



2020-2021 GRADUATE CATALOG



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INTRODUCTION



Mission: Iowa Wesleyan University is a transformational learning community whose passion is to educate, empower and inspire students to lead meaningful lives and careers.

Vision: Iowa Wesleyan will be the preeminent educational leader and resource for southeast Iowa as its regional, comprehensive university offering an engaging student experience in relevant undergraduate and graduate programs in the liberal arts and professions.

Values

- **Learning & Community:** We value a love of learning, a desire for civility, and the release of human potential for the sake of the common good.
- **Faith & Service:** We honor spiritual values, social justice, and the welfare of the human community through civic engagement and service to one another.
- **Discovery & Action:** We value the discovery of the self, the other, the broader world, and responsible action in response to those discoveries.
- **Courage & Passion:** We value learning in the community and appreciate that these endeavors require bold risk-taking; and we value and celebrate that these endeavors are fueled by the passions, desires, and aspirations of our members.

Iowa Wesleyan University

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This catalog is not to be construed as a contract. The University reserves the right to make changes in the offerings and regulations contained in this catalog without notice. Such changes, academic or otherwise, shall take effect whenever the administration determines that such changes are prudent.



GENERAL INFORMATION



Profile

Iowa Wesleyan University is a historic, faith-inspired, comprehensive university situated in the rolling rural hills and agricultural economy of Southeast Iowa. Established in 1842, it is the first and oldest co-educational institution in Iowa. Iowa Wesleyan is committed to the liberal arts and to the professions. It is grounded in practical and adaptive learning so that real world challenges can be met with real world solutions. The University today provides undergraduate and graduate programs on campus and through online education and promotes endeavors that advance Southeast Iowa and beyond.

Accreditation and Affiliations

Iowa Wesleyan University is a private co-educational University related to the United Methodist Church. Iowa Wesleyan University is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL, 60604, (800-621-7440), Website: www.ncahlc.org

Iowa Wesleyan is also accredited by the Iowa Department of Education and the University Senate of the United Methodist Church.

The baccalaureate nursing program is approved by the Iowa Board of Nursing (IBON) (400 SW 8th St., Suite B, Des Moines, IA 50309; 515.281.3255) and is accredited with the Accreditation Commission for Education in Nursing (ACEN) (3343 Peachtree Road NE, Suite 850 Atlanta, GA 30326; 404.975.5000; www.acenursing.org OR <http://www.acenursing.us/accreditedprograms/programSearch.htm>).

Compliance

It is the policy of Iowa Wesleyan University not to discriminate on the basis of race, color, national origin, gender, disability, age, religion, creed, sexual orientation, gender identity, or veteran status in the provision of its educational programs and in its employment policies and practices. Questions, concerns or complaints should be addressed to the Office of Human Resources, 319.385.6209.

Iowa Wesleyan University complies with the Family Education Rights and Privacy Act of 1974—Public Law 93-380. A full statement of the policy of Iowa Wesleyan University on the Access to and Release of Student Data/Information is on file with the Vice President for Academic Affairs, the Vice President of Admissions and the Vice President for Student Development.

University History

The historic founding of Iowa Wesleyan University is rooted in the religious, educational and cultural aspirations of early settlers in the frontier settlement of Mount Pleasant. Their aspirations were shaped by an impelling vision and a bold determination to build an institute of learning in the rapidly developing southeast corner of the Iowa Territory. On February 17, 1842, the Territorial Legislature granted a charter for the Mount Pleasant Literary Institute, later named the Mount Pleasant Collegiate Institute.

On March 8, 1843, Aristides Joel Priest Huestis, a New Englander by birth, signed a contract, the first dated document of the Institute, to act as Agent for raising money and supervising construction of the Institute Building. Three days later, four Mount Pleasant residents donated twenty acres of land in four adjoining plots so that trustees could "within three years from this date erect a substantial building on some part of said donation, which building shall be used and forever appropriated as an institution of higher learning."

Nearly three years later, in their minutes of November 11, 1845, trustees' record: "Resolved by the board of Trustees we deem it expedient to elect a faculty and open a school on the first Monday in January next." On that same date, they also named Huestis the President of the Institute.

Classes began in the Institute Building, now known as Pioneer Hall, with two professors: President Huestis, who taught Natural and Moral Science and belles lettres, and Johnson Pierson, who taught ancient languages and literature. Mathematics was added to the curriculum later that year.

James Harlan was named President of the Institute in 1853. Known as a man of national and political interests, Harlan, an Iowa City lawyer and businessman, determined to advance the educational status of the Institute. He successfully raised funds to construct a second building, now Old Main, and expanded the curriculum, adding political economy and theology, as well as piano, drawing, French and German classes. At his urging, on February 15, 1855, the Institute's name was changed to Iowa Wesleyan University to emphasize its enlarged University program and its sponsorship by the Iowa Conference of the Methodist Episcopal Church, granted in 1849. On July 1, 1912, the institution's name reverted to Iowa Wesleyan College. In May 2015, the institution readopted its earlier name of Iowa Wesleyan University to better reflect its role in serving the students, communities, and businesses of southeast Iowa.

The first University-level graduate of Iowa Wesleyan was Winfield Scott Mayne who earned a B.A. degree in 1856. In 1859, Lucy Webster Killpatrick was the first woman granted a B.A. degree at Iowa Wesleyan. Belle Babb Mansfield, the first woman to be admitted to the bar in the United States, graduated from Iowa Wesleyan in 1866. Susan Mosely Grandison, the first female black graduate, earned her degree in 1885. Keyroku Miazaki from Tokyo, Japan, who attended 1890-91, was the first documented international student. In 1958, Iowa Wesleyan graduate James Van Allen discovered the earth's radiation belts. These radiation belts now bear his name. In 2007, alumna Peggy Whitson, NASA astronaut, became the first female commander of the International Space Station. She set the U.S. record with 377 days in space on two missions: 2002 and 2007-08.

Through the years, the University has pioneered in such features as coeducation, the laboratory approach to teaching in the sciences, and service learning, adopted in 1967. More recently it has implemented an experiential learning program that integrates its Life Skills emphases with service learning and career experience into each student's education. To prepare students for responsible citizenship and fulfilling careers, this program combines a broad-based liberal arts curriculum with community service learning opportunities and Internship in the chosen field of study.

Iowa Wesleyan maintains a close affiliation with the United Methodist Church, from which it derives its sensitivity for spiritual values in social justice and human welfare, local, national and international. In its distinctive role among the many institutions of learning in America, Iowa Wesleyan holds fast to the ideals of its founding vision, while fostering creativity and the pursuit of truth its development of curricular framework.

Campus Facilities

The J. Raymond Chadwick Library provides students a variety of print and electronic resources. It includes two computer labs. The Office of Academic Success and Inclusive Support is located on the second floor. Classrooms and offices of the Teacher Education Program are housed on the lower level, along with the Curriculum Materials Lab and Children's Literature Collection.

Harlan-Lincoln House built in 1876 by James Harlan who served as a member of the United States Senate (1855–1865), (1867–1873) and a U.S. Cabinet Secretary at the United States Department of Interior (1865–1866) under President Andrew Johnson. The home serves as a museum of James Harlan and Abraham Lincoln family artifacts. It is listed on the National Historic Register.

Hershey West houses the Art and Digital Media Design departments. It features classrooms, studios, and offices.

Howe Student Activity Center features the 800-seat **Ruble Arena** gymnasium, the **Leatherby Conference Center**, athletic training rooms, jogging track, fitness room and athletic offices. It adjoins to the John Wesley Holland Student Union.

Juckette Hall is a mixed gender residence hall with a men's wing and a women's wing, housing about 30 students. It has a lounge area and a small kitchenette.

John Wesley Holland Student Union is home to **Wesley's Diner**, the campus dining hall. It also houses the IW Bookstore, snack bar, student lounge, 250-seat **Social Hall** for large meetings and events, and Office for Student Life.

McKibbin Hall is a men's residence hall. It features a large commons area and weight room on the lower level. The structure is accessed via ID scanners and has an elevator for students' convenience.

Nemitz Suites contain eight suite-style residence living units. Each suite contains four bedrooms, two bathrooms, an efficiency kitchen and living area. The suites are available to juniors and seniors who are in good standing with the University in all respects.

Old Main, a three-story structure in the center of campus, is listed on the National Register of Historic Places. In addition to housing the College music programs, it serves as home to the Southeast Iowa Symphony Orchestra. Old Main is the founding site of the International P.E.O. Sisterhood.

The **PEO Building** was originally constructed in 1869 and was later used as the university library. It now houses administrative and academic offices including the office of the president, academic affairs, and the registrar. The art gallery is located on the main floor.

Pioneer Hall was the first building constructed at Iowa Wesleyan University. Pioneer Hall houses the English faculty offices and classrooms.

Sheaffer-Trieschmann Hall is a women's and men's residence hall. It features a large commons area and sitting areas on the lower levels. The structure is accessed via ID scanners and has an elevator for students' convenience.

The **Adam Trieschmann Science Hall** is the University's principal classroom building. It houses the science, math, computer, business, social science and nursing programs and faculty offices. It also includes computer labs.

University Chapel provides a venue for worship services, musical and stage performances, and various assemblies for both university and community events. It also houses the office of admissions, financial aid, and business services.

Academic Calendar

Fall Semester (August 24-December 13, 2020)

The academic calendar is available online at www.iw.edu/academic-calendar.

Aug 19-21	Faculty Workshop
Aug 23-24	New Student Orientation
Aug 24	16 Week/Fall A Online classes begin at 5 PM
Aug 26	Last Day to Add Fall A Online classes
Aug 27	Opening Convocation
Aug 30	Last Day to Drop a Fall A Online class
Aug 31	Last Day to Add 16 week classes
Sept 4	Last Day to Drop 16 week classes
Sept 7	Labor Day: no classes/offices closed
Sept 18	4 Week Grades to Registrar
Sept 27	Last Day to Withdraw from a Fall A Online
Oct 18	Last Day Fall A Online Term
Sept 30 Sept-Oct 1	Board of Trustees Meeting
Oct 16	Mid-term Grades to Registrar
Oct 19	Fall B Online classes Begin
Oct 20	Last Day to Withdraw from a 16 week Class
Oct 21	Last Day to Add Fall B Online classes
Oct 23	Dec, May, and August 2020 Commencement
Oct 23-25	Homecoming
Oct 25	Last Day to Drop Fall B Online classes
Oct 27	Registration Begins- Senior & Veteran Priority
Oct 29	Junior Priority Registration Begins
Nov 2	Sophomore Priority Registration Begins
Nov 4	Freshmen and Open Registration Begins
Nov 11	May Grad. Applications DUE to Registrar
Nov 22	Last Day to Withdraw from a Fall B Online
Nov 24	Thanksgiving Break, Instructors and Students
Nov 25	Thanksgiving Break, Staff, 12 PM
Nov 25	Residence Halls Close, 5PM
Nov 25-27	Thanksgiving Break (Offices Close)
Dec 7-13	Final Exams
Dec 16	Final Grades to Registrar, 5PM
Dec 23	Christmas/New Year's Break (Offices Closed)

INTRODUCTION TO THE GRADUATE SCHOOL AND THE GRADUATE CATALOG



Student Responsibilities

It shall be the responsibility of the individual to:

- Know and complete all aspects of the application and enrollment processes in a timely manner.
- Become familiar with the general regulations for graduate study and their appropriate program of study requirements as stated in this bulletin.
- Completing all program requirements within the permitted time limit for the degree program.
- Know, understand, and follow the policies and procedures governing graduate students at IW.
- Read this catalog, degree program documentation, official announcements, notices posted on the website and information sent via their official IW email or otherwise to be informed completely in regard to the programs of study, diploma requirements, credits, degree requirements, and other facts relating to life as a member of the Iowa Wesleyan University community.

Academic Endeavor

Graduate study is typically more research oriented, more specialized and more rigorous than undergraduate work. Therefore, graduate students are expected to show independence toward seeking knowledge and reflect a mature and professional attitude toward scholarly endeavor. Due to the demands of graduate work, students are expected to exercise time management skills and organizational skills enabling them to maintain successful levels of work.

Catalog Content and Function

The IW Catalog is an annual publication, based on the academic year that includes information on academic programs, policies, and procedures. The catalog also documents fiscal, curricular, and co-curricular programs. Additionally, it includes the academic calendar, course descriptions, and lists of trustees, administrators, faculty and staff.

Print and electronic versions (PDF) of the catalog are available in the Office of the Registrar or online on the IW website. Archived copies of previous catalogs ^{are} also available online.

Every effort has been made to make the catalog accurate as of the date of publication. However, all policies, procedures, fees, and charges are subject to change at any time by appropriate action of the faculty, administration, or trustees of IW. This catalog is not intended to state contractual terms and should not be regarded as a contract between the student and the institution.

ADMINISTRATIVE POLICIES



This section provides information about those administrative policies that impact, either directly or indirectly, the student due to their effect upon the various operations and services addressed in the catalog.

Credit Hour Policy

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

- one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010).

Contact: Engagement of instructors with students to advance course objectives. Contact may take various forms: e.g., it may be face-to-face or online, synchronous or asynchronous, one-to-many or one-to-one, including faculty direction of students participating in for-credit internships or practicums.

