Higher Education
- HEA 512 Finance and Budgeting in Higher Education
- HEA 521 Politics in Higher Education
- HEA 522 Legal Implications for the Administrator
- HEA 590 Research Seminar (capstone)

Leadership
- BA/PA 509 Theories of Leadership
- HEA 506 Ethical Dilemmas of Higher Education
- HEA 556 Strategic Decision Making in Higher Education
- HEA 588 Quality Improvement and Accreditation
- HEA 5xx Graduate Elective

Student Affairs
- HEA 504 Student Affairs Practice in Higher Education
- HEA 507 Student Development Theory in Higher Education
- HEA 531 Teaching, Advising, and Retaining Adult Learners
- HEA 542 Multicultural Issues in Higher Education
- HEA 5xx Graduate Elective

CERTIFICATE PROGRAMS

Four 15-credit certificate programs are offered at Upper Iowa University: Literacy Coach, Teacher Leadership, Higher Education: Leadership, and Higher Education: Student Affairs. Six of the 15 credits may be transferred for the certificate. Financial aid is not available for certificate programs.

M.Ed. Literacy Coach
Certificate Course Requirements
- EDU 525 Content Area Literacy
- EDU 523 Instructional Coaching
- EDU 545 Second Language Acquisition
- EDU 587 Leadership: Organization and Administration of Reading Programs
- EDU 589 Literacy Coaching Internship
M.Ed. Teacher Leadership  
Certificate Course Requirements

- EDU 516  Best Practices: Research-based Teaching Strategies
- EDU 532  Professional Learning Communities
- EDU 534  Instructional Coaching
- EDU 535  Teaching in a Multicultural Classroom
- EDU 536  Classroom Curriculum Design

M.Ed. Higher Education: Leadership

- BA/PA 509  Theories of Leadership
- HEA 506  Ethical Dilemmas of Higher Education
- HEA 556  Strategic Decision Making in Higher Education
- HEA 558  Quality Improvement and Accreditation
- HEA _____  Graduate Elective (advisor approval)

M.Ed. Higher Education: Student Affairs

- HEA 504  Student Affairs Practice in Higher Education (3 CH)
- HEA 507  Student Development Theory in Higher Education (3 CH)
- HEA 531  Teaching, Advising, and Retaining Adult Students (3 CH)
- HEA 542  Multicultural Issues in Higher Education (3 CH)
- HEA _____  Graduate Elective (advisor approval)

A Certificate Claim Form must be completed. On myUIU under the “Student” tab scroll and under “Handouts” click on “Certificate Claim Form.” Complete the form and submit electronically. Payment information is included on the form.
COURSE DESCRIPTIONS

Teacher Education

- **EDU 507 Diagnostic and Corrective Reading and Language Arts** (3 credits) This course specifies how to assess learners 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 standardized reading inventories and teacher-developed instruments, determination of reading and writing instructional strategies (including content area reading strategies) linked to assessment, and writing summative reports for stakeholders. A 30 hour tutoring experience is required.

- **EDU 509 Practicum: Elementary Reading** (3 credits) This course develops the learner’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 elementary/secondary level. In this course, learners 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. Sixty clock hours of practicum required. Prerequisite: EDU 507. Prerequisite or co-requisite: EDU 585

- **EDU 510 Practicum: Secondary Reading** (3 credits) This course develops the learner’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, learners 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. Sixty clock hours of practicum required. Prerequisite: EDU 507. Prerequisite or co-requisite: EDU 585

- **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 Best Practices: Research-Based Teaching Strategies** (3 credits) This course provides an opportunity to learn best practice related to creating effective and supportive classroom and school learning environments. This course incorporates research on the elements of effective schools and classrooms and makes use of Robert Marzano’s *The Art and Science of Teaching.*

- **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. Learners will complete an action research project in their specialized areas. Learners should be able to use basic computer software (word processing, spreadsheets, database management) upon entrance to the program.
• **EDU 522 Assessment for Learning (3 credits)** This course provides the theoretical foundation and practical application for student-involved classroom assessment. The course focuses on the role of classroom assessment in measuring student understanding and achievement as well as the various methods available to assess a variety of achievement targets. It provides complete coverage of educational assessment, including developing plans that integrate teaching and assessment, evaluating students and discussing evaluations with parents. No formal coursework in statistics or college mathematics is necessary to understand the text. This course includes comprehensive treatment of traditional and alternative assessments designed to provide practical use for classroom teachers.

