Master of Education

2026 - 2027 Handbook

UPPER IOWA UNIVERSITY

EDUCATION BUILT FOR LIFE

Fayette, Iowa

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UPPER IOWA UNIVERSITY MISSION STATEMENT

Upper Iowa University provides quality educational opportunities accessible through varied delivery methods to inspire success and empower lives.

UPPER IOWA UNIVERSITY CORE VALUES

Integrity *Excellence* *Accessibility* *Respect* *Stewardship*

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 five of its emphases seeks to develop strong teacher leaders and address PK-12 practitioner needs in the areas of early childhood, English as a second language, special education, reading, and talented and gifted. PK-12 practitioners in the Master of Education program can earn license endorsements in Early Childhood (Birth – Grade 3: Inclusive Settings, PreK-K), ESL K-12 (English as a Second Language), Instructional Strategist I (K-8, 5-12), Instructional Strategist II (Behavior Disorders/Learning Disabilities K-12 and/or Intellectual Disabilities K-12, K-12 Instructional Strategist I and II: All), Reading (K-8, 5-12, Reading Specialist), and Talented and Gifted K – 12. 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.

UPPER IOWA UNIVERSITY MASTER OF EDUCATION PROGRAM STUDENT LEARNING OUTCOMES

Learners successfully completing the Master of Education core and an emphasis in Early Childhood, English as a Second Language, Reading, Special Education, Talented and Gifted, or Teacher Leadership will be exposed to the following Program Student Learning Outcomes throughout their courses:

1. Students will be able to read and evaluate educational research and apply through written projects.
2. Using knowledge of different backgrounds, ethnicities and cultures, students will explain how they would collaborate effectively with a variety of constituents.

3. Students will apply their knowledge to solve problems related to educational assessment, curriculum, and instruction.
4. Students will develop effective leadership decision making and analytical skills.

OVERVIEW OF ASSESSMENT PROCESSES— MASTER OF EDUCATION PROGRAM

An individual will earn the Master of Education degree with an emphasis in Early Childhood, English as a Second Language, Reading, Special Education, Talented and Gifted, or Teacher Leadership only after successfully completing all course requirements with embedded assessments aligned with program student learning outcomes. Progress throughout the program is monitored as follows:

POINT 1: ADMISSION TO THE MASTER OF EDUCATION PROGRAM

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 2.75 (A = 4.0) or above. More specific information on the application and admission process can be found under the General Information section below.

POINT 2: LEARNING OUTCOMES IN GRADUATE COURSES

To be awarded the Master of Education degree, candidates must earn a minimum of 36 credits in an approved program of study and maintain a minimum grade point average of 3.00 in their coursework. Students who do not maintain the minimum grade point average work with their advisor to create an Academic Improvement Plan as part of a Satisfactory Academic Progress (SAP) review process and a Satisfactory Academic Progress (SAP) appeal. Please see additional information in the Grade Appeal Section below.

An individual will earn the Master of Education degree with an emphasis in Early Childhood, English as a Second Language, Reading, Special Education, Talented and Gifted, or Teacher Leadership only after successfully completing all course requirements aligned with program student learning outcomes. In each course, specific assignments are aligned with one or more Student Learning Outcomes. Using information from the targeted assignments, instructors in each course assess graduate students via rubrics to monitor their proficiency of the student learning outcomes associated with each course. The assessment data from each course are collected, analyzed, and displayed in the annual Master of Education Assessment Report.

POINT 3: EDU 590 CAPSTONE COURSE

EDU 590 Capstone Seminar is the final course in the program. Each candidate writes an issue analysis research paper to examine in depth an issue or problem of significance in their emphasis area. Qualitative data regarding the overall program of study are collected as part of the EDU 590 Capstone Course through a series of open-ended questions presented in the

Learning Management System. The qualitative data is collected, analyzed, and reported in the annual Master of Education Assessment Report.

POINT 4: APPLY FOR GRADUATION AND ENDORSEMENTS (AS APPLICABLE)

A learner will have **five years** after initial enrollment in the first of either a foundational course or graduate level course as a degree seeking student to complete the Master of Education degree program under the requirements in effect at the time of enrollment. Approximately 16 weeks prior to the conferral date, candidates apply for graduation. If seeking an endorsement, candidates apply for the endorsement through the Board of Educational Examiners (BOEE). When courses are completed, the Registrar and the University Licensing Official review the candidate's file and recommend the candidate to the BOEE for endorsement.

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 at www.edu/apply)
2. Official transcripts of all undergraduate and graduate course work completed
3. Photocopies or electronic copies of all current teaching certificates/licenses if adding an endorsement

Electronic copies of materials may be sent directly to the Student Enrollment Center at iecoperations@uiu.edu.

Materials may be sent via postal mail to:

Upper Iowa University
Attn: SEC
P.O. Box 1857
605 Washington St.
Fayette, IA 52142

Transfer Guidelines

With the approval of the Master of Education Program Director, learners may transfer up to 12 credits for the degree or endorsement. Only courses in which the learner 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 learner's program. The substitution of any transfer course for a core or emphasis course will be based on an evaluation of the learner'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.

Transferring within UIU Graduate Programs

Candidates who have been admitted to a UIU graduate program but would like to switch to a different UIU graduate program will need to complete the Change of Major form located on myUIU. The completed form is sent by the candidate to uiuregistrar.edu and academic advisor. To be considered for admission into the new program, the applying candidate must meet the new program's admission and foundational requirements. Transferring candidates must meet all foundational requirements before taking graduate courses in the new program. Non-matriculated candidates must meet all foundational requirements before taking more than six graduate credits.

Course Equivalencies for Undergraduate and Graduate Courses

For endorsement seekers, either undergraduate or graduate level courses satisfy requirements according to the Iowa Board of Educational Examiners. If seeking a graduate degree, students may not retake a course equivalent in content from their undergraduate degree for graduate credit towards the degree. Equivalent courses can transfer and be counted to satisfy degree requirements; however, additional graduate credits can be met through graduate elective courses.

Classification of Graduate Learners

Registration Status

1. Full-time: A student registered in a graduate division for six or more credits each semester (semester is considered 2 sessions)
2. Half-time: A student registered for three to five credits per semester.
3. Less than full-time: A student registered for less than three credits per semester.
4. Non-Matriculated: A student attending classes for the purpose of obtaining credit, but not a candidate for degree.

Official Status

1. Regular (degree-seeking): A student whose record and current standing indicate systematic pursuit of study toward a degree.
2. Transient (non-degree seeking): A student attending classes for the purpose of obtaining credit, but not a candidate for degree. This includes endorsement-seeking students.

Course Loads

Learners enrolled in the UIU graduate program are considered full-time with the completion of three semester graduate credits during each of the five 8-week sessions and the one 6-week accelerated summer session. Enrollment in six semester graduate credits during an 8-week or 6-week session is allowed with advisor approval, as long as the learner is successfully completing the course requirements.

Textbooks

Textbooks may be purchased online at the Upper Iowa University Virtual Bookstore at https://bncvirtual.com/uiu. Please contact our store with any questions by calling (800) 325-3252 or email: https://bncvirtual.com/vb_contact.php?FVCUSNO=37951.

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 Virtual Bookstore website. Failure to do so will result in inaccurate course materials. A course syllabus also typically provides the text title and ISBN number.

Textbooks can be charged to the student account by getting a Book Charge ID from the Business Office.

Writing Style Guide

All graduate courses require the use of the current *Publication Manual of the American Psychological Association* (APA Manual 7th edition), which may be purchased at the Virtual Bookstore. For assistance in writing using APA guidelines, contact the Writing Center at 563-425-5854 or by e-mail writingcenter@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 "Experience," 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 UIU e-mail account on a regular basis. All official university communication is sent to UIU e-mail accounts.**

Degree Plan & Degree Requirements

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 degree plan/advising worksheet developed for the individual learners within the categories. The degree plan is developed by the learner and his/her graduate advisor in a manner consistent with the expectations of the graduate program**.** The degree plan is intended to assist in maintaining the academic quality in the various areas of emphasis offered in the graduate program. All graduate learners are

registered for ORNT 500 Master of Education Orientation zero-credit hour course in their first session at Upper Iowa University. This course introduces students to university policies, academic writing, and overall expectations of the program.