Scheduled contact hour: One weekly, required hour (50 minutes) or equivalent of faculty contact. In addition to class meetings reflected in the University Class Schedule, other required course activities or combinations of activities may count as scheduled contact for the purpose of assigning credit. Examples include faculty-student conferences, skills modules, and participation in online forums, film screenings, site visits, rehearsals and performances, etc. All such scheduled contact must be specified as required in course syllabuses and must contribute to a student's grade or achievement of course objectives.

Instructors also require students to complete work outside of scheduled contact hours to fulfill course objectives. Outside work must normally include, but need not be limited to, two hours of regular weekly class preparation for each credit earned. Where expectations for the quantity and/or intellectual challenges of outside work exceed this minimum and materially increase overall student effort, the number of credits assigned to a particular course may be greater than the number of its scheduled contact hours. Examples include courses that entail extensive and/or intensive reading, writing, research, open-ended problem solving, practice-based assignments, or student responsibility for class meetings.

Semester Credit Hours	Weekly Instruction in Minutes	Out-of-Class Study in Hours
1	50	2
2	100	4
3	150	6
4	200	8
5	250	10
6	300	12

Standard Course types:

The courses that follow the definitions and chart above.

Classroom-based: Scheduled contact occurs primarily face-to-face in a classroom setting.

Non-Standard Course types:

Independent Study/Directed Study: Directed or independent study courses do not have scheduled class time, but rely on one-on-one arrangements between the instructor and student. A 3-semester-hour directed study would involve approximately 9 hours of research/meetings per week, or approximately 130 hours per semester of research work and direct instruction combined.

Hybrid: Following Carnegie hours, the hybrid classroom is a combination of the classroom-based course type and the online based course type. The instructor considers the amount of time his or her classroom will meet face to face and then calculates the time it will take to do the digitized version of projects, discussions, homework, learning, and more.

Example: The example course is an accelerated course. In order to complete the necessary course content in an accelerated format, students should expect 3.5 hours of face-to-face seat time, in addition to a:

- Minimum of 2 hours of "alternate format seat time" each week.
- Any assigned homework or reading may exceed the minimum 5.5 hours per week described previously.
- "Alternate format seat time" can include but is not limited to the following: online quizzes, discussion boards, viewing video clips, virtual or face to face small group work, classroom observations, video conferencing, and other means the professor deems appropriate.
- Students who have weak writing and/or reading skills should take additional college-level coursework to prepare for this accelerated format. Students should not expect to complete less content or be assigned less work when compared to a typical 16 week, 3 hour course.
- The course may require online quizzes and turning in assignments throughout the week/weekend.

If a student's schedule does not allow for the time required or work required, the student should drop the course immediately, or withdraw prior to the last withdraw date.

Online: The definition of contact hours in asynchronous learning environments at Iowa Wesleyan is based on the following guidelines:

1. The course syllabus should clearly document that the course covers the same amount of material or course content that would normally be expected if the class were a traditional campus-based course. Clear documentation includes the course objectives, the course topics, and the stated expectations for readings, projects, and other assignments as well as the stated learning outcomes. It is the responsibility of departmental faculty teaching in an asynchronous environment to determine if the course content delivered in an asynchronous environment is of sufficient scope and rigor to ensure the amount of material delivered is comparable to the same campus-based course.
2. During the planning and development of an asynchronous learning environment, faculty should estimate the time a typical student will take interacting with the course content. This should be equivalent to the number of contact hours normally expected in a campus-based course, and should be documented in the course syllabus. Hours for completing homework assignments, working on projects, studying for examinations, etc., should be considered outside the contact hour requirements for the course. A rubric has been developed and should be used as a guideline for instructional design for asynchronous courses.
3. Faculty are encouraged to determine class attendance by the evaluation of student participation in scheduled online discussions, required interaction with the faculty as well as other classmates, and the timely submission of class assignments rather than simply by the number of logins provided in the statistics measured by the course management system. Quality and quantity of work will demonstrate the rigor and time on task assignments necessary to equal those of the traditional course delivery. Attendance still conforms to the university wide policy where a student is warned at 12.5% of missing a class and dropped at 25%.

Statement on Equivalence: Courses taught in the web-based format must be equivalent to the same courses taught in the traditional face-to-face format and be comparable in content.

1. New courses developed specifically for web-based delivery must be approved through the Undergraduate or Graduate Curriculum process in the same way as new traditional courses.
2. The processes and procedures for offering web-based courses are the same as all other IW courses.
3. Departments offering courses in web-based format should be prepared to document that the courses have student-learning outcomes that are equivalent to those for courses taught in the traditional format. The rubric will provide guidelines to assist in the documentation of those requirements.

IW Rubric for Asynchronous Online Credit Hour Estimates

In asynchronous learning environments, the traditional face-to-face contact time is redefined as the time a typical student spends interacting with course content. This definition excludes student work traditionally done outside of class such as homework, studying, reading, and writing papers. When faculty plan and develop asynchronous courses, whether fully online or blended, they

must account for 12.5 hours of contact time, as redefined above, for each credit hour (fifty minutes for fifteen weeks). They must also account for two hours of outside student work per credit hour, or 25 hours, for a total of 112.5 hours of contact time and student outside work. The following rubric can be used to estimate asynchronous contact hours in the absence of data. Outside student work must be accounted for in the traditional manner. (Synchronous courses account for contact time in the traditional manner since the instructor is online with the students.)

Interactions with Course Content	Time on Task Estimates	Examples
Startup preparations	10 minutes per preparation item	Software Downloads, & Installations. Computer Preparations. Orientation to Course Management items.
Reading (descriptive and technical text)	3 minutes per page	Textbooks and reference materials, both online and traditional.
Reading (online screens w/no interactivity)	2 minutes per page	Textbooks and reference materials, both online and traditional.
Reading (online screens with interactivity)	4 minutes per screen	Multimedia. Tutorial.
Video	5 minutes per video	Instructor Brief. YouTube. Demonstrations.
Lecture Capture	30 minutes per lecture	Staged or Classroom Capture.
Audio	5 minutes per audio presentation	Music, Medical, History, Speeches, Radio, Nature.
Podcasts. Phone Apps.	5 minutes per Podcast	Mobile Learning
Simulations and Gaming	15 minutes per simulation	Virtual Laboratories. Hands-on learning. Mock Criminal Trials. Virtual Field Trips.
Practice Problems (not homework)	20 minutes per problem	Math, Computer Science, Case Studies. Surveys
Outside Online Short Training Courses	50 minutes per outside course	Courses taken, usually from Government sources (e.g., FEMA Online Training courses) as one requirement in an online course.
Writing Assignments	1.5 hours per page (including prep)	
Research for Assignments	20 minutes per source required	Use reading section to estimate additional minutes
Discussion Forum	60 minutes per session	Discussion. Remote Conferencing. Chats. Wikis. Blogs. Social Learning. Online Office Hours. Group Collaboration.
Quizzes	20 minutes per quiz	
Exams	1-3 hours per exam	

Rehabilitation Act and Americans with Disabilities Act

The Rehabilitation Act and Americans with Disabilities Act: No qualified individual with a documented disability shall be excluded from participation in, denied benefits of, or otherwise subjected to discrimination in any of IW's programs, courses, services and/or activities in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Requests for reasonable accommodations in programs, courses, services and/or activities requires current (i.e. within three years) documentation of the disability after acceptance to the University and before registration. IW is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If a student has a documented disability or condition of this nature, he or she may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Director of OASIS at 319 385 6383 or oasis@iw.edu to inquire about services or to schedule an appointment.

Disabilities

According to the Americans with Disabilities Act, a person with a disability is one who:

- has a physical or mental impairment which substantially limits a major life activity
- has a record of history of such impairment, or
- is regarded as having such an impairment.

Verification of Disability

The Director of the Office of Academic Success and Inclusive Support (OASIS) will determine allowable accommodations on college

level based off past accommodations and will work with instructors and OASIS services to facilitate and track accommodations and services. It is the student's responsibility to contact the coordinator of the OASIS about past accommodations. No accommodation will be provided without documentation. In addition, IW will be unable to provide accommodations in the classroom if the student does not give permission to notify faculty that accommodations are needed. Information regarding a student's disability is considered confidential. Information will not be released to anyone without the express written permission of the student. Some examples of reasonable accommodations include extended time for tests, administration of oral test, note-taking assistance, and use of assistive devices.

Student Right to Know and Campus Security Act

IW complies with the Federal Student Right to Know and Campus Security Act which requires all colleges and universities participating in the Federal Student Aid Program to disclose basic institution information, graduation rates, and information on students receiving athletically related student aid, campus security policies and campus crime statistics.

Access to and Release of Student Data and Information (FERPA)

Iowa Wesleyan University has the responsibility for effectively supervising any access to and/or release of official data/information about its students. Certain items of information about individual students are fundamental to the educational process and must be recorded. This recorded information concerning students must be used only for clearly-defined academic purposes, must be safeguarded and controlled to avoid violations of personal privacy, and must be appropriately disposed of when the justification for its collection and retention no longer exists.

In this regard, the University is committed to protecting, to the maximum extent possible, the right of privacy of all individuals about whom it holds information, records, and files. Access to and release of such records is restricted to the students concerned, to others with the student's written consent, to officials within the University, to a court of record, and to other agencies required by law.

For purposes of access to records at Iowa Wesleyan University, students enrolled (or formerly enrolled) for academic credit or audit shall have access to their official records.

The name and position of the official responsible for the maintenance of each type of educational record may be obtained from the Registrar. A request for access to official data maintained in a particular office may be made to the administrative head of that office (Registrar's Office or Office of Student Development).

When a student (or former student) appears at the appropriate office (Registrar or Office of Student Development) and requests, in writing, access to the University's records about herself or himself,

1. The student must provide proper identification verifying that he/she is the person whose records are being accessed.
2. The designated staff person(s) must supervise the review of the contents of the record with the student.
3. Inspection and review shall be permitted within a period not to exceed 45 days from the date of the student's request.
4. The student will be free to make notes, or for a reasonable administrative fee may be charged for providing copies of items in the file, but no material will be removed from the record at the time.

Record keeping personnel and members of the faculty and staff with an administrative assignment may have access to records and files for internal educational purposes as well as for routinely necessary clerical, administrative and statistical purposes as required by the duties of their jobs.

Release of Information

Except with the prior written consent of the student (or former student) concerned, or parents of dependent students, or as required by federal and state law, no information in any student file may be released to any individual (including parents, spouse, or other students) or organization with the exception of information defined as "public information."

Unless the student has officially filed a request with the Office of Student Development that disclosure not be made without his written permission, the following items are considered public information.

1. Student's name.
2. Local address, phone number, and e-mail address.
3. Home address (permanent).
4. Date and place of birth.
5. Parents' or guardians' names and addresses.
6. Classification (year in school).
7. Curriculum (majors) and (minors).
8. Affirmation of whether currently enrolled.
9. Dates of enrollment.
10. Degrees received.
11. Honor(s) received.
12. The most recent previous educational agency or educational institution attended by the student.
13. Participation in recognized organizations, activities, and sports.
14. Weight and height of members of athletic teams.
15. Pictures

When disclosure of any personally identifiable data/information from University records about a student is demanded pursuant to court order or lawfully issued subpoena, the staff member receiving such order shall immediately notify the student concerned, in writing, prior to compliance with such order of subpoena.

Information from University records may be released to appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or other person.

Leave of Absence Policy

Students in good standing who are experiencing hardships that make effective progress in their academic program unusually difficult may be offered a leave of absence. Students requesting a leave of absence are required to contact their academic advisor to verify that all University resources have been extended to assist them in continuing their studies. A student may apply for a leave of absence for up to one (1) year. Approval for a leave of absence must be granted by the Provost.

All work for the master's degree must be completed within six (6) consecutive calendar years. On recommendation of the student's supervisory committee, the Provost can modify or waive this requirement. If the student exceeds the time limit and is not granted a modification or waiver, the department has the option to discontinue the student. Students whose studies have been interrupted for long periods of time and who have been granted extended time to complete their degrees may be required to complete additional courses, to pass examinations, or otherwise to demonstrate that they are current in their field.

Exceptions are made for military personnel who are a) active duty and deployed to a theatre of conflict or b) reservists called to active duty. In such cases, the Committee for Academic Standards and Review will determine who best to assist the student in completion of his/her studies upon return. Note: The student must attempt to resume his/her studies within six (6) months of the end of the deployment or return to reserve status. *show?*

Administrative Organization

The administration of each Graduate Program is delegated to the Division Chair. The Division Chair of each program reports to the Provost. The Committee for Academic Standards and Review is responsible to ensure that graduate students are given a fair and equitable opportunity for a successful and satisfying academic experience.

The graduate programs offered at Iowa Wesleyan University are administered through the Graduate and Program Studies office and are offered through IW Online.

ADMISSIONS



Admissions Overview

To enroll in a graduate program the individual will apply to a graduate program. Prospective students should review the application process for submitting materials as outlined in their intended area of study. The IW Online staff will work with the prospective student to gather the necessary documentation. Upon receipt of the documentation, the Division Chair will evaluate the applicant's credentials and make a recommendation to the Provost for admission. The applicant will then be informed of the decision for acceptance. Each graduate program may have additional admission requirements. Refer to the program page for additional details.

Admissions Requirements

An individual who plans to pursue a graduate degree must have an earned bachelor's degree from a regionally accredited U.S. institution (or international equivalent) with a minimum grade point average of 3.0 (on a 4.00 scale) or the equivalent thereof.