• **EDU 523 Child, Family Health, and Nutrition (3 credits)** An introduction to nutrients, their uses and food sources; application of the principles of diets for general health, for birth through senescence. This course includes meeting nutritional needs and programs for families and children.

• **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 and teaching. Emphasized in this course are brain-based learning, multiple intelligences, motivational theory and practice, issues related to diversity and learning as well as other current topics in educational psychology.

• **EDU 525 Content Area Literacy (3 credits)** This course provides instruction in how to develop individualized content reading skills for elementary, middle school, junior high and high school students; how to evaluate readability of textbooks and students’ ability to read texts through informal teacher made assessments; how to integrate technology in content area reading and how to develop strategies to assist students in reading their content area textbooks. In addition, participants develop knowledge of the different types of writing: knowledge of narrative, expressive, persuasive, informational, and descriptive writing; writing as communication; and differentiated instructional strategies for reading and writing in the content areas.

• **EDU 526 Selective Methods (3 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 actively participate in class, complete required readings, reflect in writing, teach a lesson using cooperative learning, participate in a group presentation, and complete a culminating assignment (choose one – design a unit or a series of lessons in which you will apply cooperative learning strategies OR describe, in detail, how you will incorporate cooperative learning strategies into your teaching style).

• **EDU 532 Professional Learning Communities (3 credits)** This course affords participants an opportunity to gain a deeper understanding about the effective use of professional learning communities. This course utilizes the *Learning by Doing* handbook for professional learning communities to help PLC leaders and participants learn how to improve PLC’s and increase their impact on student achievement. The process of creating common formative and common summative assessments will be explored as well as using the data from those assessments to
improve learning. The final project for this course requires students to complete a PLC Action Plan that incorporates the concepts learned in the class to a practical plan of action for achieving an effective PLC.

- **EDU 534 Instructional Coaching** (3 credits) This course focuses on the role of the instructional coach in the Prek – 12 educational setting. Class participants will learn to become reflective about their own teaching effectiveness and apply that knowledge to instructional coaching practices. Teachers will learn to critique instructional delivery according to research-based models, especially Marzano’s Art and Science of Teaching Model. Class participants are expected to observe and conference with peers toward the goal of improved instruction.

- **EDU 535 Teaching in a Multicultural Classroom** (3 credits) This course will address the achievement gap in American schools. We will explore how the issues of personal and institutional racism and classism impact student achievement. Students will examine their own cultural experiences and values and identify ways they can bridge cultures within the classroom to enable success for all learners. We will look at past practices and future demographics and identify strategies that will increase the likelihood of student success in a multicultural classroom. We will engage in challenging discussions around the topics of race, culture, privilege and prejudice.

- **EDU 536 Classroom Curriculum Design** (3 credits) This course focuses on backwards design. Using the Understanding by Design model developed by Grant Wiggins and Jay McTighe, students will design curriculum that is rigorous, engaging, and connected to state or national standards. Particular attention is devoted to the alignment of goals, objectives, activities and the assessment of learning. Students will design actual units of instruction, integrating their knowledge of design, curriculum, methods, and assessment.

- **EDU 538 Educational Policy and Reform 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, learners 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.

- **EDU 543 Concepts of English** (3 credits) The course is for the purpose of developing awareness and understanding of the fundamental concepts and principles involved in writing the English language. Grammar and composition will be highlighted. Highly recommended: 3 credit hours of foreign language at the college level.