Tuition and Fees

$370.00 per graduate credit
$70.00 nonrefundable graduation fee
$10.00 nonrefundable transcript fee (go to www.getmytranscript.org)
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.

Refund Percentage

Withdrawal before the first class meeting	100%	(No charge)
Withdrawal during week one	75%	(25% charged)
Withdrawal during week two	50%	(50% charged)
Withdrawal after week two	0%	

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 *https://studentaid.gov/understand-aid/types/grants/teach* 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.

Transcripts

For transcripts a learner must submit a written request by mail, fax or scanned as an email (transcripts@uiu.edu) 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 https://uiu.edu/admissions/registrars-office/.
There is a $10.00 charge for each official 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.

ONLINE PROGRAM GUIDELINES

Course Attendance and Participation

Course attendance for the Online Program is defined as: A student who posts at least one or more times to any area of the online classroom EACH week. The Online Program course week begins on Monday and ends the following Sunday. Courses end the Thursday of week 8 in an 8-week session and Thursday of week 6 in a 6-week session.

You are expected to actively participate and contribute to the learning experience in your course each academic week. Participation means providing substantive comments, questions and contributions that advance the learning process for you and other learners in the course.

Attainment of the minimum expected participation is representative of an average learner. Participation in excess of the minimum is expected of superior learners. For grading purposes, the faculty member will determine the number and quality of postings for participation. If you actively participate in the course, you should not have an attendance issue.

If you do not meet the minimum attendance requirement (post in any area of the online classroom) for 14 consecutive days, you will receive an AW for the course which may affect your financial aid funds for payment of the course. Financial aid and tuition adjustments will be calculated based on the day you last posted to the online classroom. Merely logging into the online classroom website is not considered a posting for attendance or participation purposes.

Learning Management System

The UIU Online Program utilizes Desire2Learn Brightspace learning management system (LMS). UIU has branded the LMS with the name uiuLearn. All students who enroll in online classes are expected to complete the student orientation tutorial and have appropriate knowledge to use the system effectively. The system is supported by a 24/7 helpdesk available at helpdesk@d2l.com or 877-325-7778. Failure to post correctly and submit assignments/exams as required does not provide the basis for appeals of tuition and/or resubmission.

Withdrawal (W)

8-Week Course: To withdraw from an active course, notify your academic advisor prior to the last day to drop a class, which is the last day of the fifth week of the session. A grade of **W** will be recorded on the transcript. Informing the course instructor is not sufficient notice for a drop or withdrawal.

6-Week Course: To withdraw from an active course, notify your academic advisor prior to the last day to drop a class, which is the last day of the fourth week of the session. A grade of **W** will be recorded on the transcript. Informing the course instructor is not sufficient notice for a drop or withdrawal.

Administrative Withdrawal (AW)

Online: During weeks one through six of an **eight-week session**, students who have not yet posted (attended by discussion post, reply to a post, quiz completion, or assignment submission) for 14 consecutive days will be administratively withdrawn from the course. A grade of **AW** will be recorded in the student's permanent record. Students who post in week 5 or after will not be administratively withdrawn.
Online: During weeks one through five of a **six-week session**, students who have not yet posted (attended by discussion post, reply to a post, quiz completion, or assignment submission) for 14 consecutive days will be administratively withdrawn from the course. A grade of **AW** will be recorded in the student's permanent record. Students who post in week 4 or after will not be administratively withdrawn.

AREAS OF EMPHASIS

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

- Early Childhood – endorsements included
- ESL (English as a Second Language) – endorsements included
- Instructional Strategist – endorsements included
- Reading – endorsements included
- Talented and Gifted – endorsements included
- Teacher Leadership
- Early Childhood – non-licensure
- ESL K-12 (English as a Second Language) – non-licensure
- Talented and Gifted – non-licensure
- Instructional Strategist – non-licensure
- Reading – non-licensure

Candidates who pursue the Master of Education Instructional Strategist, Early Childhood, ESL, Reading, and/or Talented and Gifted sequence of courses typically seek an Iowa 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.

Candidates seeking non-licensure emphasis areas will not be eligible for Iowa endorsements unless completing required courses.

Master of Education Early Childhood 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:

Birth-Grade 3: Inclusive Settings

- EDU 512 Educational Research **(core requirement)**
- EDU 531 Teaching and Working in a Multicultural Setting **(core requirement)**
- EDU 590-01 Capstone Seminar **(core requirement)**
- ECE 501 Field Experience: Infant/Toddler
- ECE 502 Field Experience: Prekindergarten
- ECE 523 Health, Safety, and Nutrition in Early Childhood
- ECE 551 Introduction to Early Childhood
- ECE 552 Observation and Assessment in Early Childhood
- ECE 556 Administration & Supervision in Early Childhood
- ECE 557 Methods and Curriculum in Early Childhood
- EDU 507 Diagnostic Assessment Practices in Reading & Language Arts
- 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
- Documentation of current Infant/Child First Aid and CPR certification
- SPED 581 Special Education Practicum
- ECE 537 or ECE 598 Clinical Teaching Experience: Kindergarten through Grade 3

Prekindergarten/Kindergarten

- EDU 512 Educational Research **(core requirement)**
- EDU 531 Teaching and Working in a Multicultural Setting **(core requirement)**
- EDU 590-01 Capstone Seminar **(core requirement)**
- ECE 502 Field Experience: Prekindergarten
- ECE 523 Health, Safety, and Nutrition in Early Childhood
- ECE 551 Introduction to Early Childhood
- ECE 552 Observation and Assessment in Early Childhood
- ECE 556 Administration & Supervision in Early Childhood
- ECE 557 Methods and Curriculum in Early Childhood
- SPED 559 Home, School, Community Relations

Master of Education Early Childhood Non-Licensure Emphasis

To be awarded the Master of Education, Early Childhood non-licensure emphasis, the candidate must earn a minimum of 36 approved graduate credit hours that include the following courses:

- EDU 512 Educational Research **(core requirement)**
- EDU 531 Teaching and Working in a Multicultural Setting **(core requirement)**
- EDU 590-01 Capstone Seminar **(core requirement)**
- ECE 523 Health, Safety, and Nutrition in Early Childhood
- ECE 551 Introduction to Early Childhood
- ECE 552 Observation and Assessment in Early Childhood

- ECE 556 Administration & Supervision in Early Childhood
- ECE 557 Methods and Curriculum in Early Childhood
    - In addition to the required courses listed above, 12 graduate elective hours are required.

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 512 Educational Research **(core requirement)**
- EDU 531 Teaching and Working in a Multicultural Setting **(core requirement)**
- EDU 590-02 Capstone Seminar **(core requirement)**
- EDU 543 Concepts of English
- EDU 544 Curriculum and Methods of ESL
- EDU 545 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 (1 credit)
    - 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) Non-licensure Emphasis

To be awarded the Master of Education, ESL K-12 non-licensure emphasis, the candidate must earn a minimum of 36 approved graduate credit hours that include the following courses:

- EDU 512 Educational Research **(core requirement)**
- EDU 531 Teaching and Working in a Multicultural Setting **(core requirement)**
- EDU 590-02 Capstone Seminar **(core requirement)**
- EDU 543 Concepts of English
- EDU 544 Curriculum and Methods of ESL
- EDU 545 Language Acquisition
- EDU 547 Problems in English Grammar
- EDU 548 Cultural & Linguistic Diversity
    - To complete credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework. In addition to the required courses listed above, 12 graduate elective hours are required.