Conditional Admission

Applicants may be admitted to graduate programs on a conditional basis, upon recommendation by the division chair and the Provost. Conditional admission is subject to review after two 8-week terms at Iowa Wesleyan University during which a minimum GPA of 3.0 in each term is required to continue in the graduate program.

Applying to the Graduate Program

Individuals who meet the admissions requirements above must...

1. Complete the online admission application via the IW Online website: online.iw.edu.
2. Submit all required documents for the program to which a student is applying.
3. Submit official transcripts from all post-secondary institutions attended including the institution granting your bachelor's degree. (Official transcripts must be sent directly to IW from the degree granting institution)
4. Submit official transcripts for any graduate level coursework.
 - a. Electronic transcripts will be accepted from National Student Clearinghouse.
 - b. Paper transcripts from the institution may be sent to: Iowa Wesleyan University: IW Online, 601 N. Main St. Mount Pleasant, IA 52641.
 - c. Transcripts become the property of IW and are not returned to the applicant.
 - d. If a student has an international transcript, the transcript must be sent through the company of WES: World Education Services by the first semester of enrollment.
5. Provide English language proficiency for international students (if required)

NOTE: Inaccurate or misleading information provided on the application for admission constitutes grounds for dismissal, cancellation of admission status, and/or loss of credit.

English Language Proficiency

An applicant whose native language is not English must demonstrate English language proficiency. Proficiency can be demonstrated in one of the following five ways:

1. A bachelor's, master's, or doctoral degree from a regionally accredited institution in:
 - United States
 - Australia
 - Canada
 - Ireland
 - New Zealand
 - United Kingdom
 - Some Caribbean countries may qualify upon request to be reviewed.
2. Official documentation from the applicant's undergraduate degree-granting institution (if the institution is in a country other than those listed above) verifying that all instruction is in English. The undergraduate degree must be equivalent to a four year U.S. bachelor's degree.
3. Continuing students currently enrolled at Iowa Wesleyan University and moving from one degree level to another, or one program to another (with a break of no more than two years between the 'change' from one degree level/program to the next).
4. An official English language test score as follows *:
 - IELTS score of at least 6.5
 - TOEFL iBT score of at least 80
 - TOEFL pBT (paper-based score of at least 55)
5. Successful completion of Iowa Wesleyan University's ESL Bridge Program.

Each academic department/graduate program may establish additional or more stringent English proficiency criteria in addition to the minimum required by the Graduate School. Applicants should note that meeting the minimum requirements does not guarantee admission to a graduate program. Iowa Wesleyan University reserves the right to request additional proof of English proficiency from an applicant.

All documents should be sent, unless otherwise indicated above, to: Iowa Wesleyan University, Attn: IW Online, 601 North Main Street, Mount Pleasant

**Test date must be within two years of application for scores to be valid*

International Requirements and Application Information

International Application Procedures

Iowa Wesleyan University welcomes international students. The University seeks to achieve a diverse student population that will provide a global education for both American and international students. International students must complete the International Application for Graduate Admission, as well as include all materials required for an I-20 and application materials for their anticipated program of study.

Prior to the beginning of their first term, all international students are required to pay the first semester's tuition and housing costs (if applicable) in full. Payment plans are available for subsequent semesters.

I-20 Information

Iowa Wesleyan University's International Office begins processing I-20 Certificates of Eligibility for students after they have been admitted. An I-20 is necessary to apply for an F-1 student visa through a U.S. Consulate abroad, or to maintain F-1 student status in the United States.

The student must submit all of the following materials as soon as possible. Please note, the I-20 will not be processed until the student has been admitted and the enrollment deposit has been paid.

Graduate students who are requesting an I-20 Certificate of Eligibility must provide the following documents:

1. A financial (bank) statement showing sufficient funds for a minimum of nine months of study to cover the Estimated Graduate Expenses. The funds should be liquid and the statement must be dated within the last six months (costs are subject to change).
2. If the financial statement is not in the student's name, a signed statement from the sponsor providing financial support for the student, declaring the sponsor's intent to financially support the student for an entire year of tuition and living expenses is required.
 - a. If the student has more than one sponsor, each must submit a separate, signed Affidavit of Support in addition to proof of funding.

- b. Applicants being sponsored by their embassy, government, or educational agency need only submit a letter of sponsorship from the appropriate authority.
 - c. If funding is being provided by an academic department at IW, students do not need to submit additional proof of funding. If the department is not providing full funding, a student is responsible for providing proof that they have the funds available to cover the remaining balance.
3. A copy of the first page of the student's current passport or national ID card.
 4. Submit an evaluation of foreign transcripts from an agency such as ECE (<https://www.ece.org/ECE>) to the International Program office.
 5. International Transfer Release Form. Only required for students transferring their SEVIS record directly from another U.S. institution. This form will be mailed with the student's acceptance letter and must be received by IW before an I-20 can be processed.

Once all of these documents have been received, it can take up to several weeks for an I-20 to be issued after a student has been admitted.

All of the documents above can be scanned and emailed directly to international@iw.edu.

Iowa Wesleyan University's ESL Bridge Program

If a student does not meet the requirements for English language proficiencies for admission, he/she has an opportunity to take the ESL Bridge Program. This program is made up of nine credits of undergraduate course work and six credits of non-degree English as a Second Language course work.

Required ESL Bridge Program Courses	15 credit hours
Complete all of the following:	
COMM 147 Introduction to Public Speaking	3
ENG 110 College Writing (WI)	3
ESL 024 Grammar for Writing	3
ESL 034 Reading for Graduate Studies	3
One 100 Level Undergraduate Course Related to Area of Study	3

Students must earn a "C-" letter grade or higher in all of their respective courses to meet English proficiency requirement for graduate school admission. (Students may re-take ESL courses or other undergraduate level courses as needed in subsequent semesters to meet this benchmark.)

These may be completed in one semester, but students will have up to three semesters to meet all matriculation requirements.

Transfer Credit

A maximum of 9 credit hours may be transferred into a IW graduate degree if the courses

1. were taken at a regionally accredited college or university
2. were of similar content and depth to a course taught at Iowa Wesleyan (as determined by graduate faculty in the division), and
3. were completed with a grade of B or higher.

Transfer students will receive an unofficial transcript evaluation of transfer credits from the Enrollment Advisor upon their acceptance to the Graduate Program. An official evaluation will be completed by the Registrar after the student enrolls in their first course at IW. In-progress work on prior school transcripts will not be evaluated for transfer.

Official transcripts recording the transfer courses must be sent directly from the registrar of that institution to Iowa Wesleyan University, Attn: IW Online, 601 North Main Street, Mount Pleasant, IA 52641. A minimum grade of B is required on all transfer work.

Non-matriculating Applicants

An accepted candidate who does not enroll in the term indicated on the application may move enrollment to either of the next two terms by notifying their academic advisor. Thereafter, a new application may be necessary. Other documents, previously submitted may be used if there are no changes to the information contained therein.

Readmission

Students in Good Standing – Former students (not in attendance for two or more 8-week terms) in good academic standing at the time of their departure from the University should write the Provost to request readmission. An official transcript of any additional work from another accredited college or university should be forwarded to the registrar prior to registration.

Deployment Policy for Iowa Wesleyan University

Iowa Wesleyan University strives to be recognized as one of the most military friendly universities in the nation. Deployment or extended TDY can be a difficult and stressful time for both the military personnel and their families. IW hopes to relieve some of that stress and support our military personnel by working with them individually to create a plan for the completion of their coursework and continued studies.

Students must inform the school and provide documentation as soon as possible of any deployment. They should also inform their professors. This will allow the student and professors to work to create a plan for the completion of their coursework. Deployment orders should also be presented to the Registrar or Academic Affairs office.

Deployed students have the following options:

- students may request an Incomplete and work with their professors to create a plan that will allow them to finish their course work while deployed
- online students can simply complete their work while deployed
- students can withdraw from the course per school policy with a notation from the Registrar's office that the Withdrawal was for military purposes

Readmission After Deployment Policy for Iowa Wesleyan University

For Service Members who were temporarily unable to attend or had to suspend their studies due to service requirements, Iowa Wesleyan will readmit them with the same academic status as when they last attended Iowa Wesleyan. This will be completed when the service member gives Iowa Wesleyan either oral or written notice of the intent to return to school. The student will be granted:

- admission to the same program or most similar program available
- the same enrollment status
- the same number of credit hours previously completed unless the student chooses a
- different program the same academic standing
- tuition during the first year of return will be assessed at the same rate as when the student was previously enrolled unless military tuition benefits will cover the higher
- costs
- if Iowa Wesleyan feels the student is no longer prepared to continue the same program as before, the student will be allowed one "refresher" course or pretest at no cost
- all efforts will be made to ensure the student can complete their previous program of study, but if preparing a student to complete their previous program would create an undue hardship to Iowa Wesleyan, then the student would not be readmitted to that previous program and other programs would be suggested

MILITARY



Military Salute Scholarship

Iowa Wesleyan University is committed to supporting the Total Military Family through a scholarship program that includes reduced tuition rates and other incentives. The IW Salutes Military Scholarship recognizes and honors our active duty military, veterans, and family members. Learn more at <https://online.iw.edu/military/>

Credit for Military Training and Experience

Iowa Wesleyan University recognizes the value of military experience and training. The American Council on Education (ACE) collaborates with Department of Defense (DoD) to review military training and experience and recommend appropriate college credit for members of the Armed Forces. A student with military background may be eligible to receive college credit for his/her military experience. Iowa Wesleyan must receive an official copy of the student's military transcript to award any applicable transfer credits. Please note that requesting a military transcript is branch specific.

Joint Services Transcript

The Joint Services Transcript (JST) is used by all enlisted, officers and warrant officers, both active and veterans from all Army components, Coast Guard, Marine Corps and Navy. Active duty status is not required to access the JST website and a military transcript. Active duty, Reserve, Veterans or National Guard personnel can use JST located at jst.doded.mil.

Note: when clicking on the Joint Services Transcript Request link you may read there is a problem with the website's security certificate or notified the connection is not private, depending on what you are using for an Internet browser. Select to continue to the website even though it states it is not recommended. If using Google Chrome, select Advanced and proceed to jst.doded.mil even if it indicates unsafe. Finally, select ok to arrive at the page to either create an account or log-in to a previously established account.

Community College of the Air Force (CCAF) Transcript

The Community College of the Air Force is a federally chartered academic institution that serves the United States Air Force's enlisted total force.

Military Education Benefits

Military members and their spouses and dependents may take advantage of our special military tuition rates through IW Online. We keep our tuition rates affordable so the student's military benefits can go farther.

Tuition Assistance (TA)

Military Tuition Assistance (TA), combined with reduced military rates and other military programs, can cover the majority of the education expense for military members. Members who have eligibility must work with their education advisor, ESO, or counselor within their respective military service prior to enrolling to obtain approval for TA. View the Tuition Assistance page at <https://online.iw.edu/tuition-assistance/> for more information by branch of service.

Veterans Benefits

Iowa Wesleyan is approved for VA education benefits and is pleased to accept a full range of benefits and programs for military members, military spouses, and veterans. To determine your eligibility, call the Veterans Benefits Administration at 1-888-GI-BILL-1.

- The Post 9/11 Bill
- Montgomery GI Bill
- Survivor's and Dependent's Assistance
- Yellow Ribbon Program

The Post-9/11 Bill

The Post-9/11 Bill is an educational assistance program that provides up to 36 months of benefits to eligible persons for education and training opportunities pursued after August 1, 2009. These benefits may be used for undergraduate and graduate degree programs, vocational and technical training, tutorial assistance, books, supplies, and monthly housing. Generally, benefits are payable for 15 years following release from active duty and may be transferred to spouses or dependent children.

The Montgomery GI Bill® (MGIB)

The MGIB program provides up to 36 months of benefits to eligible persons for education and training opportunities. These benefits may be used for degree and certificate programs, flight training, apprenticeship/on-the-job training, and correspondence courses. Remedial, deficiency, and refresher courses may be approved under certain circumstances. Generally, benefits are payable for 10 years following the student's release from active duty. This program is also commonly known as Chapter 30.

Survivor's and Dependent's Assistance

Educational assistance is available to spouses and children of veterans who died or are permanently and totally disabled as the result of a service-connected disability. Please refer to the VA website for additional information.

Transfer of Post 9/11 GI Bill® Benefits to Dependents (TEB)

Under the Post-9/11 GI Bill®, some servicemembers may have the option to transfer some or all of their benefits to their spouses or dependent children via the TEB program. Please refer to the VA website for additional information.

Yellow Ribbon Program

The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (degree-granting institutions) in the United States to voluntarily enter into an agreement with VA to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. The institution can contribute up to 50% of those expenses and the VA will match the same amount as the institution. Review our Military area on the website at <https://online.iw.edu/military/> for more information.