- **EDU 544 Curriculum and Methods of ESL** (3 credits) This course will assist preservice educators and teachers to develop the capacity to address the differential learning and transition needs of culturally and linguistically diverse students. Understanding changes occurring in the American classroom and understanding significant factors in those changes, such as students and their families who are culturally and linguistically diverse, are goals of this course. Effective programming models are an additional understanding. In the context of these understandings, appropriate content-based instructional practices, accommodations to facilitate
students’ access to the curriculum, and assessment of student learning become the main foci of this course.

- **EDU 545 Second Language Acquisition** (3 credits) Second Language Acquisition provides ideas for pre-service educators and teachers to promote oral language, reading, and writing development in English for K-12 English Language Learners. It will provide pre-service educators and teachers with language acquisition theory, classroom organization, strategies, and assessment procedures for effective English learner instruction.

- **EDU 546 Practicum in ESL** (3 credits) This course develops the student’s understanding and application of curriculum and methods in ESL. In this course, students accept responsibilities within the classroom setting to assist in the instructional program by working under the guidance of the cooperating teacher in both individualized and group situations. Sixty (60) clock hours of practicum are required in a classroom with ELLs present. Prerequisites: EDU 543, EDU 544.

- **EDU 547 Problems in English Grammar** (3 credits) This course will investigate the grammatical system of English; emphasis will be placed on tools and processes used to identify, assess, and teach grammatical patterns in written and spoken English for English Language Learners. Prerequisite: EDU 543

- **EDU 548 Cultural and Linguistic Diversity** (3 credits) In this course students will study how cultural and linguistic diversity are linked and how teachers must be prepared to effectively teach students whose backgrounds are different from their own. Specifically, students will study the following: 1) language, text, and context, 2) teacher ideologies and motivation for change, 3) issues of diversity and literacy learning, 4) out-of-classroom influences on literacy learning, and 5) sociolinguistics.

- **EDU 549 Clinical Teaching Experience in ESL** (1 credit)

- **EDU 550-1 Special Topics** (1 credit)

- **EDU 550-2 Special Topics** (2 credits)

- **EDU 550-3 Special Topics** (3 credits)

- **EDU 587 Leadership: Organization and Administration of Reading Programs** (3 credits) This course examines the development, implementation and evaluation of reading programs for pre-K through adult learners. This course emphasizes state laws, trends, instructional issues, roles and responsibilities in the reading program, assessment, and professional development, coaching practices, the involvement of parents / guardians, and strategies for promoting organizational change.

- **EDU 589 Reading Specialist/Literacy Coaching Internship** (3 credits)

- **ECE 551 Introduction to Early Childhood** (3 credits) Pre-service education will learn the historical, philosophical, and social issues of early childhood education in both theory and
practical application. Characteristics of play and creativity will be integrated with classroom organization in order to learn how to create positive learning environments for a range of infants through elementary age students based on child development theory. Pre-service educators will learn classroom organization and physical settings to create positive learning environments based on child development theory and early childhood guidance techniques. Assessment of early childhood programs will be emphasized. Fieldwork is required for this class.

- **ECE 556 Administration and Supervision of Early Childhood (3 credits)** Current methods of administration, development, and organization of developmentally appropriate early childhood programs. Knowledge of state and federal guidelines, budget, food and nutrition, safety, personnel supervision, evaluation, and professional development will be addressed from the administrator’s perspective. Preservice educators will know the current advocacy, legislation, and public policy as it relates to early childhood and be able to locate informational and professional organizations to remain current in their field. Pre-service educators will learn program and staff development and evaluation procedures and learn the current methods in scheduling, managing, and financing early childhood programs.