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 512 Educational Research **(core requirement)**
- EDU 531 Teaching and Working in a Multicultural Setting **(core requirement)**

- EDU 590-04 Capstone Seminar **(core requirement)**
- EDU 507 Diagnostic Assessment Practices in Reading & 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
- SPED 578 Methods/Curriculum: Mild/Moderate Disabilities PreK-8
- SPED 581 Special Education Practicum
    - 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 512 Educational Research **(core requirement)**
- EDU 531 Teaching and Working in a Multicultural Setting **(core requirement)**
- EDU 590-04 Capstone Seminar **(core requirement)**
- EDU 507 Diagnostic Assessment Practices in Reading & 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
- SPED 575 Methods/Curriculum: Mild/Moderate Disabilities 5-12
- SPED 577 Career and Vocational Programming
- SPED 581 Special Education Practicum
    - 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 512 Educational Research **(core requirement)**
- EDU 531 Teaching and Working in a Multicultural Setting **(core requirement)**
- EDU 590-04 Capstone Seminar **(core requirement)**
- EDU 507 Diagnostic Assessment Practices in Reading & 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
- SPED 569 Methods/Curriculum: Learning Disabilities K-12
- SPED 577 Career and Vocational Programming
- SPED 581 Special Education Practicum
    - To complete credit hour requirements for the Master of Education degree, learners will be advised on an individual basis about appropriate coursework.

Instructional Strategist II: Intellectual Disabilities K-12

- EDU 512 Educational Research **(core requirement)**
- EDU 531 Teaching and Working in a Multicultural Setting **(core requirement)**
- EDU 590-04 Capstone Seminar **(core requirement)**
- EDU 507 Diagnostic Assessment Practices in Reading & Language Arts
- SPED 559 Home, School & Community Relations
- SPED 562 Individual Behavior and Classroom Management Prek-12
- SPED 567 Characteristics of Individuals with Disabilities
- SPED 573 Methods/Curriculum: Intellectual Disabilities
- SPED 577 Career and Vocational Programming
- Documentation of current First Aid and CPR certification
- SPED 581 Special Education Practicum
    - To complete credit hour requirements for the Master of Education degree, learners will be advised on an individual basis about appropriate coursework.

K-12 Instructional Strategist I and II: All

- EDU 512 Educational Research **(core requirement)**
- EDU 531 Teaching and Working in a Multicultural Setting **(core requirement)**
- EDU 590-04 Capstone Seminar **(core requirement)**
- EDU 507 Diagnostic Assessment Practices in Reading & 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
- SPED 569 Methods/Curriculum: Learning Disabilities K-12
- SPED 573 Methods/Curriculum: Intellectual Disabilities
- SPED 575 Methods/Curriculum: Mild/Moderate Disabilities 5-12
- SPED 577 Career and Vocational Programming
- SPED 578 Methods/Curriculum: Mild/Moderate Disabilities PreK-8
- SPED 581 Special Education Practicum
    - To complete credit hour requirements for the Master of Education degree, learners will be advised on an individual basis about appropriate coursework.

Master of Education, Instructional Strategist Non-licensure Emphasis

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

- EDU 512 Educational Research **(core requirement)**
- EDU 531 Teaching and Working in a Multicultural Setting **(core requirement)**
- EDU 590-04 Capstone Seminar **(core requirement)**
- EDU 507 Diagnostic Assessment Practices in Reading & Language Arts
- SPED 559 Home, School, and Community Relations
- SPED 565 Methods/Curriculum: Behavior Disorders PreK-12
- SPED 567 Characteristics of Individuals with Disabilities
- SPED 569 Methods/Curriculum: Learning Disabilities K-12

- To complete credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework. In addition to the required courses listed above, 12 graduate elective hours are required.

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 512 Educational Research **(core requirement)**
- EDU 531 Teaching and Working in a Multicultural Setting **(core requirement)**
- EDU 590-05 Capstone Seminar **(core requirement)**
- 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 Assessment Practices in Reading & Language Arts
- EDU 509 Practicum: Elementary Reading and Language Arts
- EDU 525 Content Area Literacy
- EDU 545 Language Acquisition
- EDU 585 Advanced Instructional Issues & Methods in Reading & Language Arts
- SPED 304 Exceptional Persons (not available for graduate credit)
    - 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 512 Educational Research **(core requirement)**
- EDU 531 Teaching and Working in a Multicultural Setting **(core requirement)**
- EDU 590-05 Capstone Seminar **(core requirement)**
- 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 Assessment Practices in Reading & Language Arts
- EDU 510 Practicum: Secondary Reading and Language Arts
- EDU 525 Content Area Literacy
- EDU 545 Language Acquisition
- EDU 585 Advanced Instructional Issues & Methods in Reading & Language Arts
- SPED 304 Exceptional Persons (not available for graduate credit)

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
    - 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 512 Educational Research **(core requirement)**
- EDU 531 Teaching and Working in a Multicultural Setting **(core requirement)**
- EDU 590-05 Capstone Seminar **(core requirement)**
- EDU 507 Diagnostic Assessment Practices in Reading & Language Arts
- EDU 522 Assessment for Learning
- EDU 525 Content Area Literacy
- EDU 534 Instructional Coaching
- EDU 545 Language Acquisition
- EDU 580 Best Practice in Literacy Intervention
- EDU 581 Administration of Literacy Programs
- EDU 585 Advanced Instructional Issues & Methods in Reading & Language Arts
- EDU 589 Reading Specialist/Literacy/Coaching Internship
    - 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 Non-licensure Emphasis

To be awarded the Master of Education, Reading Non-licensure emphasis, the candidate must earn a minimum of 36 approved credit hours as follows:

- EDU 512 Educational Research **(core requirement)**
- EDU 531 Teaching and Working in a Multicultural Setting **(core requirement)**
- EDU 590-05 Capstone Seminar **(core requirement)**
- EDU 507 Diagnostic Assessment Practices in Reading & Language Arts
- EDU 525 Content Area Literacy
- EDU 545 Language Acquisition
- EDU 580 Best Practices in Literacy Intervention
- EDU 585 Advanced Instructional Issues & Methods in Reading & Language Arts
    - In addition to the required courses listed above, 12 graduate elective hours are required.

Master of Education, Talented and Gifted Emphasis

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

- EDU 512 Educational Research **(core requirement)**
- EDU 531 Teaching and Working in a Multicultural Setting **(core requirement)**
- EDU 590-07 Capstone Seminar **(core requirement)**
- EDU 516 Best Practices: Research-based Teaching Strategies
- EDU 519 Teaching with Technology
- EDU 524 Issues in Educational Psychology & Learning
- EDU 539 Introduction to Gifted Education
- EDU 540 Methods & Curriculum: Gifted Education PK - 12
- EDU 541 Administration and Supervision of Gifted Programs
- EDU 542 Practicum: Gifted Programs

- Graduate Electives (6 credits)

Master of Education, Talented and Gifted Non-licensure Emphasis

To be awarded the Master of Education, Talented and Gifted Non-licensure emphasis, the candidate must earn a minimum of 36 approved credit hours as follows:

- EDU 512 Educational Research **(core requirement)**
- EDU 531 Teaching and Working in a Multicultural Setting **(core requirement)**
- EDU 590-07 Capstone Seminar **(core requirement)**
- EDU 516 Best Practices: Research-based Teaching Strategies
- EDU 539 Introduction to Gifted Education
- EDU 540 Methods & Curriculum: Gifted Education PK - 12
- EDU 541 Administration and Supervision of Gifted Programs
- EDU 542 Practicum: Gifted Programs
- Graduate Electives (12 credits)

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 512 Educational Research **(core requirement)**
- EDU 531 Teaching and Working in a Multicultural Setting **(core requirement)**
- EDU 590-06 Capstone Seminar **(core requirement)**
- EDU 516 Best Practices: Research-Based Teaching Strategies
- EDU 519 Teaching with Technology
- 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 536 Classroom Curriculum Design
- EDU 538 Educational Policy Seminar

ENDORSEMENT ONLY PROGRAM

Special Education Consultant Endorsement

The Special Education Consultant endorsement offers educators an opportunity to become authorized to assist special education programs serving pupils from birth through age 21. The endorsement provides an opportunity for educators holding a master's degree to earn an additional endorsement and serve school districts and Area Education Agencies as a consultant. The coursework for the 9-credit hour endorsement can be completed online.