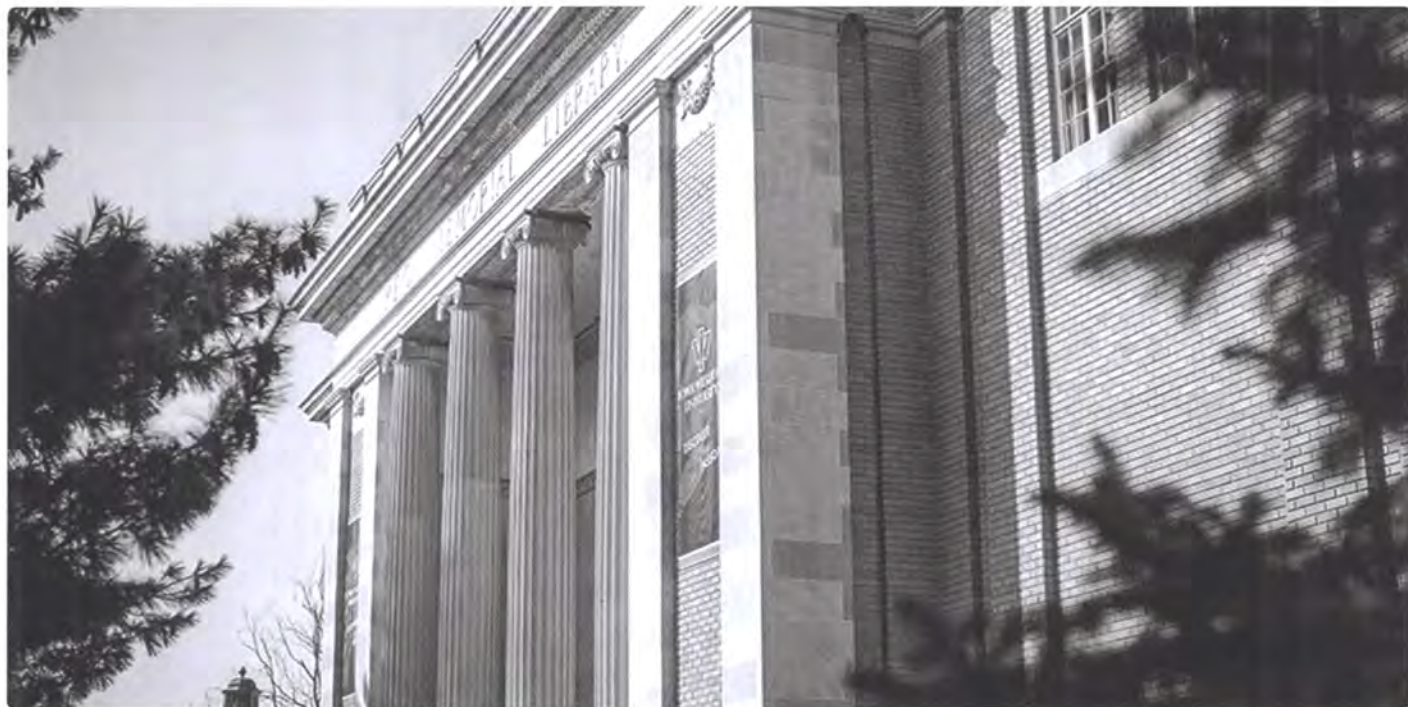
Section 103 Compliance for the Veterans Benefits and Transition Act of 2018

Iowa Wesleyan University will not

- impose a late fee, deny access to classes, libraries or other institutional facilities;
- impose other penalties against a veteran or eligible dependent;
- require a Chapter 31 or Chapter 33 recipient to borrow additional funds to cover the individual's inability to meet his or her financial obligations to Iowa Wesleyan;

due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs. This would apply if the payments have not been received within 90 days of the beginning of the term and the Secretary would have the authority to waive this requirement.

ACADEMIC POLICIES



The Graduate Term

The standard graduate enrollment period is the 8-week term. Two 8-week terms is considered a semester. There are six 8-week terms in an academic year; two each in the fall, spring, and summer. These terms are labeled as Fall-A, Fall-B, Spring-A, Spring-B, Summer-A, and Summer-B. The letter designation "A" indicates the first 8-week term in the semester and "B" indicates the second 8-week term of the semester. Enrollment and financial determinations are based on these definitions.

Student Category Definitions

Full-time — enrollment at the graduate level is defined as 6 or more credit hours during the fall, spring, or summer semester.

Half-time — enrollment at the graduate level is defined as 5 or fewer credit hours during the fall, spring, or summer semester.

Regular — students who have been admitted unconditionally as degree candidates on the basis of work completed at regionally accredited colleges. "Regular" status means also that the student is not on probation. Students in this category are eligible to participate in all of the student activities of the University.

Conditional — students who have been admitted on condition as defined by the Committee for Academic Standards and Review to work toward a degree. At the end of the designated 8-week term their scholastic records are reviewed by the Committee for Academic Standards and Review. At that time the Committee will decide if a student will become a "Regular" student, or if they will be dismissed from the University.

Probationary — students who are not making satisfactory academic progress.

Grade Points and the Grade Point Average (GPA)

IW calculates the GPA on a weighted 4.0 scale. Each hour of credit is valued in points as follows:

A 4.00 B 3.00 C 2.00 D 1.00

A- 3.70 B- 2.70 C- 1.70 D- 0.70

B+ 3.30 C+ 2.30 D+ 1.30 F 0.00

Each graduate program stipulates the rigor of its program beyond the institutional requirements. Please see grades in each program of study for a full disclosure of required grades. Below are definitions of specific grades.

Incomplete (I)

An incomplete grade (I) is exceptional and may be given only for extenuating circumstances. Students may receive an incomplete ("I") grade for coursework in which they are currently enrolled if the following conditions have been met. Failure to complete the specified work within the designated time frame may result in an "F" grade for the course.

Conditions:

1. The student must be currently enrolled in the course(s) in question (prior to grading).
2. The deadline for withdrawing with a "W" grade for the course(s) must have passed.
3. The student must be passing the course(s) (student must have completed work of acceptable quality). An "I" grade may never be applied when the student has done poor work (less than passing) or has successfully completed less than 60% of the work for the course.
4. The student must have a legitimate extenuating circumstance(s), such as a severe illness, that prohibits completion of the course. The faculty member will consult her or his department head and/or the Dean of Students Office with any questions regarding legitimacy. Online faculty will work with the Assistant Dean for Graduate and Professional Studies prior to issuing an incomplete grade.
5. Students are not allowed to "re-take" the course as a condition of the incomplete. If the circumstances are such that the student is meeting the requirements of the course at the time of the "I" grade, then only the remainder of the course content is required to be completed.
6. The instructor granting an "I" grade must provide the Registrar's Office with an incomplete grade form listing:
 - a. the "acceptable" reason for the "I" grade (such as illness), and
 - b. details of the work that has to be performed by the student to complete the course. The form must be returned no later than the deadline identified for end of semester grading.
 - c. The form must be signed by the student and the instructor.
7. The deadline for completion of all work is set by the instructor and can be no later than 30 calendar days following the date final grades are due. An extension beyond the 30-day period may be granted only by the Committee of Academic Standards by the student filling out a student petition form. This extension would normally be for at most an additional 30-day period, unless a longer period is granted by the committee because of some unusual circumstance such as serious illness.
8. Unless the student has petitioned the committee for such an extension, the instructor will assign a grade no later than one week following the 30-day period. If the Office of the Registrar does not receive a grade or a petition within 37 days from the date grades were due at the end of the term, a grade of F will be recorded for the incomplete.
9. Students who do not complete the work for a course may not withdraw from the course once a grade of "I" is assigned. A final grade must be posted.
10. Students cannot graduate with an "I" grade on their record. Senior students needing to arrange for a grade of "I" or "IP" should plan to apply to graduate during a future term. These students will be responsible for the associated graduation fees.

A student who receives incomplete grades and has a grade point average below 3.00 will be placed on academic probation for the following term. Students with incomplete grades may petition to the Committee for Academic Standards and Review to remove the probationary status once all incomplete grades are removed if their GPA is raised to 3.0 or greater. Students with incomplete grades recorded at the time the Dean's list is declared, will not be included on the list. Once all incomplete grades are removed, students may petition the Committee for Academic Standards and Review for Dean's List recognition if their GPA meets all other Dean's List criteria.

Withdrawal (W)

A course withdrawn after the first week of an 8-week term but before the last day of week five will be assigned the grade of W.

NOTE: W grades can impact access to student loans under the federal Satisfactory Academic Progress policy. A maximum of 60 attempted hours are allowed to earn a master's degree.

In situations where there are unresolved issues related to a student's behavior/conduct and/or financial obligations to the University, a hold may be placed on the student's record at the time of withdrawal. All behavior/conduct issues must be cleared by student development office and all financial obligations must be cleared by the business office. All transcripts, registrations, and diplomas will be on hold all conduct issues are resolved from approved offices.

Withdraw-Fail (WF)

A WF grade may be issued when attendance standards are not met or upon violation of other academic policies, such as academic misconduct. The WF grade has the equivalent GPA impact as an F grade and will appear on the transcript.

Fail (F)

An earned grade of F is grounds for dismissal from the Graduate School. A failing grade may be assigned to a course when academic performance fails to meet minimal passing standards as outlined in the syllabus.

Repeated Courses

When a course is repeated, both grades will remain on the student's transcript, however, the most recent grade will be calculated into the cumulative GPA. A course may be repeated only once. The second grade (provided it is a "C" or above) can be counted toward the major. Federal and state financial aid is not available to students that are required to retake all of the coursework for a term.

Transcripts

Transcripts of a student's academic record may be obtained from the Office of the Registrar upon written request and payment of

the fee through the Transcript Request services of the National Student Clearinghouse. Directions for transcript requests can be found on the webpage for the Office of the Registrar.

Transcripts are the official record of the University and should not be confused with placement credentials (transcripts from previously attended institutions). Only IW and approved transfer credits will be maintained on the student's IW official transcript.

Class Attendance and Participation

Online Course Attendance Policy

Attendance in an online class is measured through participation in the learning management system (Canvas). Participation is defined as submitting a discussion post, exam, quiz, or written assignment within the online classroom. Simply logging into the online classroom does not count as attendance/participation.

The online week runs Monday through Sunday. Students are expected to attend/participate each online week of the class. Instructor granted assignment extensions do not eliminate the attendance/participation requirement.

During the first online week (Monday – Sunday) of an 8-week online class, the student must validate their enrollment by attending/participating. Students in a 16-week online class must validate their enrollment in the first two weeks of the semester. Students who fail to validate their enrollment will be dropped.

In an 8-week online class, failure to attend/participate in one online week (Monday – Sunday) will result in an official warning. Failure to attend/participate in two online weeks will result in the student failing the class and a WF grade will be recorded.

In a 16-week online class, failing to attend/participate in two online weeks (Monday – Sunday) will result in an official warning. Failure to attend/participate in four online weeks within the class will result in the student failing the class and a WF grade will be recorded.

As the online environment is available 24/7, there are no excused absences for University-Sponsored events in an online class. Students in online classes are expected to manage their time and must attend/participate weekly and complete all work required.

Student Attendance Policy for Campus Courses

Students are required to attend all class meetings of courses for which they are registered. Students are responsible for meeting all the course requirements and properly addressing the content of courses for which they are registered. The policy below outlines the minimum standard for attendance, but certain programs or courses may require a stricter policy.

If a student finds it necessary to miss a class, it is the student's responsibility to:

- Contact the course instructor by the last class session prior to the anticipated absence, if possible.
- Arrange in a predetermined amount of time established by the course instructor to complete missed course work.
- Provide the course instructor and Registrar's office with appropriate documentation and verification of the need or reason(s) for the absence.

The needs or reasons for excused absences may include ONLY the following that have been approved by the University Provost.

- **Illness** – a specific debilitating ailment that significantly impairs the student's ability to carry on any activities other than those of recuperation.
- **Unavoidable Personal Emergency** – a situation that presents an unsolvable conflict with class attendance due to severe and unusual demands placed upon the student by circumstances beyond his or her control.
- **Participation in a University-Sponsored Event** – a situation that presents an unsolvable conflict with class attendance due to the student's required participation in a University-sponsored event as approved by the University Provost.

Arrangements for missed work due to excused absences of this type must be made prior to the absence. Should the student miss class for the reasons stated above, and proper prior arrangements have been made, the instructors will follow their make-up work policy as stated in the course syllabi. Students bear the ultimate responsibility for all missed class material as outlined in each course syllabus. Instructors will provide reasonable opportunities to make up missed attendance points, course work completed in class, or homework assignments. However, they are not required to repeat lectures, lab experiments, music rehearsals or components of courses for which making up missed work may be impractical or infeasible.

When a student is absent for any other reason, the course syllabus must include policies specifying grade penalties for absences. Regardless of the reason, all absences from class will count toward the percentage of allowed absences. If a student is absent a significant number of times a written warning of attendance deficiency will be sent to the student, the student's advisor, the Athletic Director, and each coach for which the student must maintain intercollegiate competitive eligibility.

A warning will be sent after a pattern of absences relative to the total number of class meetings per semester, term, or other academic sessions occurs.

If, for any reason, a student is absent from 25% of class sessions, or an equivalent amount of time during term courses and other academic sessions, the course instructor must notify the Registrar's Office on a daily basis which will initiate the withdrawal of the student from the class with a grade of WF (Withdraw-Fail).

A grade of WF will earn zero quality points as calculated for GPA purposes (i.e., GPA is lowered with grade of WF). Students for whom withdrawal from a course is initiated by the Registrar's Office will be allowed to withdraw from said course with a grade of W (no impact on GPA) if the action is taken by both parties within the normal withdrawal time period.

Hybrid Course Attendance Policy

Hybrid students are required to attend all class meetings of courses for which they are registered and must participate in the weekly online portion as defined by the professor in the syllabus.

Weekly attendance in a hybrid designated class is met by:

- attending the weekly face-to-face class time, and/or
- attending the online weekly session by submitting a discussion post, assignment or quiz.