- **ECE 557 Methods and Curriculum of Early Childhood (3 credits)** Current methods, development and organization of developmentally appropriate curriculum and methodology to integrate multicultural and nonsexist content in language, mathematics, social studies, health, safety, nutrition, visual and expressive arts, social skills, and higher-order thinking skills for infants and toddlers and pre-primary and primary age children. Pre-service educators will learn classroom organization, integration of centers, and physical settings to create positive learning environments.

- **ECE 588 Clinical Teaching Experience Birth-Prekindergarten (7 credits)** Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. A graduate paper or project is required.

- **ECE 596 Clinical Teaching Experience Prekindergarten-Kindergarten (7 credits)** Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. A graduate paper or project is required.

- **ECE 598 Clinical Teaching Experience Kindergarten-Grade Three (7 credits)** Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. A graduate paper or project is required.

- **SPED 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. Learners will examine the impact of cultural diversity, factors which place families at-risk, advocacy, and public policy. Learners will become familiar with community resources. Learners will also explore the effective use of parent-teacher conferences, home visits, and interviews. Prerequisites: SPED 304
• **SPED 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.

• **SPED 565 Methods/Curriculum: Behavior Disorders Prek-12 (3 credits)** This course provides knowledge of characteristics, application of definitions, and methods for managing and teaching Prek – 12 students with behavior disorders. The course will include strategies and curriculum for preventing behavior disruptions and provide opportunities for students to develop and justify the components of Individual Education Plans (IEPs). Pre-service educators and teachers will examine appropriate assistive technology services and devices. A Minimum of 10 clock hours will be spent in observing and/or assisting in a special education setting. Prerequisite: SPED 304

• **SPED 567 Characteristics of Individuals with Disabilities PreK-12 (3 credits)** This course will address characteristics of and current trends and issues in serving learners with 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: SPED 304

• **SPED 568 Coordination of Occupational Programs (3 credits)** The course will provide students the opportunity to understand how to establish collaborative community relationships in order to develop cooperative occupational programs for students with exceptional needs. Students will become aware of existing services within the community and various supports to ensure smooth transitioning from education to postsecondary occupational settings. Included will be practice developing Individual Education Plans (IEPs) and transition services under the mandate of the Individuals with Disabilities Education Act (IDEA). The student will spend a minimum of 10 field experience hours observing and/or completing activities in a secondary special education setting. Prerequisites: SPED 304, EDU 577

• **SPED 569 Methods/Curriculum: Learning Disabilities K-12 (3 credits)** The purpose of this course is to extend the knowledge of learning disabilities for those who seek to work with students with learning disabilities ages 5-21. Addressed in this course are characteristics of learning disabilities, definitions, history, assessment, medical aspects, teaching of preschoolers through adolescents, and research-based curriculum and teaching strategies for pre-academic learning, oral language, reading, writing, mathematics, and social-emotional development. A 10-hour experience in the field is a requirement for this course. Prerequisites: SPED 304 and SPED 567

• **SPED 573 Methods/Curriculum: Intellectual Disabilities (3 credits)**: The purpose of this course is to extend the knowledge of intellectual disabilities for those who seek to work with students with intellectual disabilities ages 5-21. This course emphasizes empirically-validated practices in the education of students with intellectual disabilities: assessment of instructional needs, instructional strategies, classroom management and behavioral support, promotion of social and communication skills, promotion of self-determination, and utilization of appropriate assistive
technology services and devices. A 10-hour experience in the field is a requirement of this course. Prerequisites: SPED 304, SPED 567

- **SPED 575 Methods/Curriculum: Mild/Moderate Disabilities 5-12** (3 credits) This course provides knowledge of appropriate empirically-based programming for secondary special education learners with mild/moderate disabilities. This class provides strategies useful for educators in developing methods, strategies and curriculum, and adopting of traditional methods (differentiated instruction) for use with secondary learners in special education. A minimum of 10 clock hours will be spent in observing and/or assisting in a special education setting. Prerequisite: SPED 304 and SPED 567

- **SPED 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 learners 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: SPED 304

- **SPED 578 Methods/Curriculum: Mild/Moderate Disabilities PreK-8** (3 credits) The course focuses on the characteristics of and methods for managing and teaching learners 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 learners remember spoken and written language, solve math problems, take tests, complete assignments, and prioritize and manage time. Assistive technology services and devices will also be examined. A minimum of 10 clock hours will be spent observing and assisting in a special education setting. Prerequisites: SPED 304, SPED 567

- **SPED 579 Clinical Teaching Experience Instructional Strategist** (3 credits) Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. A graduate project is required.