To qualify for the endorsement, an applicant must hold either a master's degree in special education OR a master's degree in another area of education plus an endorsement in at least one special education instructional area. An applicant must have at least four years of successful teaching experience, two of which must be in special education. Additionally, the applicant must complete the required courses as outlined below:

- EDU 522 Assessment for Learning
- EDU 536 Classroom Curriculum Design
- SPED 588 Special Education Leadership and Consultation

CERTIFICATE PROGRAMS

Two 15-credit certificate programs are offered at Upper Iowa University: Literacy Coach and Teacher Leadership. 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 534 Instructional Coaching
- EDU 580 Best Practice in Literacy Intervention
- EDU 581 Administration of Literacy 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 531 Teaching & Working in a Multicultural Setting
- EDU 536 Classroom Curriculum Design

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.

OTHER RESOURCES (Professional Development)

One-credit, online, and self-paced graduate-level professional development courses. Additional courses will be added this year as part of uiuElevate.

EDGD 503-2 Classroom Management
EDGD 503-3 Better Conversations
EDGD 503-4 Mindset
EDGD 503-5 Collaborative Leadership
EDGD 501-7 Differentiated Classroom

Happy Teacher Professional Development

Happy Teacher Professional Development is a private company that partners with Upper Iowa University to offer professional development courses for teacher license renewal or salary advancement with optional graduate level credit. Courses are self-paced over the span of a month, and each 3-credit course carries the equivalent of 45 hours of content and coursework. The courses are research-based, current, relevant, and relate to a variety of topics within the field of education. The partnership also offers incentives for teachers wishing to begin with the Happy Teacher courses and continue in the Master of Education program at Upper Iowa University. Up to 12 graduate credit hours can be applied as elective credit toward a Master of Education degree.

Iowa State Education Association Academy

Upper Iowa University partners with the ISEA Academy to offer graduate credit for a variety of course options. Teachers complete coursework as part of the ISEA Academy and the transcript credit appears on a UIU transcript. Up to 12 graduate credit hours can be applied as elective credit toward a Master of Education degree.

Teach Daily Courses

Upper Iowa University is proud to offer the only academic online, graduate level classes co-authored and endorsed by Teach Daily. The courses are as follows:

- EDU 504 – Prepared Classroom: Evidence-Based Community Building
- EDU 506 – Prepared Classroom: Evidence-Based Learning
- EDU 508 – Prepared Classroom: Evidence-Based Teaching

COURSE DESCRIPTIONS

- ECE 501 Field Experience: Infant/Toddler (1 credit) This field experience requires a minimum of 20 clock hours at the infant/ toddler level. The focus is observation and discussion of environments, interactions, and activities appropriate for infants/toddlers. There is an emphasis on Iowa's Early Learning Standards.

- ECE 502 Field Experience: PreKindergarten (2 credits) This field experience requires a minimum of 40 clock hours at the prekindergarten level. The focus is observation and discussion of the role of a prekindergarten teacher including the design and delivery of lessons. There is an emphasis on Iowa's Early Learning Standards and Creative Curriculum.

- ECE 523 Heath, Safety and Nutrition in Early Childhood (3 credits) This course addresses how health, safety, and nutrition affect the growth and development of children birth through age 8. The focus is on preventive health and working with families to promote wellness in young children. Topics include chronic diseases and medical conditions, medical emergencies, abused and neglected children, nutrients and nutrition guidelines, health and safety education, and planning for safety in indoor and outdoor environments.

- ECE 551 Introduction to Early Childhood (3 credits) This course provides a historical and philosophical foundation of early childhood education. Topics include issues and trends in the field of early childhood, theoretical perspectives related to child development, the importance of play, developmentally appropriate practice, and careers and professionalism for early childhood educators.

- ECE 552 Observation and Assessment in Early Childhood (3 credits) This course explores the purpose of formal and informal assessment including different types of assessments used with infant through school age children. Topics include issues and trends in early childhood assessment, how to use assessment results, types of documentation and observation, rating scales and rubrics, portfolios, and communicating with parents. Prerequisites: ECE 451 or ECE 551

- ECE 556 Administration and Supervision of Early Childhood (3 credits) This course provides guidance on the administration, organization, and operation of high quality early childhood programs for children birth to age eight. Topics include roles and responsibilities associated with the director role, state and federal guidelines, staff selection, supervision, and evaluation, planning developmentally appropriate curriculum, financial and facility management, policy development, partnerships with families, and advocacy for young children. Prerequisites: ECE 451 or ECE 551

- ECE 557 Methods and Curriculum of Early Childhood (3 credits) This course addresses the development of environments and curriculum for young children birth to preschool. Topics include developmentally appropriate practice, indoor and outdoor environments, the importance of play, anti-bias considerations, and exploration of curriculum models. A focus is planning curricula that incorporates dramatic play, art,

music, fine and gross motor activities, sensory activities, science, social studies, math, literacy, and construction. Prerequisites: ECE 451 or ECE 551

- ECE 536 Clinical Teaching Experience Prekindergarten-Kindergarten (4 credits) Clinical 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.

- ECE 537 Clinical Teaching Experience Kindergarten-Grade Three (4 credits) Clinical 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.

- ECE 538 Clinical Teaching Experience Birth-Prekindergarten (4 credits) Clinical 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.

- ECE 588 Clinical Teaching Experience Birth-Prekindergarten (8 credits) Clinical 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.

- ECE 596 Clinical Teaching Experience Prekindergarten-Kindergarten (8 credits) Clinical 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.

- ECE 598 Clinical Teaching Experience Kindergarten-Grade Three (8 credits) Clinical 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.

- EDU 504 Prepared Classroom: Evidence-Based Community Building (3 credits) Teachers must meet the needs of the students in their class, regardless of setting, materials, or differing needs. This requires knowledge and understanding of evidence-based teaching practices that have the biggest impact on student learning. Educators in this course learn and apply evidence-based teaching practices that are proven to have the biggest impact on building community in the school and classroom. Components examined include student-teacher relationships, student-student relationship building, environmental structuring, concept mapping, deliberative practice, feedback/ reinforcement, teacher clarity, teacher credibility, learner diversity, brain compatible instruction, classroom climate, strong class cohesion, physical/visual/and emotional space, and enjoyment/ happiness in the learning environment. This course provides practitioners with the knowledge and skills to create a classroom culture and climate that optimizes their conditions for student learning.

This course is created and approved by Gail Boushey and Allison Behne, authors of *The CAFE Book*, Expanded Second Edition.

- EDU 506 Prepared Classroom: Evidence-Based Learning (3 credits)
  Teachers must meet the needs of the students in their class, regardless of setting, materials, or differing needs. This requires knowledge and understanding of evidence-based practices that have the biggest impact on student learning. Educators in this course learn high effect strategies that lead to a class of self-regulated learners that are productive in both independent and collaborative work. Components examined include evidence-based learning practices, lesson length, communicating and teaching daily routines and expectations, creating independent and collaborative work routines and creating self-regulated learners. This course provides practitioners with the knowledge and skills to create self-regulated learners who are engaged in learning because they know what is expected of them and therefore have the cognitive capacity and energy to learn new content. This course is created and approved by Gail Boushey and Allison Behne, authors of *The CAFE Book*, Expanded Second Edition.

- EDU 508 Prepared Classroom: Evidence-Based Teaching (3 credits)
  Teachers must meet the needs of the students in their class, regardless of setting, materials, or differing needs. This requires knowledge and understanding of evidence-based teaching practices that have the biggest impact on student learning. Educators in this course learn and apply evidence-based teaching practices that are proven to have the biggest impact on student learning. Components examined include concept mapping, deliberative practice, direct instruction, feedback/ reinforcement, transfer of learning, clear goal intentions, teacher clarity, differentiation, data-driven decision making, learner diversity, brain compatible instruction, and organizing student information. This course provides practitioners with the knowledge and skills to teach engaging lessons to meet student needs and required standards in any setting. This course is created and approved by Gail Boushey and Allison Behne, authors of *The CAFE Book*, Expanded Second Edition.

- EDU 507 Diagnostic Assessment Practices in 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 reading and writing instructional strategies (including content area reading strategies) linked to assessment, and writing summative reports for stakeholders. A 15 hour tutoring experience is required.