The hybrid week runs Monday through Sunday. Students are expected to attend/participate during each hybrid week of the class. Instructor granted assignment extensions do not eliminate the attendance/participation requirement.

During the first hybrid week (Monday – Sunday) of an 8 week hybrid class, the student must validate their enrollment by attending the weekly class time or participating in the online portion. Students who fail to validate their enrollment will be dropped.

In an 8 week hybrid class, failure to attend/participate in one hybrid week (Monday – Sunday) will result in an official warning. Failure to attend/participate in two hybrid weeks will result in the student failing the class and a WF grade will be recorded.

Academic Misconduct

Academic misconduct includes both attendance and classroom behavior. Students who engage in academic misconduct risk being administratively withdrawn from a course and will receive a WF.

Students who abuse the approved and excused absences of the attendance policy will be considered to have committed academic misconduct. Examples of abuse include but are not limited to: having an excessive amount of absences, falsifying an illness or family emergency, falsely claiming that attendance at the event is required, falsely claiming to have attended an event, or falsely claiming that an absence is University approved.

Classroom disturbances inhibit the creation of a positive and inclusive learning environment. Iowa Wesleyan administration has the authority to withdraw a student from a course based on the severity of the behavior. This will result in the student receiving a grade of WF. Examples of classroom behavior that disturb the learning environment may include disruption of and interference with instruction or exams, suspected substance use, belligerent or abusive language, racial slurs, fighting, or failure to comply with instructor directives.

Students are expected to follow attendance and participation parameters set by each instructor. Difficulties or conflicts with this expectation should be first addressed through the individual instructor. The Division Chair as well as the student's advisor may be included in the resolution.

Cases of severe academic misconduct involving the attendance policy and classroom disturbances will be addressed by the Office of Academic Affairs in cooperation with the Office of Student Development.

Please refer to the IW Student Handbook for more comprehensive information regarding student conduct policies.

Course/Schedule Changes

Course Registration Procedures

Graduate students must register before the beginning of a term in order to enroll in a course.

Online students may register for an upcoming term/semester by contacting their academic advisor by phone or email.

After the course validation period (see Attendance Policy), registration is considered official and billing will be based on this registration. Failure to attend class after the official registration has been confirmed will not cancel the obligation to pay for assessed tuition and textbook charges

(See Changes of Registration, below).

Changes of Registration

Add/Drop Period

Add/drops are permitted freely and at no charge during the normal add/drop periods as listed below. There will be no tuition charge for students who drop credit hours and no record of enrollment in a "dropped" course will appear on the transcript. All courses added or dropped after the term has begun must be requested through the student's academic advisor in the IW Online Office.

Deadlines to Add a course

Day three (Wednesday) – 11:59 pm CT of the term.

Deadlines to Drop a course

Student initiated: Students may initiate a drop at any time during the first seven days of the term (Sunday) – 11:59 pm CT.

Administrative drop: Students who do not attend their online course during the first week of the term through the first Sunday at 11:59 pm CT will be dropped from the course.

Online Course Validation

Enrollment for each online course must be validated by attending class (posting one or more times to any area of the online classroom) during the first seven days of the term. Failure to validate enrollment when courses begin will result in a drop and removal from the course. Simply logging in to the class does not count as attendance.

Withdraw – Online Course Withdrawal (W grade)

Withdrawal from a class may take place during the time after the drop deadline and completion of 62.5% of the course length, after which a letter grade for the course will be awarded. Consistent with all students who withdraw from a portion of their credit load, 100 percent tuition will be charged after the normal add/drop period has expired; however, those students affected will remain eligible for any financial aid awarded prior to the withdrawal. Contact your advisor if you are considering a course withdrawal. A "W" will be recorded on the official transcript. A \$25 fee will be assessed for schedule changes during this period.

Administrative Withdrawal (WF grade)

The online course week begins on Monday and ends the following Sunday. Student attendance in the online classroom is defined as active participation in the course as described in the individual course syllabus. Participation means providing substantive comments, questions and contributions that advance the learning process for you and other learners in the course. Online courses have weekly mechanisms for student participation no more frequently than daily, which can be documented by any or all of the following methods:

- Discussion forums
- Completion of tests or quizzes
- Submission/completion of assignments
- Other course participation

Simply logging into the online classroom is not considered attendance.

Eight-week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact, the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact, the student will fail the course and a withdraw-fail (WF) grade will be recorded. Attendance will be taken and policy applied during the first five weeks of an eight-week term.

Catalog Degree Requirements

The student must meet degree requirements published in the edition of the graduate catalog in effect at the time of initial enrollment in a Graduate Program.

Time to Complete Degree/Revalidation of Courses

The work required for a graduate degree must be completed within six consecutive calendar years. Students may petition the Academic Standards Committee for an extension of time for outdated courses. Evidence must show that such courses have been revalidated by examination or some other means as determined by the department.

Graduation Requirements

It is the student's responsibility to ensure that all requirements for graduation are met. Students must complete the requirements of their program of study with at least a 3.0.

IW students must apply to graduate by submitting the Graduation Application to the Registrar's Office. The application should be submitted no less than one semester before anticipated graduation.

Applying triggers a variety of exit services performed by different offices to ensure the student is ready in all respects for graduation and departure from IW and the Graduate School.

IW has three graduation periods (December, May, and August), and two ceremonies (December and May) each year. The graduation date posted on the transcript is the earliest date after all requirements for graduation are met. The student is assigned to participate in the earliest ceremony held after all requirements for graduation are met.

Academic Requirements – See the Academic Program section of the catalog to determine the academic requirements specific to your program.

Commencement – Graduate students are encouraged, but not required, to participate in commencement. Please see the website for commencement information.

Clearances – The graduating student must be cleared by the academic division, business office, financial aid, and library before a diploma will be mailed.

In situations where there are unresolved issues related to a student's behavior/conduct and/or financial obligations to the University, a hold may be placed on the student's record at the time of filling all graduation requirements. All behavior/conduct issues must be cleared by the student development office and all financial obligations must be cleared by the business office. All transcripts,

registrations, and diplomas will be on hold until all conduct issues are resolved from approved offices.

Diploma – The diploma is mailed to the home address on file in the Registrar's Office after final grades for the term are posted and a final academic audit of the student's degree is performed. Receipt of the diploma can be expected within 6-8 weeks after the designated graduation date.

Transcripts – Students may order transcripts to be issued after the degree is posted. The standard fee applies.

Academic Appeals

Students who have concerns regarding an academic matter, such as procedures in a particular course or a grade received, should meet first with the instructor of the course involved providing documentation regarding the reason for the appeal. Failing to achieve satisfaction at this level, the student should then meet with the Assistant Dean of Graduate and Professional Studies. Appeals beyond the divisional level should go to the Committee on Academic Standards and Review for final decision. When appropriate, academic issues will be referred to the Provost for a final decision.

Grade appeals must be initiated within five weeks after the last day of the term. No such appeals will be considered after this time.

The Provost is available to students to discuss academic problems and procedures following consultation with the Division Chair.

Student Grievance Policy

Situations may arise where students feel that they have been dealt with unfairly, that particular circumstances surrounding a policy decision requires special consideration, or that they have a complaint about the behavior/performance of a faculty or staff member. Iowa Wesleyan University provides a grievance procedure process as part of its effort toward treating students fairly in regard to their personal and educational concerns. Any student who believes that an employee of the University has subjected him or her to treatment that violates University policy or practices may seek to have his/her grievance addressed according to these grievance procedures.

Most student complaints against faculty, administrators or other staff are resolved by discussions with the person or group involved and students are expected to address their concerns first directly with the responsible party. When this approach proves unfruitful or seems undesirable or inappropriate, students may file a formal complaint against the campus community member through the use of a grievance form embedded in CAMS. Students who submit complaints at this level should note that grievances are not confidential and are addressed by the Vice President of Academic Affairs or the Vice President of Student Development.

The purpose of this procedure is to provide a mechanism to resolve student complaints against other members of the campus community. This procedure does not handle grade appeals for which there is a separate process. Likewise, complaints regarding discrimination, harassment are separate from the grievance procedure noted above and should be directed to the Title IX Coordinator or reported via the SafetyFirst online reporting system (<https://www.iw.edu/campus-safety/>).

Academic Integrity Policy

The curriculum at Iowa Wesleyan University is built upon the Life Skills—Communication, Critical Reasoning and Civic Engagement. In conjunction with these integral Life Skills, the University has developed a strict policy to deal with students who commit acts of academic dishonesty. Acts of academic dishonesty will not be tolerated in any form by the faculty and staff and will carry stiff penalties. The following policy includes the definition of an act of academic dishonesty, the sequence of offense(s) and the accompanying penalties, the procedure to be followed by faculty members when an offense occurs, an explanation of the appeal process, and a description of record maintenance.

Definition of an Act of Academic Dishonesty

Iowa Wesleyan University divides acts of academic dishonesty into two broad categories: cheating and plagiarism.

Cheating

Cheating is defined as any of the following acts or combination of acts:

- fabrication of data/data manipulation
- use of crib sheets/cheat sheets
- copying information from another person's work
- unauthorized sharing of answers/information between students
- unauthorized gaining of or giving access to exam questions
- tampering with an exam
- theft or sale of papers/projects/exams

Selling of a project/exam is considered a more serious violation of the Academic Integrity Policy because of the deliberate attempt to profit from another student's vulnerability and will carry heavier penalties (see Type of Offense and Accompanying Penalty, and Reporting).

Plagiarism

Plagiarism is the intellectual theft of another's ideas. It involves the failure to accurately cite the sources used in researching a paper or project, both in the body of the paper/project as well as on the Works Cited or References page. Because plagiarism can fall on a gradient from minor to severe, Iowa Wesleyan University separates plagiarism into the following categories of severity based on the

"Did I Plagiarize?" chart created by Dr. Curtis Newbold, which can be found in classrooms and other spaces around campus as well as www.TheVisualCommunicationGuy.com.

The categories are as follows:

- **Half-hearted:** student mostly cited things correctly, but got sloppy on some and failed to note small things like page numbers or publishers
- **Miscue:** consistent mistakes in citations (wrong words, wrong author, something similar)
- **Reflection:** some or no citation problems, but they work closely reflects someone else's
- **Mosaic:** some or no citation problems, but the work uses very little of the student's own thoughts or opinions
- **Warp:** deliberately misrepresenting a citation or citing a source out of context
- **Ghost Citation:** citing sources that don't exist or making up what the source actually said
- **Remix:** rewording a source or sources to make it sound like the student's own idea(s)
- **Recycle:** a student reusing a large portion of work from a previous class without current instructor approval and/or citing themselves i.e., self-plagiarism
- **Mitosis:** a student reusing an entire work from a previous class without current instructor approval i.e., self-plagiarism
- **Cherry-pick:** a student cherry-picking a few words or phrases to change but keeping the rest of the text and ideas from another's work relatively unchanged without giving credit
- **Copycat:** a student copying large portions (entire paragraphs or sections of another's work and not giving full credit)
- **Identity Theft:** a student stealing, purchasing, copying, or selling an entire document and taking full credit for the work

The response to these infractions will be determined by the degree of severity and consideration of the context of the infraction, as outlined in the policy below. While all of the above actions are serious enough to be reported and penalized in some way, selling of a paper/project is considered a more serious violation of the Academic Integrity Policy because of the deliberate attempt to profit from another student's vulnerability and will carry heavier penalties (see Type of Offense and Accompanying Penalty, and Reporting).

Type of Offense and Accompanying Penalty, and Reporting

Certain acts of academic dishonesty can trigger either a WARNING or a VIOLATION, however, regardless of the type, all acts must be reported through the form on the IW website. Some identified acts of academic dishonesty carry a **minimum penalty for the first infraction based on the severity of the act**. These minimum penalties range from resubmitting a paper to failing a course, and additional or more severe penalties can be handed down at the faculty member's discretion or as a result of multiple infractions or a pattern of academic dishonesty.

Faculty should follow the guidelines below in order to determine whether the act of academic dishonesty should be treated as a learning opportunity, or requires either a WARNING or a VIOLATION report and the accompanying minimum penalty:

For acts of academic dishonesty involving cheating:

- **fabrication of data/data manipulation:** VIOLATION report; student FAILS ASSIGNMENT
- **use of crib sheets/cheat sheets:** VIOLATION report; student FAILS ASSIGNMENT or TEST
- **copying information from another person's work:** VIOLATION report; student FAILS ASSIGNMENT or TEST
- **unauthorized sharing of answers/information between students:** BOTH students receive an Academic Dishonesty VIOLATION report; BOTH students FAIL ASSIGNMENT or TEST
- **unauthorized gaining of or giving access to exam questions:** BOTH students receive an Academic Dishonesty VIOLATION report; BOTH students FAIL ASSIGNMENT or TEST
- **tampering with an exam:** VIOLATION report; student FAILS ASSIGNMENT
- **theft or sale of papers/projects/exams:** VIOLATION report; student FAILS COURSE, SUSPENSION from the University for one full academic semester excluding summer

For the **second and subsequent acts of academic dishonesty involving cheating**, the following penalties apply at the discretion of the Office of the Provost:

- **Second offense:** meeting with the Office of the Provost. May result in suspension from the University for one full academic term excluding summer. The final determination will be made by the Academic Standards Committee after considering the recommendation of the Provost.
- **Third offense:** meeting with the Office of the Provost. May result in dismissal from the University. The final determination will be made by the Academic Standards Committee after considering the recommendation of the Provost.