- **SPED 582 Clinical Teaching Experience Instructional Strategist** (7 credits) Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. A graduate paper or project is required.

- **SPED 584 Clinical Teaching Experience Prekindergarten Including Special Education** (7 credits) Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. A graduate paper or project is required.

- **EDU 585 Advanced Problems in Reading and Language Arts** (3 credits) This course is 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 (phonemic
Higher Education

- **EDU 599-1** Special Project (1 credit)
- **EDU 599-2** Special Project (2 credits)
- **EDU 599-3** Special Project (3 credits)

Higher Education

- **HEA 501** Historical Foundations and Social Considerations of Higher Education (3 credits) An analysis of the evolution and development of the historical foundations of American higher education. Within the broad context of the history of higher education, the course also addresses the considerations and issues involved in relationship to social, economic, and political movements.

- **HEA 502** Foundations of Educational Research (3 credits) This course prepares higher education administrators to translate administrative questions into research questions, select appropriate research methods and techniques, prepare a literature review, develop data collection tools, collect data, as well as produce and present a research report.

- **HEA 503** Community Colleges and American Education (3 credits) An examination of community and technical colleges and how they relate to their communities. Topics include community and technical college development, governance, administration, finance, students, faculty, partnerships, instruction and future trends, challenges and obligations.

- **HEA 504** Student Affairs Practice in Higher Education (3 credits) This course examines the history, philosophy, purpose and functions of student affairs in a variety of higher education settings. Students will review topical areas: student services, issues, problems as well as implementing, managing and evaluating student affairs programs in college settings.

- **HEA 506** Ethical Dilemmas of Higher Education (3 credits) This course will assist educators to apply sensitivity to and help with ethical decision making in higher education. Students explore select systems of ethics; analyze current student, faculty, and classroom ethical issues; discuss administrator/board ethical issues; and examine the college or university as an ethical organization as a whole.

- **HEA 507** Student Development Theory in Higher Education (3 credits) This course examines the role of the student affairs professional and how they can maximize student learning through the facilitation of both cognitive and affective development and provides a clear understanding of the developmental issues facing students throughout their lifetimes and the process by which development occurs. Within their sphere of influence they must also be aware of factors that affect development and be able to work with individuals, groups, and organizations within the diverse campus community to establish environments conducive to
the development of students from a variety of backgrounds. Topics include theories of human development and learning and their application in college settings.

- **HEA 511 Administration, Organization and Governance of Higher Education** (3 credits) This course addresses the characteristics of fundamental reform and transformational change impacting leadership, administration, organization, and governance in contemporary higher education. An examination of the role of leadership in institutions of higher learning, including style, knowledge of the position, self-knowledge, personal characteristics, and ability to effectively initiate change, will be described. Unique challenges and opportunities effecting governance and organization in a global, market oriented, competitive system of higher education will be analyzed.

- **HEA 512 Finance and Budgeting in Higher Education** (3 credits) An examination of higher education finance and budgeting systems, practices and issues. Topics include revenues vs. expenditures, cost vs. productivity the role of the public sector, student issues and budgeting.

- **HEA 521 Politics in Higher Education** (3 credits) This course examines the complex political systems that shape higher education. Political actors include legislatures, interest groups, professional organizations, governmental analysts, and employee unions. Topics include accreditation, tuition, and affirmative action. Explores how to shape political options.