- EDU 509 Practicum: Elementary Reading (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 elementary/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. 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 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. Sixty clock hours of practicum required. Prerequisite: EDU 507. Prerequisite or Co-requisite: EDU 585

- EDU 512 Educational Research Methods (3 credits) This course primarily introduces Master of Education candidates in learning how to read and evaluate educational research. Candidates translate administrative questions into problem statements and research questions in preparation for conducting and writing a literature review. This course includes the study of various research designs including ethnographic, action, evaluation, descriptive, historical, correlational, experimental, quasi-experimental, and causal-comparative.

- 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. Candidates examine instructional strategies designed specifically to improve student feedback, enhance delivery of content, and meet the contextual needs of students. A final research paper examines actual research results supporting instructional strategies of interest.

- 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 candidates in the application of current research and theory into the instructional design process. Candidates complete an action research project in their specialized areas. Candidates should be able to use basic computer software (word processing, spreadsheets, database management) upon entrance to the program.

- EDU 520 Middle School Curriculum, Design, and Strategies (3 credits) This course examines middle school methodology in addition to the elementary or secondary school major. Curriculum design and instructional knowledge will be presented including: teaming, pedagogy and instructional methodology for a middle school. Preservice educators design a unit with associated lesson plans and teach a lesson from the unit. Prerequisite: Licensed teacher.

- EDU 521 Middle School Students' Growth, Development, and Management (3 credits) This course examines knowledge of growth and development of the middle school age student to include emotional, physical and mental characteristics and needs. There is a focus on management of middle school students in relation to the variety of instructional strategies learned from either elementary or secondary methods courses

to modify for use with middle school age students. Specific middle school scenarios and management situations are discussed in relation to unique middle school management techniques**.** For preservice educators or in-service teachers not currently teaching in a middle school setting, a requirement is 30 hours of observing and/or assisting in a middle school setting. Prerequisite: Licensed teacher

- EDU 522 Assessment for Learning (3 credits) This course provides the theoretical foundation 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 complete the course. The course includes comprehensive treatment of traditional and alternative assessments designed to provide practical use for classroom teachers.

- 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 through high school students; evaluate readability of textbooks and students' ability to read texts through informal teacher made assessments (formative assessments); integrate technology in content area reading; and develop strategies to assist students in reading their content area textbooks. Additional topics include knowledge of the different types of writing and speaking, knowledge of narrative, expressive, persuasive, informational, and descriptive writing and speaking; writing as communication; and differentiated instructional strategies for reading and writing in the content areas.

- EDU 526 Selective Methods (3 credits) This course focuses on the various instructional methods identified through research to be the most effective at enhancing student achievement. Candidates investigate the targeted strategies addressed in the Selective Methods course. The intention is to provide candidates experience with the strategies to use them effectively in the classroom.

- EDU 531 Teaching and Working in a Multicultural Setting (3 credits) This course assists students in developing their own understandings of historical and contemporary issues related to diversity, equity and inclusion (inclusivity). It examines how we research and think about race, class, gender, ethnicity, nationality, religion, age, ability and sexuality. Candidates explore how the issues of personal and institutional racism and classism impact student achievement, in particular the achievement gap in American K-12 schools as well as within higher education.

Broader theoretical constructs related to culture and identity are drawn upon to inform our understanding and analysis of students within the preschool to college context.

- EDU 532 Professional Learning Communities (3 credits) This course affords candidates 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 PLCs and increase their impact on student achievement. There is an exploration of the process of creating common formative and common summative assessments and use of 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. Candidates learn to become reflective about their own teaching effectiveness and apply that knowledge to instructional coaching practices. Candidates learn to critique instructional delivery according to research-based models, especially Marzano's Art and Science of Teaching Model. Candidates observe and conference with peers toward the goal of improved instruction. This course is one of the requirements for the UIU Master of Education Teacher Leadership Emphasis.

- EDU 536 Classroom Curriculum Design (3 credits) This course focuses on backwards design. Using the Understanding by Design model developed by Wiggins and McTighe, candidates design rigorous and engaging curriculum connected to state or national standards. There is an emphasis on the alignment of goals, objectives, activities and the assessment of learning. Candidates design actual units of instruction, integrating their knowledge of design, curriculum, methods, and assessment.

- 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, candidates examine various issues that are likely to have an impact on classroom teaching and learning. Each week candidates defend a personal stance based on the readings and additional supportive research. Educational policy areas include governance, curriculum, accountability, personnel development, and school finance.

- EDU 539 Introduction to Gifted Education (3 credits) This course discusses the characteristics, social and emotional needs, and special populations of gifted children. Topics include identification, assessment, counseling, parenting, and program interventions for gifted children.

- EDU 540 Methods and Curriculum: Gifted Education PreK-12 (3 credits) This course provides knowledge and application of characteristics, methods, and curriculum for

teaching gifted students. This course addresses methods for teaching differentiated strategies, collaborated strategies, and critical thinking strategies throughout the PreK – 12 curriculum. Prerequisites: EDU 539 and licensed teacher

- EDU 541 Administration and Supervision of Gifted Programs (3 credits) This course explains the process in identifying gifted students and how to respond with appropriate programming. Designing, conducting, and reporting program evaluation and assessment are also explained. Prerequisites: EDU 539 and licensed teacher

- EDU 542 Practicum: Gifted Education (3 credits) This course develops the understanding and application of curriculum, methods, assessment and program evaluation for gifted programs. This course requires a 60-hour practicum under the guidance of the licensed gifted teacher to assist in both individualized and group gifted programming. Prerequisites: EDU 539, and licensed teacher; may be taken as a co-requisite with EDU 540

- 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. There is an emphasis on grammar and composition. Prerequisites: Three (3) credit hours of foreign language at the college level highly recommended

- EDU 544 Curriculum and Methods of ESL (3 credits) This course addresses the differential learning and transitional needs of culturally and linguistically diverse students. Goals of this course include understanding changes in the American classroom and significant factors in those changes, students and their families who are culturally and linguistically diverse. An additional topic is effective programming models. In the context of these understandings, appropriate content-based instructional practices, accommodations to facilitate students' access to the curriculum, and assessment of student learning are the main focus of this course. Prerequisite: EDU 543

- EDU 545 Language Acquisition (3 credits) This course promotes oral language, reading, and writing development in English for K-12 English Language Learners. It addresses language acquisition theory, classroom organization, strategies, and assessment procedures for effective English learner instruction.

- EDU 546 Practicum in ESL (3 credits) This course provides an understanding and application of curriculum and methods in ESL. This course requires acceptance of 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. A requirement is 60 hours of practicum in a classroom with ELLs present. Prerequisite: EDU 544.

- EDU 547 Problems in English Grammar (3 credits) This course investigates the

grammatical system of English. There is an emphasis on tools and processes used to identify, assess, and teach grammatical patterns in written and spoken English for English Language Learners (ELLs). Prerequisite: EDU 543

- EDU 548 Cultural and Linguistic Diversity (3 credits) This course addresses the link between cultural and linguistic diversity and how teachers must be prepared to effectively teach students whose backgrounds are different from their own. Topics include language, text, and context; teacher ideologies and motivation for change; issues of diversity and literacy learning; out-of-classroom influences on literacy learning; and sociolinguistics.

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

- EDU 550-1 Special Topics (1-3 credits) This course will address specific instructional approaches that are timely and relevant to current K-12 classrooms. The topics will vary based on the identified needs of K-12 teachers and the expertise available to address these needs.

- EDU 561 Environmental Issues Instruction (2 credits) This course is designed as professional development in environmental education for preservice and in-service educators in all subject areas. The Environmental Issues Instruction (eii) teaching model is presented in a hands-on, inquiry-based approach. Application of the model in the classroom is required to complete the course. Emphasis is placed on using research-based instructional strategies in the teaching of this environmental issues unit. This course may be repeated with different topics.

- EDU 580 Best Practices in Literacy Intervention (3 credits) Best Practices in Literacy Intervention is a course that explores best practices in interventions and reading strategies. The course will utilize the Teaching Reading Sourcebook, which will provide an extensive list of reading strategies targeted by skill area. Along with the Reading Sourcebook students in the course will examine the book Simplifying Response to Intervention to reflect on best practices when it comes to both school and district work regarding the three tiers of instruction and intervention work. This course is designed to prepare students for work in both a Reading Specialist and Leadership position.