For acts of academic dishonesty involving plagiarism:

Teachable moment: No official Reporting

- **Half-hearted:** No Academic Dishonesty report of any kind. Student receives a lower grade for the assignment and/or resubmits with fixes at the discretion of the faculty member.
- **Miscue:** No Academic Dishonesty report of any kind. Student receives a lower grade for the assignment and/or resubmits

with fixes at the discretion of the faculty member.

- **Reflection:** No Academic Dishonesty report of any kind. Student receives a lower grade for the assignment and/or resubmits with fixes at the discretion of the faculty member.
- **Mosaic:** No Academic Dishonesty report of any kind. Student receives a lower grade for the assignment and/or resubmits with fixes at the discretion of the faculty member.

Requires Official Reporting: Warning Report

- **Warp:** Academic Dishonesty WARNING. Student resubmits with fixes, receives a lower grade for the assignment, or fails the assignment at the discretion of the faculty member.

Requires Official Reporting: Violation Report

- **Ghost Citation:** Academic Dishonesty VIOLATION, Student resubmits with fixes, receives a lower grade for the assignment, or fails the assignment at the discretion of the faculty member.
- **Remix:** Academic Dishonesty VIOLATION, Student resubmits with fixes, receives a lower grade for the assignment, or fails the assignment at the discretion of the faculty member.
- **Recycle:** Academic Dishonesty VIOLATION, Student resubmits with fixes, receives a lower grade for the assignment, or fails the assignment at the discretion of the faculty member.
- **Mitosis:** Academic Dishonesty VIOLATION, student FAILS ASSIGNMENT
- **Cherry-pick:** Academic Dishonesty VIOLATION, student FAILS ASSIGNMENT
- **Copycat:** Academic Dishonesty VIOLATION, student FAILS ASSIGNMENT
- **Identity Theft:** Academic Dishonesty VIOLATION, student FAILS COURSE, SUSPENSION from the University for one full academic semester excluding summer

For the **second and/or subsequent acts of academic dishonesty involving plagiarism**, the following penalties apply at the discretion of the Office of the Provost:

- **First WARNING offense:** meeting with the Office of the Provost
- **Second VIOLATION offense:** meeting with the Office of the Provost. May result in suspension from the University for one full academic term excluding summer. The final determination will be made by the Academic Standards Committee with the recommendation of the Provost.
- **Third VIOLATION offense:** meeting with the Office of the Provost. May result in dismissal from the University. The final determination will be made by the Academic Standards Committee with the recommendation of the Provost.

For the more **serious violation of selling a paper/project/exam**, the following sequence applies:

- **First offense:** Office of the Provost will recommend suspension from the University for a full semester excluding summer. The final determination will be made by the Academic Standards Committee after considering the recommendation of the Provost.
- **Second offense:** Office of the Provost will recommend dismissal from the University. The final determination will be made by the Academic Standards Committee after considering the recommendation of the Provost.

Reporting Procedures for Acts of Academic Dishonesty

In the event of an act of academic dishonesty, the faculty member will institute the following procedures:

1. The Faculty Member will file an Academic Dishonesty Report through the IW website within 72 business hours of discovery of the act. This report will automatically be sent by email to the student, the Registrar's office, and the Office of the Provost. This report will contain a link to Iowa Wesleyan University's Academic Integrity Policy and will outline penalties. Whenever possible, it is recommended that the instructor communicates with the student after submitting a report.
2. In cases where the student is facing a second or subsequent VIOLATION, or a third or subsequent WARNING, the Office of the Provost will contact the student within 72 business hours of receiving the Multiple Infraction Alert to schedule a meeting with the student.

In instances when a student has been found guilty of an act of academic dishonesty, the student may not withdraw from the course in question. Suspensions for academic dishonesty will be noted on the student's transcript. Documentation regarding acts of academic dishonesty will be placed in the student's file in different offices based on the type of act and classification of the student:

For on-campus or Educational Center students:

WARNINGS will be placed in the student's file in the Office of the Registrar. VIOLATIONS will be placed in the student's file in the Office of Student Development, Office of the Provost, and the Office of the Registrar. For Educational Center students, WARNINGS and VIOLATIONS will be held in equivalent office(s) on site.

For Online students:

WARNINGS will be placed in the student's file in the Office of the Registrar. VIOLATIONS will be placed in the student's file in the Office of Graduate and Professional Studies, the Office of the Provost and the Office of the Registrar.

Appeal Process

There are two reasons on which students may base an appeal: 1) lack of concrete evidence, as perceived by the student; or 2) student's perception that the penalty imposed is unduly harsh. Students wishing to appeal a penalty must follow the appeals process below:

1. The student will request an appeal via email within 72 business hours of receiving the Academic Dishonesty Report filed by the faculty member.
2. The appeal will be made to the Division Chair to which the course belongs. If the Division Chair is the reporter, the appeal will move directly to the Committee on Academic Standards and Review.
3. Failing to achieve a satisfactory solution at the divisional level the student may appeal to the Committee on Academic Standards and Review.

Record Maintenance

Documentation regarding acts of academic dishonesty will be placed in the student's file in different offices based on the type of act and classification of the student:

For on-campus Or Educational Center students:

WARNINGS will be placed in the student's file in the Office of the Registrar. VIOLATIONS will be placed in the student's file in the Office of Student Development, Office of the Provost, and the Office of the Registrar. For Educational Center students, WARNINGS and VIOLATIONS will be held in equivalent office(s) on site.

For Online students:

WARNINGS will be placed in the student's file in the Office of the Registrar. VIOLATIONS will be placed in the student's file in the Office of Graduate and Professional Studies, the Office of the Provost and the Office of the Registrar.

Academic Probation and Dismissal

Academic Probation

A student whose cumulative grade point average is below 3.0 after any term will be placed (or continued) on academic probation for the following term unless academic dismissal (see below) is enacted.

Academic probation is lifted after a term when the cumulative grade point average rises to or above a 3.0. A student on academic probation will not be permitted to enroll for more than 3 credit hours per term.

To utilize educational benefits from the Veterans Affairs (VA), students must meet "pursuit of education and academic standards" established by the VA and school policy. VA Certifying Officials are required to report noncompliance with satisfactory progress toward completion of training objectives. Accordingly, students utilizing VA education benefits who fail to demonstrate satisfactory academic progress in accordance with school policy will have their benefits interrupted. Students below a 3.0 GPA will be below satisfactory progress at Iowa Wesleyan University. A VA student will receive a letter containing information about the probation, suspension, or dismissal from the academic standards committee due to the cumulative GPA being below a 3.0. At this time, VA benefits will be interrupted.

Academic Suspension

A student who does not meet minimal standards is subject to academic suspension whether or not they are currently on probation. The Committee for Academic Standards and Review shall have final judgment in such matters.

Failure to Meet Minimal Standards:

- Cumulative GPA drops below a 2.0 after any 8-week term.
- Cumulative GPA remains below a 3.0 after any two consecutive terms.
- If a student is placed on academic probation more than three times in their course of study.

Students may appeal for reconsideration of a vote of suspension by the Committee for Academic Standards and Review. Upon reconsideration, the Committee may allow the student to continue on academic probation or uphold the decision to suspend. If the Committee upholds the suspension, the decision of the Committee will be final; no further appeal is possible.

Academic Dismissal

Students who have been suspended twice for academic reasons will be considered dismissed and will not be readmitted to the Graduate School.

Withdrawals

IW recognizes four types of withdrawals, listed below. Additional withdrawal information regarding the finances and aid can be found in the Finances section of this catalog and on the IW website.

Course Withdrawal

A symbol of "W" on a student transcript indicates official withdrawal from a course. A student may withdraw from a course during the first nine weeks of a 15-week course, and within the first five weeks of an 8-week course. For academic courses of an irregular length, the withdrawal date shall be 0.6 of the length of the course. Once final examinations have begun, a student may not withdraw from that semester or term except by approved appeal to the Provost for exceptional circumstances.

This withdrawal procedure is initiated by contacting the Student Success Advisor in IW Online at online@iw.edu.

Graduate School Withdrawal

Withdrawing from all course work in a semester is considered a withdrawal from Iowa Wesleyan University and the program of study. This withdrawal may have implications with financial aid and should be done only in close consultation with an academic advisor and financial aid. If this withdrawal is expected to be temporary a student should see the Leave of Absence policy and complete the appropriate paperwork.

This procedure should be followed when the student does not intend to resume graduate study at IW in the future. This speaks only to intent and not ability. IW welcomes former students to apply to return to the Graduate School if they are eligible to do so.

Full withdrawal from the Graduate School requires a written request sent to the Student Success Advisor in IW Online. Courses will receive grades of "W." Failure to complete the withdrawal process can result in the grade of "F" in all courses in the current term. (See the Finances section for additional information on full withdrawal from the Graduate School.)

Full withdrawal from the Graduate School is permitted through the thirty-sixth day of classes in the semester. Thereafter, all aspects of enrollment for the semester are considered official and binding including the grade earned in each course to that point (which will be indicated on the transcript).

This withdrawal procedure is initiated by a written request.

Military Withdrawal

Military withdrawal is warranted when...

- An active duty service person is deployed outside the U.S., or
- A member of the National Guard or Reserves is called up to active duty, or
- A newly enlisted member of the Armed Services is ordered to report for basic training.

If withdrawal occurs on or before the 35th day of the term, the student's schedule will be expunged and no record of enrollment will appear on the transcript. Pursuant to federal financial aid policies, the greatest possible refund of tuition and fees will be granted.

If the withdrawal occurs on or after the 36th day of the term, the student is eligible and may opt for an expunged schedule, or incomplete (I) grades in current courses with extended time to complete course work. NOTE: The student must be passing all courses at the time of withdrawal to opt for an expunged schedule.

This withdrawal procedure is initiated by written request sent to the Student Success Advisor in the IW Online Office.

Administrative Withdrawal

A student may be administratively withdrawn from the Graduate School for violation of IW policies and procedures if evidence suggests the student is a significant risk to the safety and welfare of self or others in the IW community.

A student must vacate student housing within 24 hours of withdrawal, regardless of the nature thereof. (See the Financial Information section of this catalog for more detail.)

Course Schedule Overload Petition

To register for more than six hours in a term, the graduate student must petition the Academic Standards Committee for approval. The petition must include the reason for the overload. A cumulative GPA of 3.0 is required. Petitions must be submitted before the first day of the term for which the overload is requested.

Academic Support

Academic Advising

Each graduate student will be assigned a faculty or staff academic advisor to aid in questions and academic advice. The faculty and staff advisors will serve as mentors and assist the student with enrollment and academic issues as they arise. Upon acceptance into the Graduate School, the faculty and/or staff advisor will discuss with the student course options for the upcoming terms.

Student Technology Services

IW Email account: Students are provided and required to use an IW student email account for all University business.

Student Portal: Students are provided a secure account to the student portal which allows access to view grades, transcripts, financial aid documents and bills.

More information is available from Information Technology Services, <https://www.iw.edu/academics/campus-technology/>.

The student should carefully guard credentials that allow access to various university systems; further, the student may be held responsible for all activity performed using his/her credentials.

Basic Online Course Expectations

Email: Students are required to use their official IW issued email account –tim.tiger@iw.edu for all University related matters.

Computer and Internet: Students are responsible for ensuring they have access to a reliable up-to-date computer, updated virus protection, and Internet connection to access the course materials and complete course activities. The student will need to make alternate arrangements in case of unexpected computer and Internet problems.

Credit: Students taking an online graduate level course should expect to spend approximately 14 – 17 hours per week on course-related matters (per three-credit course). The time required for each course should be considered when deciding how many credits to register for each term.

Online Classes and the Learning Management System

Iowa Wesleyan University currently uses the Instructure Canvas learning management system to support all online courses. The IW online classrooms can be accessed by going to <https://canvas.iw.edu/>.

Canvas is a learning management system designed to help universities manage all online classroom activities, such as creating and delivering educational content, assessing students, tracking their results, and promoting communication and collaboration between students and faculty.

Instructure Canvas supports the current and first previous major Internet browser releases of Chrome, Firefox, Internet Explorer, Edge and Safari.

Technical Support for Online Students

Questions regarding the IW student portal and/or IW email accounts may be directed to the Iowa Wesleyan Help Desk at 319-385-6251 or email itsfrontdesk@iw.edu. Hours are Monday – Friday 8 am to 5 pm CT.

Questions related to the online classroom may be sent by email to canvashelpdesk@iw.edu. Canvas support resources are available in the online classroom.

Library

The mission of Chadwick Library is to support the educational goals of Iowa Wesleyan University by providing collections, services, facilities and staff to meet the needs of the Iowa Wesleyan University academic community.

Access to the library collection is provided through Wesley, the library's online catalog. Links to electronic books, periodical databases, discipline-related web sites, and other online resources are provided through the Chadwick Library home page (<https://www.iw.edu/library/>). Off-campus students can access these same resources with a campus network id and password from the Iowa Wesleyan ITS office.

Along with locally owned resources, the collections of 17,000 other libraries throughout the world are accessible through the Library's membership in OCLC, an international cataloging and interlibrary loan network. Through OCLC's FirstSearch and through access to the Internet, librarians and patrons have access to research databases beyond the Library's walls.