- **HEA 522 Legal Implications for the Administrator** (3 credits) Prepares present and future administrators in higher education for legal and ethical issues such as due process for students and faculty, discrimination and equity, free speech and academic freedom, disabilities, property interests, and new compliance demands to manage legal risks.

- **HEA 531 Teaching, Advising and Retaining Adult Learners** (3 credits) An examination of the adult student and the exploration of strategies for teaching advising and retaining the adult learner.

- **HEA 535 Instructional Design and Delivery of Distance Education** (3 credits) Provides an overview of planning and implementing distance education programs by understanding how to design and promote distance education programs, manage program budgets, plan distance education facilities, employ end-user support methods and training systems, and measure your program’s success.

- **HEA 538 Curriculum Development and Design for Community and Technical Colleges** (3 credits) This course explores the relationship of design of curricula and instruction to current research about learning and the administration of higher education. Surveys current best practices, trends, and essential tools for development of curriculum and its evaluation. Examines how to create curricular leadership in higher education.

- **HEA 542 Multicultural Issues in Higher Education** (3 credits) This course will provide class participants with an overview and better understanding of diversity and multiculturalism in higher education. The contents of the course examine equity and inclusion initiatives and will explore various theories and practices utilized within higher education. Also, the class will examine how we research and think about race, class, gender, ethnicity,
nationality, religion, age, ability and sexuality. The goal of the course is to assist students in developing their own understandings of historical and contemporary issues related to diversity. Attention will be paid to administrators, faculty, students, and institutional types.

- **HEA 550 Special Topics in Higher Education (3 credits)** This course explores in depth critical and current issues in the field of higher education, from the perspective of administrator and addresses how these critical issues impact two-year, four-year, public, private, for-profit and not-for-profit institutions.

- **HEA 556 Strategic Decision Making in Higher Education (3 credits)** A survey of the theories and best practices of strategic planning and decision making in higher education. Provides students with major studies and models. Includes implementation techniques and outcomes evaluation, the impact of futuristic technologies, emerging new providers of higher education, and accreditation bodies.

- **HEA 557 Planning and Assessing Two-Year Programs (3 credits)** This course is an examination of methods and approaches used to develop and implement plans and correlative assessment processes for two-year programs. Programs included in this course on planning and assessment include general educational-associate of arts degree.

- **HEA 558 Quality Improvement in Higher Education (3 credits):** This course is an examination of higher education assessment and accreditation practices and the utilization of quality principles for continuous improvement. Topics include assessment models, assessment practices, quality in higher education, the quality principles and using the quality principles for continuous improvement.

- **HEA 590 Research Seminar (3 credits)** The emphasis serves to integrate the learner’s studies in Educational Administration by examining in depth an issue or problem of significance and special interest to the learner. Research, writing, and presentation skills are employed in this course. Each learner will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the MHEA program objectives, (2) graduate level writing skills using APA format, (3) graduate level critical thinking skills and (4) in-depth understanding and application of the objectives of the area of emphasis utilizing appropriate research techniques. A PowerPoint® supported presentation of the project, suitable for senior level decision makers, is also required of each learner. Prerequisite: completion of all core and area of emphasis courses (may take one area of emphasis course concurrently).
FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) afford learners 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.

   Learners 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.

   Learners 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:
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.

Learners 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 learners and within one week after the first day of the term for Extended University learners. 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.
APPLICATION FOR GRADUATION

As a candidate for graduation, regardless of whether you plan to participate in the commencement ceremony, you must file an application for graduation. There is an application fee of $65 (even if you choose not to attend the commencement ceremony). Students planning to participate in the commencement ceremony should complete the request to participate form located on myUIU.