- EDU 581 Administration of Literacy Programs (3 credits) This course examines the development, implementation and evaluation of reading programs for PreK through 12 learners. This course will provide a wide system overview of reading programs in schools focusing on the administrative responsibilities needed to oversee such programs. This course will examine carefully at how legislation impacts instruction in schools. Within the course, learners will work to promote parent and community involvement as an important partnership in literacy work.

- EDU 585 Advanced Instructional Issues & Methods in Reading & Language Arts (3 credits) This course is a continuation of the study of elementary and secondary reading and language arts instruction. It identifies current instructional issues and offers methods to support children and youth with a wide range of learning needs within a comprehensive literacy program. Preservice and in-service educators use accumulated knowledge from prior reading and language arts coursework as a basis to launch additional exploration of challenges with instruction for phonemic awareness, word identification/phonics, vocabulary, fluency, comprehension, and writing. In this context, candidates critically consider and apply current research to support success for children and youth struggling with components of reading and language arts, including students participating in reading intervention, students with disabilities, and students learning English. A requirement of this course is a 15-hour practicum. Prerequisite: EDU 507. May be taken concurrently with EDU 509 or EDU 510

- EDU 589 Reading Specialist/Literacy Coaching Internship (3 credits) The reading specialist/ literacy coach internship prepares in grades K-12 toward the goal of improving reading instruction. Throughout this internship candidates will utilize diagnostic reading assessments to provide research-based targeted instruction. Participants will study leadership qualities and reflect and demonstrate the skills needed to serve as a teacher leader in the area of literacy. The internship can be completed within one's own school district. The internship requires a minimum of 60 hours with a detailed log of literacy work and collaboration. Prerequisite or Co-requisite: EDU 580 and EDU 581.

- EDU 590 Capstone Seminar (3 credits) This seminar serves to integrate the student's coursework in education by examining in depth an issue or problem of significance and special interest to the student. Research, writing, and presentation skills are employed in this course. Each student 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 M.Ed. 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 research paper is required. *Prerequisite:* completion of all core courses (may take one area of emphasis course concurrently).
  EDU 590-01 Early Childhood
  EDU 590-02 English as a Second Language
  EDU 590-04 Instructional Strategist
  EDU 590-05 Reading
  EDU 590-06 Teacher Leadership
  EDU 590-07 Talented and Gifted

- EDU 599-1 Special Project (1- 3 credits)

- SPED 534 Clinical Teaching Experience Prekindergarten through Grade 3 including Special Education (4 credits) Clinical 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.

- SPED 550 Special Topics in Instructional Strategist (1-3 credits) Special Topics courses cover special topics not covered by current courses taught in the department. The department determines the topic according to current need and interest. This course requires department chair approval.

- SPED 559 Home, School, and Community Relations (3 credits) This course develops the skills of listening, supporting, guiding, and assisting behaviors used in developing strong relationships with parents and community members in addition to an examination of the impact of cultural diversity, factors which place families at-risk, advocacy, and public policy. This course explores community resources and promotes the effective use of parent-teacher conferences, home visits, and interviews.

- 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. There is a focus on creating positive learning environments and structuring individual and group learning activities to enhance instruction, increase positive social interactions, and prevent problem behaviors.

- SPED 565 Methods/Curriculum: Behavior Disorders PreK-12 (3 credits) This course provides knowledge of characteristics and application of definitions and methods for managing and teaching PreK-12 students with behavior disorders. This course includes strategies and curriculum for preventing behavior disruptions, provides opportunities for students to develop and justify the components of Individual Education Plans (IEPs), and examines appropriate assistive technology service and devices.

- SPED 567 Characteristics of Individuals with Disabilities (3 credits) This course addresses characteristics of and current trends and issues in serving students 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.

- SPED 568 Coordination of Occupational Programs (3 credits) The course examines how to establish collaborative community relationships in order to develop cooperative occupational programs for students with exceptional needs. This course promotes awareness of existing services within the community and various supports to ensure smooth transitioning from education to postsecondary occupational settings. There is an examination of the role of a work experience coordinator in effectively managing on-the-job training and making instructional decisions pertaining to on-the job training. This course includes information on assessing students' job skills, locating and placing students in work experience opportunities, working with students and the job site sponsors to ensure that effective training is occurring, evaluating student performance, and other related activities. Prerequisite: SPED 477/577

- 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. This course addresses characteristics of learning disabilities, definitions, history, assessment, medical aspects, teaching of preschoolers through adolescents, and research-based curriculum and teaching strategies for preacademic learning, oral language, reading, writing, mathematics, and social-emotional development. Prerequisite: SPED 467/567

- SPED 573 Methods/Curriculum: Intellectual Disabilities K-12 (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 birth-21. This course emphasizes empirically-validated practices in the education of students with intellectual disabilities: assessment of instructional needs, instructional strategies, research-based curriculum, classroom management and behavioral support, promotion of social and communication skills, promotion of self-determination, and utilization of appropriate assistive technology services and devices. Prerequisites: SPED 467/567

- SPED 575 Methods/Curriculum: Mild/Moderate Disabilities 5-12 (3 credits) This course provides knowledge of appropriate empirically-based curriculum and strategies useful for developing methods, strategies and curriculum and adapting traditional materials for use with secondary students receiving special education services. Prerequisite: SPED 467/567

- 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. This course offers practice developing Individual Education Plans (IEPs) and transition services under the mandate of Individuals with Disabilities Education Act (IDEA).

- SPED 578 Methods/Curriculum: Mild/Moderate Disabilities PreK-8 (3 credits) This course provides knowledge and application of characteristics, definitions, methods, and curriculum for managing and teaching students with mild and/or moderate disabilities in a multi-categorical setting. This course provides opportunities for developing and justifying components of Individual Education Program. It includes strategies for note-taking and remembering spoken and written information, solving math problems, taking tests, writing papers and assignments, and prioritizing and managing time and assignments. There is an examination of assistive technology services and devices. Prerequisite: SPED 567

- SPED 579 Clinical Teaching Experience Instructional Strategist (4 credits) Clinical 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.

- SPED 581 Special Education Practicum (3 credits) This course is a field-based practicum designed to support in-service educators in applying special education theory, evidence-based practices, and professional dispositions within an authentic K-12 special education setting. Candidates complete 69 hours under the guidance of a licensed cooperating teacher and university instructor. Emphasis is placed on data-based decision making, the Iowa SDI Framework, High-Leverage Practices (HLPs), collaboration with paraprofessionals and general education staff, and reflective practice. Prerequisites: At least one special education methods course.

- SPED 582 Clinical Teaching Experience Instructional Strategist (8 credits) Clinical 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.

- SPED 584 Clinical Teaching Experience Prekindergarten Including Special Education (8 credits) Clinical 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.

- SPED 588 Special Education Leadership and Consultation (3 credits) The course focuses on leadership, communication, interpersonal, and in-service planning and development skills necessary for a special education consultant. Candidates learn and apply skills for consulting with fellow educators and delivering effective professional learning opportunities.

- SPED 599 Special Projects in Instructional Strategist (1-3 credits) Special Project courses provide an opportunity to complete a special project related to a field of study beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. This course requires department chair approval.

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:

   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 and other e-mail address, local and cellular telephone numbers, photographs, 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, and academic advisor's name.***

   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 $70 (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:

Application Due	**Month Conferred**
May/June	October
July/August	December
September/October	March
November/December	May
January/February	July
March/April	August

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

The grade for any given course is based on the achievement or success of the student as defined by the individual instructor. This may be a quantitative score or a qualitative and subjective decision. The grade received for a course is final unless the instructor makes a formal grade change. If, under unusual circumstances, a student wishes to appeal a grade and have it changed, the student must follow these procedures within one session after the grade was earned:

1. The student will notify the instructor in writing that he or she will appeal the grade received for a specific course.
2. The student will submit a written grade appeal with supporting documentation to the Chief Academic Officer (CAO) or designee.
3. The CAO or designee will obtain information from the instructor and may meet with the student or additional personnel as needed.
4. The CAO or designee will render a decision in writing to the student and faculty within 60 days of receiving the grade appeal.
5. The CAO or designee will submit a grade change to the Registrar if the grade is changed.