Inter-Institutional Cooperation

The University seeks to enhance educational opportunities for students by means of inter-institutional cooperation. The library consortium with several regional colleges has been described under the Library section of this catalog. Cooperative programs with Duke University, Iowa State University and the University of Iowa are available. Interested students should contact the Division Chair or the Provost for information.

Textbooks

IW employs the services of eCampus, a major textbook supply and distribution service, to handle textbook ordering and purchasing services for all IW students. Online ordering is possible through the Iowa Wesleyan webpage at <https://iw.ecampus.com/shop-by-course>. The eCampus network of publishers and wholesalers offers textbooks through a variety of formats: new and used textbooks, rental textbooks, and digital content. A variety of payment options are available: credit card, PayPal or a student account. If charging to your student account, please remember that if you do not have financial aid available you are responsible for all charges to your student account. eCampus will provide free economy shipping on the Iowa Wesleyan Virtual Bookstore for any order over \$59 (excluding marketplace orders). Other shipping options are also available.

Ordering your textbooks can be quite challenging with many uncertainties using other online vendors, which is ultimately why our school chose eCampus. We strongly urge you to use eCampus to guarantee you receive the correct books, competitive prices, and the highest level of confidence and satisfaction. In addition, eCampus will accept returns up to thirty (30) days after the course start date for a semester or term based course, with a 10% restocking fee.

If you have questions or concerns about the ordering process or any other product or service eCampus offers, their customer service team is ready to answer questions, 24 hours.

Computing Resources

Several computer labs serve as instructional laboratories and general purpose computer facilities for students. The two computer labs located in Science Hall 114 and Chadwick Library are the largest on campus and serve the largest number of students. Other labs are located in the OASIS, Art Program area, Chemistry area, Music area, Nursing area and Science Hall 111. All lab computers have Internet access, printing capability and software such as Microsoft Office.

Assessment

Extensive testing and data-gathering operations are conducted as a means of evaluating instructional effectiveness and documenting institutional progress. All Iowa Wesleyan students are expected to participate, if requested, in institutional research/assessment that has been approved by the Provost.

Student Development and Services

Graduate Assistantships

Graduate Assistantships provide students with professional experience in a higher education work environment. Graduate Assistants are students first. Their graduate assistantship experiences are intended to contribute to their intellectual growth and degree goals, and should not interfere with academic studies.

The University will determine each year how many Graduate Assistant positions will be available based on the budget and other considerations such as housing availability.

Eligibility: Students are eligible to apply for a Graduate Assistantship at Iowa Wesleyan University if they have been admitted to a graduate degree program at the University and are enrolled in a minimum of 6 graduate level credit hours per semester.

Housing and Meals: Graduate Assistants are required to live in campus housing, when available, unless a waiver is granted for extenuating circumstances. Campus housing, when available, will be provided at no cost to Graduate Assistants. The type of housing provided is dependent upon availability; it may be a house, an apartment, or a room in a residence hall. The University does not cover the cost of off campus housing, nor meals for Graduate Assistants.

Additional information about Graduate Assistantships may be obtained from the Business Office, the Office of Academic Affairs, or the Financial Aid Office.

Housing and Residential Requirements

Graduate students may apply for campus housing pursuant to the following conditions:

- The student must maintain at least half-time enrollment in a graduate program.
- The student must abide by all campus housing policies and procedures.
- Space available. (Preference is given to undergraduates with the exception of international graduate students when campus housing is specified as an aspect of enrollment in IW Graduate School and entry into the U.S.)

Student Conduct and Behavior

The University is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are upheld and sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the University or with the rights of other members of the University community cannot be tolerated. Students enrolling in the University assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution. To fulfill its functions of

imparting and gaining knowledge, the University retains the power to maintain order within the University community and to exclude those who are disruptive of the educational process.

College is an experience in community living. As with any community, certain rules are developed for the protection and comfort of all. Iowa Wesleyan has a minimal number of regulations and asks for cooperation in complying with them. Specific regulations of the University, its customs, and its traditions are contained in the Student Handbook available online and in the Student Development Office. All students are responsible for reading and observing the rules and regulations contained in the Student Handbook.

Iowa Wesleyan University is required to keep a log of substantive complaints for the Higher Learning Commission in keeping with Federal regulations. A complaint for purposes of this policy is defined as a written, dated, signed statement from a student submitted to the Chief Executive Officer, Vice President for Academic Affairs or the Dean for Student Development. The log will include information about the disposition of the complaints and a summary log will be available for the Higher Learning Commission comprehensive evaluation team for review.

IW does not condone in any form or fashion the sexual harassment of its employees, students, or other representatives by the same. Such behavior is a criminal act and will not be tolerated. All acts and accusations of harassment will be investigated as outlined by the federal policies of Title IX.

Standards of conduct apply to students in online programs. Vulgar, obscene, or profane communication (verbal or electronic) in any format (i.e. chat rooms, discussion forums, emails and broadcasting of indecent images via web cam or other means) is grounds for administrative withdrawal from the online course with a grade of F.

Counseling Services

Personal Counseling

Counseling assistance is available to assist students with a variety of issues that might hinder personal and academic success. These issues include help in adjusting from being away from home, financial difficulties, roommate conflicts, relationship problems, depression, or any number of other personal issues. A part-time professional counselor is available to students at no charge on campus in a confidential setting.

Career Counseling

Students can receive assistance in exploring careers, designing a resume, preparing for professional job interviews and planning for additional graduate degrees. A number of free resources are available through the Career Services Center to assist students with planning their future while attending Iowa Wesleyan University

FINANCES



Financial information is reviewed and accounted for by the IW Business Office and the Office of Financial Aid. Billing, awards, and costs associated with school tuition, fees, or aid should be directed to these offices.

Business Office: 319-385-6207

Financial Aid Office: 319-385-6242

Costs

Graduate tuition is charged by the credit hour. To review time-frame and credits required for completion see each division. The following are the rates for the 2020-2021 academic year.

Tuition & Fees

Master of Arts in Management Leadership: \$510

Master of Arts in Education in Curriculum and Instruction: \$250

Graduation Fee: \$125

Books

Estimated cost (per 3 credit course): \$335

Student Financial Accounts

All charges and fees incurred by a student are the sole legal responsibility of that student and not that of any other third party.

Before the beginning of "A" term (Fall A, Spring A, Summer A) semester, the Business Office sends the student a statement showing estimated charges and financial aid for all registered credits in the upcoming semester (both "A" and "B" terms). Credits that are registered at a later date will be added to the account at the time the new credits are registered. The estimated statement and an IW Payment Plan will be mailed according to the schedule below. The IW payment plan must be completed by all students.

For the two terms in this semester estimated statements are mailed in this month	
Fall	July
Spring	December
Summer	April

All charges must be paid before the first day of class unless a satisfactory payment plan has been established. The University regards the account as delinquent if there is an unpaid balance and satisfactory financial arrangements have not been made with

the Business Office (see "IW Payment Plan" below). Students with accounts considered delinquent are not entitled to future registration, room, board or issuance of transcripts.

IW Payment Plan

Account balances after financial aid is applied may be divided into payments. A maximum of two payments per term (four payments per semester) may be made to cover charges. The payment schedule (with due dates) is provided on the IW Payment Plan form. Visa, MasterCard, American Express, and Discover are accepted by email (kwohll@iw.edu), phone, or in person at the Business Office. A 1.5% monthly finance charge will be added to all delinquent accounts.

Books are the responsibility of the student and may be purchased through the IW bookstore or any other third-party vendor. Students are responsible to have their books on the first day of the term and should plan accordingly.

Statements

Account statements can be accessed at any time through the student portal (portals.iw.edu). Monthly statements are sent to the mailing address on file. Statements for international students are sent through campus mail and/or email. Address changes must be reported to the Business Office in a timely manner to ensure uninterrupted mail delivery.

Refund of Credit Balance

Any credit balance on a student's account will be refunded after the account is paid in full. Refunds will be made the week after the add/drop deadline for each 8-week term.

Any credit balance created by a personal check payment will be delayed until the check has cleared the bank. Allow ten business days for clearance.

Refund checks must be claimed in the Financial Aid Office. Refund checks that remain unclaimed at the end of the first week after issuance will be mailed to the student address on file.

Withdrawal

If a student officially withdraws from Iowa Wesleyan University prior to completing 62.5% of the term, institutional charges for tuition and board will be charged based on the percentage of the term that has been completed. Financial aid awarded will be returned to federal and institutional programs based on the same percentage. Outside scholarships will remain on the student account unless this creates an "over-award" situation or the donor specifically requests a refund. Example: If a student withdraws after completing 20 percent of the term, the student will be charged for 20 percent of tuition and board and retains 20 percent of the financial aid. Room fees are not prorated.

Steps used to determine financial aid eligibility, reimbursements, or refunds related to withdrawal can be found on the IW website.

Financial Aid

Eligibility

Students who have earned a bachelor's degree or a prior graduate degree are eligible for Federal Direct Unsubsidized Loans. The annual limit is \$20,500 and the aggregate limit is \$138,500 (which includes any federal loans received for undergraduate and prior graduate study).

Federal and state grants are not available for post-baccalaureate (graduate) study.

Access

To access loans, the student must submit the Free Application for Federal Student Aid (FAFSA). It is available online at www.fafsa.ed.gov. List Iowa Wesleyan University (Title IV federal school code: 001871) to ensure the IW financial aid office receives your data for aid processing.

Timing

The student should file the FAFSA application concurrently with applying for admission to the Graduate Program as a time-saving measure. Thereafter, a student should file the FAFSA as soon as possible after January 1 for the new academic year that begins in August.

Federal Direct Unsubsidized Loans

Loans can be awarded to a student regardless of need. A student must be enrolled at least half-time to qualify for a loan under the Stafford Loan Program. Amounts are based on the student's filing status and grade level. Repayment begins six months after the student is no longer enrolled at least half-time in any college or university. Borrowers must provide a Loan Information Form to the Financial Aid Office indicating the amount they desire to borrow. Loans will be applied in two equal disbursements.

This loan is not based on financial need, although a Free Application for Federal Student Aid must be filed. The student is responsible for the interest. Interest starts when the first disbursement is made. The student can choose to pay the interest or have it capitalized with the principal. Students must be enrolled at least half-time to receive funds from this program. Unsubsidized loans have a 6% fixed interest rate, 1.066% origination fee, with a 6-month grace period.

Satisfactory Academic Progress Policy – Graduate

Federal regulations require that all students who receive any federal or state financial assistance make measurable academic

progress toward a degree at Iowa Wesleyan University. Progress is determined quantitatively (hours attempted versus hours earned and time frame) and qualitatively (GPA). Progress is monitored at the conclusion of spring and summer semesters. Those students readmitted to Iowa Wesleyan will be evaluated for SAP upon registering for classes.

Enrollment

A minimum standard for full-time enrollment at the graduate level is 6 credit hours per semester. A minimum standard for part-time enrollment (at least half-time) at the graduate level is 3 credit hours per semester.

Part-time enrollment (at least half-time) at the graduate level requires a student to be taking at least half of the course load of a full-time student. The definition of full-time used for student financial aid purposes can differ from the definition used for other purposes at the institution, such as the definition used by the Office of The Registrar.

Quantitative

A student must successfully complete a minimum of 67% of all cumulative attempted credits. The formula for computing this measurement is successfully completed credits divided by attempted credits. Graduate programs at IW vary in length so an average of the program length for Master's degrees is used. Please refer to the information below for the correct calculation for your program. All terms and credit hours attempted are used toward the maximum time frame allowance regardless of whether the student received financial aid. All repeated courses, failed course, withdrawals, courses taken from a change of major and transferred hours will count as credit hours attempted toward the maximum time frame.

Maximum Time Frame – Master Degree

6 years from first term of enrollment

Master's degrees at IW require a minimum of 30 hours to complete the degree. Grades of W, I, and F and transfer hours are counted as attempted hours, however grades of W, I, and F will NOT be counted as earned hours. Retaking courses that earned a D- or higher will add to the attempted total but will count only once as an earned credit. Financial Aid is only available for one retake per Failed, Incomplete, or Withdrawn course.

Qualitative

The minimum acceptable grade point average for graduate students is 3.0

Notification of Results

Students that do not meet the Satisfactory Academic Progress requirements will be notified via the student's official IW email within two weeks of the conclusion of the semester.

Financial Aid Warning

Students failing to meet Satisfactory Academic Progress (SAP) standards will receive a warning and will continue to receive financial aid for one semester/session. By the end of the following semester, the student must have met the stated minimum grade point average and completion requirements as defined above. Failure to progress after the warning period will result in probation (after a successful appeal) or loss of all federal, state and institutional financial aid.

Appeal Process

A probation letter describing the appeal process and an appeal form will be provided from the Financial Aid Office. The appeal must include why student was unable to make academic progress and what circumstances have changed to allow student to make academic progress by the next evaluation. Examples of special or unusual circumstances are a personal injury or illness, death of a relative. The appeal form must be submitted to the Financial Aid Office for evaluation. The University will respond to the appeal in writing within two weeks of the set appeal deadline.

Financial Aid Probation

Student will continue to receive financial aid through probation for one additional semester/session when academic progress will again be evaluated. At end of probation, student must be making SAP or following an educational plan established by appropriate parties to continue receiving financial aid. Failure to make SAP or follow educational plan will result in loss of all federal, state and institutional financial aid with no appeal.