Deadlines for submitting applications for graduation are as follows:

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<tr>
<th>Application Due</th>
<th>Month Conferred</th>
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<tr>
<td>May/June</td>
<td>October</td>
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<td>July/August</td>
<td>December</td>
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<td>September/October</td>
<td>March</td>
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<td>November/December</td>
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<td>January/February</td>
<td>July</td>
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<tr>
<td>March/April</td>
<td>August</td>
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Applications not received within the two-month application window will be considered for the next conferral month. Learners will apply for graduation 16 weeks before the conferral month.

Transcripts from other institutions need to be received within three weeks after the proposed UIU graduation term ends for a learner to have that term’s conferral date posted to the record. If transcripts are not received, the conferral date will move to the next term provided transcripts are received within three weeks after the appropriate term end date.

Learners must complete requirements for graduation in the term in which they apply for graduation. If they are unable to do so, they will be moved to the next graduation date. If requirements are not met by that date, the application will be considered void and the learner will submit a new application for graduation. An application fee will be assessed each time an application is submitted.

GRADE APPEAL PROCESS

Step 1:
The learner shall consult with the professor within 10 working days of the grade being posted by the Registrar’s office. The faculty member has five working days after consultation with the student to inform the student in writing of the decision including the specific rationale upon which the decision was rendered. Email notification is considered written notification.

Step 2:
If the consultation between the instructor and student fails to resolve the issue, the student may appeal the grading decision to the Graduate Appeals Committee. All appeals must be made within the 30 working days of the final grade being posted by the Registrar’s Office. The formal appeal shall be in writing or email and include the following:
1. Name, student ID number, current mailing address, current email address, and current phone number of student.
2. Date of appeal.
3. Date of original appeal.
4. Name, course number, and section of course.
5. Name of professor teaching the course.
6. Term and year course was taken.
7. Grade earned and grade requested.
8. Rationale for grade change: The rationale should include sufficient documentation to allow for a determination to be made on the merits of the case. To meet this standard the appeal should include specific examples accompanied by a narrative explaining why it is believed the example justifies a change in grade. Only information germane to the specific appeal will be considered. It is the responsibility of the appealing party to provide sufficient documentation to establish the context for the appeal and the objective evidence needed to judge the appeal.
9. Supporting documentation of the meeting between the instructor and student.

Step 3:
The Graduate Grade Appeals Committee may request additional information from either party. It may share the evidence with either party. A decision based on the totality of the record will be rendered within 30 working days of receiving the appeal. The Chair of the Graduate Appeals Committee may grant an extension for extenuating circumstances. The Graduate Appeals Committee will forward its decision and rationale to the student of the decision. The Chair of the Graduate Appeals Committee will prepare a grade change if needed, and forward to the Registrar for recording.

Step 4:
To appeal this decision a written request must be sent to the Provost, PO Box 1857, Fayette, IA 52142, within 30 days of the Graduate Appeals committee’s decision.

GRADUATE ACADEMIC STATUS AND SUSPENSION APPEAL PROCESS

Upper Iowa University’s criteria for graduate learners includes academic progress towards completion of a degree, obtaining grades no less than a B-, and having a minimum GPA of 3.0 for graduation from the program.

- Maintain a minimum 2.5 cumulative GPA with 9 or fewer graduate credits counting towards GPA.
- Maintain a minimum 3.0 cumulative GPA with 10 or more graduate credits counting towards GPA.
- Satisfactorily complete a minimum of two-thirds (66.66% rounded) of all attempted credits. Transfer credits accepted by UIU count as both attempted and completed credits. (Calculate the percentage by dividing the completed credits by attempted credits.)
- Complete your graduate degree objective within a maximum of 59 completed credits for programs requiring 36 or 63 completed credits for those requiring 39. This includes all credits transferred into UIU from other sources.

Graduate learners are automatically moved to Academic Warning or Academic Suspension following the Graduate Standard of Academic Progress. Grades in foundation courses will not be used to determine academic status (GPA); however, foundation courses will be counted in the Completion
Rate.