GRADUATE SATISFACTORY ACADEMIC PROGRESS POLICY

To be eligible for federal, state and institutional financial aid, students must comply with the Upper Iowa University standards for Satisfactory Academic Progress (SAP). All undergraduate and graduate students will be evaluated for SAP at the end of every semester. Evaluations will be made for grade point average (GPA), completions (pace of progression), and total allowable credits (maximum timeframe measurement).

- A graduate student must maintain a cumulative grade point average (GPA) as follows:
    - 1-6 completed credits – 2.50 GPA
    - 7+ completed credits – 3.00 GPA
- Remedial (developmental) courses and prerequisite courses count towards the SAP GPA.
- Incompletes, withdrawals, non-attendance, and preparatory (foundation) courses do not count towards the SAP GPA.

Completions (Pace of Progression)

- A student must successfully complete a minimum of 66.7% (rounded from 2/3) of all cumulative attempted credits. The formula for computing this quantitative measurement is successfully completed credits divided by attempted credits.
- The following count towards the SAP completions measurement: repeat courses, withdrawals, incompletes, remedial (developmental) courses, preparatory (foundation)

courses, and prerequisite courses. Audit courses do not count towards this measurement.
- Transfer credits toward degree are counted in this calculation.

Total Allowable Credits (maximum timeframe)

- Students must complete their degree requirements within 150 percent of the published length of their program (number of credits needed to complete degree requirements). For example, a program requiring 120 credits to graduate will be limited to 180 credits of financial aid eligibility. All coursework is counted including, but not limited to, repeat and incomplete coursework, transfer credits toward degree, and coursework completed for a prior degree or major for which a degree was not conferred.
- *Any student who has exceeded the maximum timeframe and/or who mathematically cannot finish the program within this period will be considered ineligible for financial aid.
- The following count toward the SAP maximum timeframe: courses with assigned grades of “F”, withdrawals, incompletes, repeated courses, remedial (developmental) courses, preparatory (foundation) courses, and prerequisite courses.

Failure to Meet Requirements

Satisfactory academic progress is reviewed at the end of each semester. Students who do not meet the requirements outlined above jeopardize their eligibility for financial aid and are placed in one of the following statuses:

- **Financial Aid Warning:** An undergraduate or graduate student who does not meet SAP requirements will be placed on Financial Aid Warning which allows the student to receive financial aid for one additional semester. The student will be evaluated for SAP again at the end of the warning period.
- **Financial Aid Suspension:** An undergraduate or graduate student who fails to meet SAP requirements after Financial Aid Warning is placed on Financial Aid Suspension and is not eligible to receive financial aid without a successful appeal. Should the student not wish to appeal, the student must meet SAP requirements before aid eligibility can be re-established.
- **Financial Aid Probation:** An undergraduate or graduate student who has successfully appealed a Financial Aid Suspension will be placed on Probation for one semester. If the student meets the SAP standards at the end of the Probation semester, the student’s SAP status will reset back to passing SAP. If they do not meet the SAP standards at the end of the probation, the student will be placed back into Financial Aid Suspension.

SAP Rules:

1. **Transfer Credit:** Upper Iowa University will count transfer credits accepted toward a student’s educational program as both attempted and successfully completed hours. These credits will be included in completions and maximum timeframe calculations, but excluded from the semester GPA calculations.
2. **Attempted Credits:** All credits are part of the calculation, including, but not limited to, repeat and incomplete coursework, transfer credits, and coursework completed for a prior degree, major for which a degree was not conferred, regardless of receiving financial aid.

3. **Incompletes and Withdrawals:** Courses with Incomplete (I) or Withdrawal (AW or W) grades at the time of the SAP review count as attempted hours but are not counted as successfully completed hours. The first SAP evaluation will be conducted on the Tuesday following the last day of the semester. Faculty must have all grade changes completed on the second Friday following the last day of the semester. A second SAP evaluation will be completed Monday of the next week for any student with an incomplete grade or non-recorded grade. A student will not receive financial aid for the following semester until all grades are entered and it has been determined that the student passes satisfactory academic progress.
4. **Repeat Courses:** Courses that are repeated will count in attempted hours. Repeated courses that are excluded from the academic record will not count as successfully completed hours or in the GPA calculation.
5. **Drop and Non-Attendance Courses:** Courses that are dropped prior to the start of the session and courses with a non-attendance (NA) grade are not counted in attempted or successfully completed hours, except when a student has retained an overpayment.
6. **Remedial (Developmental) Coursework:** Students enrolled in a degree granting program may receive financial aid for remedial coursework. However, federal regulations prohibit the receipt of financial aid for more than 30 semester hours of remedial coursework.
7. **Preparatory (Foundation) Courses:** Courses that a student is required to take in order to enroll into an eligible degree program are to be considered preparatory courses. The courses are preparatory to the degree, not a part of the degree requirements. Applicants who need to take preparatory coursework at UIU prior to being eligible for final admission into a degree program may be able to receive a limited amount of funding through the Federal Direct Loan program.

SAP Procedures:

1. **SAP Determination:** The Financial Aid Office evaluates SAP for all student (excluding self-paced students) at the end of each semester of their current academic year to determine financial aid eligibility for the next semester. Self-paced students will be evaluated in the following semester evaluation after grades have been posted. Students who have failed to meet federal SAP requirements are ineligible to receive any federal or state financial aid.
2. **SAP Notification:** Students who have failed to meet SAP at the semester evaluation will receive a notification to their UIU email addresses and a letter sent to their preferred mailing addresses displayed in Jenzabar. Academic Advisors will be notified through email.
3. **SAP Appeal:** A student with extenuating circumstances may appeal the denial of student financial assistance by submitting a SAP Appeal Form within five (5) business days from the day the Notice of SAP Suspension was sent. The appeal must be made in writing, addressed to the Satisfactory Academic Progress Committee and include the following documentation:
    *Completed Satisfactory Academic Progress (SAP) Appeal Form
    *A letter written and signed by the student describing why the student has failed SAP and what has changed that will allow the student to success fully meet SAP in the future.

*A physician's note if the appeal is based on medical circumstances. In accordance with HIPAA privacy rules, documentation should never include medical records or copies of prescriptions.
*Additional supporting documents, if appropriate.
*An academic plan

Extenuating circumstances include the death of an immediate family member, major medical issue (i.e. requires hospitalization) experienced by the student or an immediate family member of the student, domestic violence, involuntary call to active military duty, or a documented learning disability. Late appeals will not be accepted. Only one approved appeal per each level of education will be allowed (one for undergraduate and one for graduate level). Additional appeals may be reviewed for special circumstances (i.e. multiple military deployments).

4. **SAP Academic Plan:** If a student is unable to feasibly meet all SAP requirements within one semester, an academic plan must be developed with the student's academic advisor. The academic plan will outline grade and course requirements that will allow the student to successfully meet SAP. If necessary, the academic plan may extend beyond the current academic year. If the SAP Academic Plan extends beyond the current academic year, the student must meet the minimum 2.0 GPA each semester going forward at minimum. Should the student fail to meet the semester 2.0 GPA the student would move to SAP Suspension. If SAP failure was based on the maximum timeframe measure, the student must complete all credits required for degree completion by the end of the last semester of the academic plan.

   Under an academic plan, a student's progress will be monitored at the end of each semester in order to ensure that the student is progressing according to the requirements of the plan. As long as the student is progressing accordingly, the student will remain eligible for financial aid. If the student is not meeting the requirement of the plan, the student will not be eligible to receive financial aid until all components of SAP have been met.
5. **Reinstatement:** A student who has been suspended from financial aid for failing to meet Satisfactory Academic Progress and has not had an appeal accepted may be eligible for reinstatement if they enroll in courses at their own expense. A student must have an approved appeal from the Academic Standing committee if they are not meeting the program requirements and meets the criteria listed for cumulative Satisfactory Academic Progress.