Note: Graduate learners who earn a grade of “F” will automatically be placed on academic warning regardless of the cumulative GPA.

Academic Warning: Students are encouraged to seek academic counseling to ensure they satisfy all deficiencies during this period, and to consult with their Academic Advisor if they have any questions.

Learners on warning status who register for the following semester are liable for any institutional charges if placed on suspension with failure to file a successful appeal.

Academic Suspension: Learners who do not meet the above minimum requirements at the end of their warning semester will be placed on Academic Suspension. Academic Suspension means that the learner is not eligible to receive Federal, State or institutional aid until all deficiencies have been rectified. Full aid eligibility may be reinstated upon completion of sufficient credits and/or improvement of the GPA to meet the required standards.

The learner, with the help of their academic advisor, can appeal the suspension and request to be re-admitted to the University. If the learner elects to appeal the suspension, the appeal and required documents, including an Academic Improvement Plan, must be forwarded to the Graduate Appeals Committee no later than two weeks prior to the start of the next term.

The Graduate Appeals Committee will meet periodically and review the appeals. The Committee will forward their decision on each appeal to the student and the academic advisor and place a copy in the learner’s file.

If the learner’s appeal is approved, the learner is placed on academic probation. The agreed upon Academic Improvement Plan is implemented and as long as the learner continues to make academic progress as outlined in the Plan, the learner will remain on probation. If the learner does not follow the Plan or does not continually progress according to the Plan, the learner may be suspended.

Appeal of a Suspension
Learners may appeal the suspension. If the learner’s appeal is approved, the learner is placed on academic probation. The agreed upon Academic Improvement Plan is implemented and as long as the learner continues to make academic progress as outlined in the Plan, the learner will remain on probation. If the learner does not follow the Plan or does not continually progress according to the Plan, the learner may be permanently suspended.

Documentation of circumstances is required. Learners must include the following as part of their appeal:

1) Write a personal statement. It is important to be concise. This is the opportunity to discuss the factors that adversely impacted the academic performance. It is also the place to write a specific action plan for returning to good standing. This should not merely be a statement of good intentions. Specific reasons/issues/circumstances that adversely impacted the academic performance include:
   - personal/family issues
   - time management, study skills, or test taking strategies
medical issues - requires documentation be presented to academic advisor
academic advisor
choice of major
difficulty with a particular subject
working too many hours
other issues as appropriate

2) The Academic Improvement Plan should include how the learner has resolved or plans to resolve any issues or circumstances that have negatively impacted the academic performance.

3) A statement from their academic advisor supporting the appeal, along with a copy of the Academic Improvement Plan that has been agreed upon by the student. The appeal and documents must be received no later than two weeks prior to the start of the next term/semester.

4) The learner meets with their academic advisor to review the letter and to develop an Academic Improvement Plan to include the following:

a) Prepare the Academic Improvement Plan. The learner and academic advisor complete an Academic Improvement Plan. The Plan should include:
   i) How the learner resolved or plans to resolve any issues or circumstances that have negatively impacted the academic performance. For example, if a learner made a poor choice when selecting an emphasis, what are the plans for changing to an appropriate emphasis? A learner should approach any and all factors in the same manner.
   ii) A schedule of courses including repeating courses with grades that will improve the GPA. The schedule will be over a period of terms, including the one in which the learner is currently enrolled.
   iii) Signature/email from the academic advisor and learner agreeing to the Academic Improvement Plan.

b) Statement from the academic advisor supporting the appeal. The academic advisor will forward the student letter of appeal, agreed upon Academic Improvement Plan and statement of support to the Graduate Appeals Committee.

The Graduate Appeals Committee will meet periodically during the semester to review appeals. The Committee will notify the learner and the academic advisor of their decision. If the learner’s appeal is approved, the learner is placed on probation and the Academic Improvement Plan is implemented. During the probation period the learner may be permanently suspended if the terms of the Academic Improvement Plan are not met.