   The Financial Aid Office will attempt to notify any student currently receiving financial aid who is placed on Financial Aid Suspension. However, failure to receive such notification does not relieve the student of the requirement to read, understand and follow the Satisfactory Academic Progress requirements for financial aid recipients (see policy at https://uiu.edu/about/policies/documents/200-Satisfactory-Academic-Progress-Policy-4.5.19.pdf).

FINANCIAL AID

The Financial Aid office at Upper Iowa University is charged with assisting students in obtaining funds to meet educational costs. Additionally, the Financial Aid office is charged

with assisting students in applying for student aid and fostering financial literacy and debt management. To meet these standards, the Financial Aid office participates in many Federal, State, and Institutional aid programs designed to assist students in their educational endeavors.

Upper Iowa University participates in the following Federal aid programs; Pell Grants, Federal Supplemental Educational Opportunity Grant (FSEOG), TEACH Grants, Iraq & Afghanistan Service Grants, Federal Work Study, and Direct Loans. Further, many State funded aid programs are utilized, including the Iowa Tuition Grant program. Due to the numerous opportunities for State, institutional, and privately funded programs, it is impossible to develop a comprehensive list of all possible sources of financial aid. Financial Aid staff members are available to assist students in determining eligibility for unique aid programs.

The Financial Aid office of Upper Iowa University may be contacted via the following methods:

Physical Address: 605 Washington St., Student Enrollment Center, Fayette, IA 52142
Telephone: 800-553-4150
Fax: 563-425-5277
Email: financialaid@uiu.edu

Standard office hours between 8 a.m. to 5 p.m., Monday-Friday, are established for individuals requiring face-to-face assistance. Personalized meetings may also be requested by contacting our offices.

Financial Aid & NetPartner

The Financial Aid Office utilizes the NetPartner system to communicate with students regarding their financial aid files and to provide students with updates. NetPartner is separate from myUIU system and is specifically used for Financial Aid purposes. NetPartner can be accessed using your student ID by navigating to www.uiu.edu/financialaid, and selecting NetPartner in the list of links on the left side of the page.

Financial Aid award notifications, general information, and requested documents needed by the Financial Aid Office are posted on NetPartner. E-mail notifications are sent to a student's UIU e-mail address when information is needed. Students are ultimately responsible for managing their NetPartner document requirements and completing their financial aid files to receive aid.

Students requiring assistance with gaining access to NetPartner, or completing document requirements through NetPartner, should contact our offices for personalized service.

Requirements for Receiving Financial Aid

Students must complete a Free Application for Federal Student Aid (FAFSA) each year to determine eligibility for all Federal aid programs.

Students must also meet the following criteria to receive financial aid:

1. You must be admitted to Upper Iowa University (UIU) and be enrolled in a degree program. Undergraduate students who have already received a bachelor's degree are

eligible for financial aid if they are enrolled in a second undergraduate program or in a teacher licensure program. Non-degree students are not eligible for financial aid. If you are enrolled as a non-degree student, and want to receive financial aid, contact your academic department or the Office of the Registrar to determine your degree status.
2. You must be making satisfactory academic progress (SAP) according to the standards set forth by both the UIU Financial Aid Office and the Registrar's Office.
3. You must report the receipt of any grants, scholarships or loans from all sources.
4. You must not have been convicted under federal or state law of the sale or possession of drugs, if the offense occurred during a period of enrollment for which you were receiving federal student aid (grants, loans, and/or work-study).
5. You must not be in default on a federal student loan nor owe money on a federal student grant.
6. You may only receive federal financial aid at one institution at a time.

Declination of Financial Aid Funds

Students are not required to accept awarded financial aid funds. By default, all free monies including institutional aid, federal grants, and state grants that have been awarded will be accepted on behalf of the student at the time of verification of attendance. Other financial aid funds, such as direct loans, will also be accepted on behalf of students who have not declined the award previously, and who have met other eligibility requirements such as completing direct lending entrance counseling and completing a Master Promissory Note (MPN). Students who have previously declined an award will not have the declined award accepted on their behalf at any time.

To decline a financial aid award, students may log in to their NetPartner portal, navigate to Accept Awards, and decline partial or full awards. Further, students may contact the Financial Aid office in writing to decline partial or full awards. Upon declination of funds any upcoming disbursements for the declined award will be cancelled.

Students may contact the Financial Aid office to receive a reinstatement of previously awarded financial aid funds which had been declined by the student. In some instances, Federal and/or State guidelines on the administration of financial aid funds may prevent a re-awarding of a previously declined award. Such guidelines can be found in the published handbook for financial student aid located at www.ifap.ed.gov. Additionally, Financial Aid staff members are available for consultation regarding all financial aid programs available for students.

VA Educational Benefits

VA students should check with the School SCO to determine what programs are approved for VA education benefits. Students utilizing VA education benefits must submit all previous transcripts and training records to be evaluated for prior credit, whether or not prior credit is granted.

Students may be in debt to the VA for early withdrawal or dismissal from classes.

Upper Iowa University's Deployment/Readmission Policy for students called to active duty and/or alerted for Deployment is as follows:

- When a student is called to active military duty or deployed as a result of military orders, as verified by the appropriate documentation, Upper Iowa University will take one or more of the actions listed below vis-à-vis the student's academic standing and financial circumstances. The university's course of action for individuals will be determined on a case-by-case basis as decided by the student, the student's respective faculty members/academic advisor and other university administrators as necessary, for example, the vice president or the director of financial aid. This policy also applies to students who are spouses of military members who are called to active duty and/or deployed.
- If the academic session is two-thirds complete (after the fifth week of an 8-week session), the student will be allowed the following options:
- Be permitted to take final exams earlier than scheduled or have the final exams proctored at the student's place of deployment.
- The student would be awarded the letter grade earned for all completed work. There would be no tuition refund under this option.
- Elect to take a "P" (Passing) grade for the course if at the time of deployment the student is passing the course. This would give the student academic credit for the course, but the grade would not be computed into the student's GPA. There would be no tuition or refund under this option.
- Elect to take a "W" (Withdrawal) for the course with the student's transcript annotated by the Registrar that the student was called to active duty or deployed under military orders. There would be no tuition refund under this option. Title IV funds would be handled as outlined below.
- If the deployment is during the normal withdrawal period during the session, the student will be allowed the following options:
- Elect to take a "W" (Withdrawal) for the course with the student's transcript annotated by the Registrar that the student was called to active duty or deployed under military orders. Tuition will be refunded per policy stated in the appropriate academic catalog. Title IV funds would be handled as outlined below.
- For Self-Paced Degree Program Study students ONLY, take incomplete grades and finish the courses at a later date. In this case, the work can be completed with the deadline to complete the work reasonably extended to allow completion while the student is deployed. CAUTION: There is a certain amount of risk for the student with this option and it must be carefully considered before it is selected. There would be no refund of tuition under this option.
- If the deployment is during the academic session and the incomplete grading option is not viable for the student, the student may withdraw from the session with a "W" (Withdrawal) for the course with the student's transcript annotated by the Registrar that the student was called to active duty or deployed under military orders. Tuition will be refunded per policy stated in the appropriate Upper Iowa University Academic Catalog. Title IV funds would be handled as outlined below.
- If a student is called to active duty or deployed prior to the start of the session, the registration will be voided.

Information regarding tuition refunds

- When a student's situation warrants the award of a "W" (Withdrawal), Title IV Federal Funds will be refunded according to the federal refund policy as outline in the Financial

Aid Handbook and cash payments/tuition assistance will be refunded on a prorated basis.

- When a student's situation warrants the awarding of a letter grade, no adjustments will be made to the student's tuition funds.

Readmission following Call to Active Duty and/or Deployment

- Upon receipt of notice from students of their intent to return to Upper Iowa University, they will be promptly readmitted with the same academic status they had when last attending or when accepted for admission.
- Additionally, students will retain the catalog rights that were in place at the time of their deployment as long as readmission is within seven years of the initial admission. If after the seven-year window, current catalog requirements will be followed.