Regaining Eligibility

Quantitative-Maximum Time Frame

To regain eligibility, you must graduate and advance to a new career level (graduate to doctoral).

Quantitative-Hours Attempted vs. Hours Earned

To regain eligibility, take courses at your own expense in a subsequent term or terms and meet the standards according to the cumulative credit hours completion ratio outlined above under the heading Quantitative. Once you have taken the courses and earned passing grades, you will need to notify the Office of Financial Aid to complete a clearance form.

Grade Point Average

To regain eligibility, complete courses at your own expenses at IW and raise your cumulative GPA to the acceptable standard. Once you have completed the courses and raised your GPA, you will need to notify the Office of Financial Aid to complete a clearance form.

Right to Appeal

If there were extenuating circumstances (injury, illness, death of a relative) that prevented you from meeting the standards of our Satisfactory Academic Progress Policy, then you have a right to file an appeal with the Committee for Financial Aid Appeals. In this appeal you must explain the following items:

1. The reason why you did not meet Satisfactory Academic Progress and
2. What has changed now that will allow you to make satisfactory academic progress at the next evaluation?

If your appeal is approved, you will be placed on probation for one term, and after the probationary period, you must be making satisfactory academic progress or successfully following an academic plan that has been developed for you. You will be notified via mail or email with the results of your appeal.

Full-time/Part-time Enrollment

Full-time enrollment is six semester hours of credit during any semester.

Course Prerequisites/Corequisites

Prerequisite: A course that must be completed prior to enrollment in a particular course. Prerequisite may also refer to acceptable class standing, prior academic standing, permission of instructor, departmentally determined competencies, or other departmental requirements.

Corequisite: A course that must be taken simultaneously with another course.

Note: It is the responsibility of the student to comply with the prerequisites/corequisites as stated in the University catalog and course syllabus for all courses he/she plans to take. Instructors may withdraw a student who does not meet course prerequisites/corequisites at any time from course registration through the 100% refund/credit period by sending the student written notification (email or letter) with a copy to the Registrar. The written notification must include the reason why the student is being withdrawn from the course and must allow the student five working days to respond to the instructor to determine if the prerequisites/corequisites have been or will be satisfied. After the five working days, unless otherwise notified by the instructor, the Registrar will drop the course from the student's schedule and send an updated schedule confirmation. Departments have the opportunity to designate specific course sections as having enforced prerequisites.

Course Numbering

Courses numbered 500 and above are graduate courses.

Academic Requirements and Satisfactory Progress

The passing grades in graduate courses are A, B, C, and S (satisfactory). Courses with the grades of D, F (failure to meet the academic requirement of the course), WF (failure because the student stopped attending class or completing coursework), U (unsatisfactory), I (incomplete), W (withdrawal), , cannot be used to satisfy any of the requirements of a graduate degree. Students may not enroll in graduate courses on a pass/fail basis. Grade points are determined by equating the grade for each semester hour as follows: A with 4; B with 3; C with 2; D with 1; and F, and WF with 0. The average is computed by dividing the total number of grade points earned by the total number of graduate credits attempted. Courses taken for undergraduate credit may not be repeated for graduate credit.

Admission to candidacy for a degree and the awarding of such a degree depends upon the maintenance of a minimum grade point average of 3.0 (B) or higher in all graduate work attempted. No course for which a student has received a grade of D or below may be used to satisfy degree requirements.

Change of Grade

When an error has been made in computing a student's final grade, the reported grade may be changed by the instructor. The student may initiate the procedure for the change by contacting the instructor. The change should be reported to the Assistant Dean of Graduate and Professional Studies no later than the end of the fifth week of the next term. The form for requesting a change of grade can be obtained from the Registrar's office.

Application for Graduation and Commencement

All students must file an initial and final application for graduation. The initial graduation application will be filled out during the beginning of the final year of graduate school. The final application will be given to the academic advisor after initial application is turned into the registrar and the registrar has done a degree audit. Deadlines for submitting the final application for graduation are as follows: spring semester, March; summer session, June; and fall semester, October. The initial graduation application form can be found at <https://www.iw.edu/graduation-commencement-information/>.

Degrees are conferred in May, August, and December with Commencement ceremonies in May and December. Students wishing to attend commencement must indicate this on the application for graduation.

Document Policies

A transcript of a student's record received by IW from another university or college will not be forwarded to a third institution. The student should request another transcript from the original institution.

Admission test scores for the GRE, GMAT, and MAT are not forwarded to another university. The student should request test scores directly from Educational Testing Service (GRE or GMAT) or Pearson Education Incorporated (MAT).

Student Responsibility

Students are responsible for knowing degree requirements and enrolling in courses that will enable them to complete their degree programs. It is also each student's responsibility to know the University regulations for the standard of work required to continue in graduate school. Degree requirements are presented in this publication.

Research – Human Subjects

Any research that involves human subjects, whether funded or not, that is undertaken by IW faculty, academic staff, or students, or supported by Iowa Wesleyan University, must be conducted **ethically and is subject to the Institutional Review Board (IRB) policies** on human subjects research.

Research conducted as part of a classroom assignment must adhere to the "Best Practices in Non-Reviewable, Classroom-Based Research" listed in the IW IRB Policy and Procedures for Human Subjects Research. Human Subjects research as defined by the Common Rule is:

- "Research," as defined by DHHS, is a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge.
- "Research," as defined by FDA, means any experiment that involves a test article and one or more human subjects.

If a research protocol meets either of these definitions, it must be reviewed by the IW IRB prior to the research being conducted.

MASTER OF ARTS IN MANAGEMENT LEADERSHIP



Master of Arts in Management Leadership

Iowa Wesleyan University
601 North Main Street
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Mission

The Iowa Wesleyan University Master of Arts in Management Leadership (MAML) program educates, empowers, and inspires students to develop, understand, and engage in management practices that help them develop their own leadership capabilities, strengthen the organizations in which they are involved, and better the world in which they live.

Overall Learning Outcomes

- Develop students' leadership plans that reflect their strengths, values, and practices.
- Understand a comprehensive body of broad, integrative knowledge in the area of Management Leadership, as well as

specialized knowledge and skills that reflect particularities, challenges, trends, and developments in specific and diverse organizational, social, and global contexts.

- Engage original ideas of personal leadership, interpersonal communication, and change management in comprehensive discussions, essays, and projects.

Admissions Requirements

Applicants for admission must meet the minimum requirements of the School of Graduate Studies for degree-seeking students. The MAML advisory committee will review applications and approve candidates for admission based on undergraduate GPA, GMAT score, and other evidence of preparedness. The GMAT is not required, but is useful as a measure of preparedness. Applicants who meet one of the following criteria will be unconditionally admitted:

- Cumulative undergraduate GPA of at least 3.0 and a GMAT score of at least 500; or
- Cumulative undergraduate GPA of at least 3.0 in a regionally accredited Bachelor's Degree (business discipline or closely related field). If the undergraduate degree is not in a business discipline, the student may wish to complete some undergraduate courses, with BA 340 Corporate Financial Management recommended.

Applicants not meeting the criteria for automatic admission should submit, along with their application, a current resume and an essay detailing the petitioner's educational goals, work experience, and any extenuating circumstances affecting any deficiencies in past academic performance.

Qualified applicants may petition the MAML Director for a waiver. These petitions must include a current resume and evidence of:

- A graduate degree in a relevant field or at least five years of relevant professional experience with increasing responsibility, and
- Strong verbal, quantitative, and analytical skills as substantiated by graduate transcripts, professional certifications, or other qualifications.

Degree Requirements

The 30 credit Master of Arts in Management Leadership requires that all students complete 18 credit hours of core course work and the remaining 12 credit hours of electives from one of the concentrations.

Required Professional Foundational Courses		<i>Complete all of the following:</i>	18 Total Credit Hours
Course Number	Course Name	Credit Hours	
MAML 500	Foundations of Leadership	3	
MAML 515	Human Resource Management	3	
MAML 502	Communication Strategies	3	
MAML 503	Organizational Decision-Making	3	
MAML/CJ 504	Ethical Leadership	3	
MAML/CJ 595	Management Leadership Capstone	3	

Concentrations: 12 hours from one of the following*

Athletic Administration Concentration		<i>Complete all of the following:</i>	12 Total Credit Hours
Course Number	Course Name	Credit Hours	
MAML 550	Socio-Cultural Basis for Sport	3	
MAML 551	Legal Issues in Sport	3	
MAML 552	Athletic Administration	3	
MAML 553	Sport Operations and Event Management	3	

Criminal Justice Concentration		<i>Complete all of the following:</i>	12 Total Credit Hours
Course Number	Course Name	Credit Hours	
CJ 521	Seminar in Criminal Justice	3	
CJ 522	Criminal Justice Planning and Policy	3	
CJ 523	The Constitution and the Courts	3	
CJ 524	Seminar in Corrections	3	

Strategic Leadership Concentration *Complete all of the following: 12 Total Credit Hours*

Course Number	Course Name	Credit Hours
<u>MAML 501</u>	Talent Management	3
<u>MAML 517</u>	Finance for Managers	3
<u>MAML 518</u>	Conflict Management	3
<u>MAML 519</u>	Leading Change	3

Electives – Optional If desired, the student may complete the following:

Course Number	Course Name	Credit Hours
<u>BA 575</u>	Business Division Practicum for International Students	0

Total Program Credits: 30 Total Credit Hours

Students must complete all portions of the program within six (6) consecutive years.

A Degree Plan must be developed in consultation with the student's advisor and approved by the Graduate Program Director.

Any substitution of courses on the degree plan must have the approval of the Advisor, the Registrar, MAML Coordinator, MAML Division Chair, and the Provost.

MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION



Master of Education in Curriculum and Instruction

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Program Description

The Master of Education in Curriculum and Instruction Program is characterized by the array of options it provides students in developing a focused sequence of course work, built on a strong core of foundational courses. With the assistance of their advisors, students are able to pursue specific tracks of their choosing designed to enhance their professional preparation and expertise as well as afford them the opportunity to explore, understand, critically examine, and solve problems pertaining to their lives as professional practitioners. Faculty members together utilize their distinctive disciplinary knowledge and skill to support students to impact and empower the lives of others in a positive, productive, and powerful way.

The objectives of this program are:

1. Development of a discipline-specific knowledge base related to today's educational problems and areas of concern.
2. Development of knowledge and skills necessary in analysis, and evaluation of educational research and the ability to make data-driven decisions.
3. Investigation of educational topics and issues to include all forms of media and instruction.
4. Application of knowledge and skills through either an action-based or thesis research investigation of a student-selected educational problem or issue.

Mission

The mission of the Education Division grew out of the academic vision statement adapted by Iowa Wesleyan College in 1982, "Learning in Community." It was during this time that the undergraduate Teacher Education Program developed their mission, built around the vision of providing a caring and knowledgeable community of learners to help prepare future teachers, capable of meeting the ever-changing needs in a global educational environment. The Education Division is committed to supporting candidates as they develop their potential as effective and reflective professionals committed to spiritual values, social justice, and human welfare, with "Learning in Community" as a fundamental purpose.

In confirming a conceptual framework, Division of Education faculty continue to identify essential "communities" of support within our students' lives that are necessary in their academic and professional preparation. As a result, faculty continually moves toward fostering coherence between the mission of the University and the Graduate Education Program. A Community of Learners Conceptual Framework encapsulates the intention and spirit of community to include learning from, and with, each other, the faculty, and the whole of the larger community to which Iowa Wesleyan belongs.

All Iowa Wesleyan faculty and students are encouraged to build upon the revised institutional outcomes of Communication, Critical Reasoning and Civic Engagement. All courses integrate these outcomes and University's mission into various aspects of the curriculum. The Graduate School of Education provides the next step in the process of building upon the undergraduate philosophy.

Admissions Requirements

Students seeking admission must:

1. Have earned a bachelor's degree with a minimum grade point average of 3.00 (on a 4.00 scale).
 - Graduate applicants to Iowa Wesleyan University are students who have completed the equivalent of a four-year bachelor's degree at either a regionally accredited U.S. institution or an institution recognized by the Ministry of Higher Education for International Students.
2. Hold/have held teacher licensure or a degree/career experience in a related field.
3. Complete the online admission application via the IW website (www.online.iw.edu).
4. Provide two (2) professional letters of recommendation from a combination of former professors and/or education professionals. Each letter should include the writer's assessment of the applicant's ability to succeed in graduate program.
5. Include an Educational Rationale/Philosophy and Statement of Interest – The applicant should provide a personal philosophy related to prior experience in the field of education. Also included should be an explanation as to why the prospective student is pursuing an IW graduate degree including possible career applications of the degree.
6. Submit official transcripts of all undergraduate and graduate coursework.
 - Electronic transcripts will be accepted from National Student Clearinghouse.
 - Paper transcripts from the institution may be sent to: Iowa Wesleyan University: IW Online, 601 N. Main St., Mount Pleasant, IA 52641.
 - Transcripts are not returned to the applicant.

Education Division Graduate Admissions Processes

The Graduate Admissions Office will provide the Education Division Graduate Coordinator with application materials and transcripts. After the candidate has completed the initial application process, two letters of recommendation and the Educational Rationale/Philosophy and Statement of Interest will be sent electronically to the Education Division Graduate Coordinator. Upon receipt of all documentation, the Education Division Graduate Coordinator will evaluate the applicant's credentials and make a recommendation to the Education Division Chair and the Vice President for Academic Affairs with regarding admission. The applicant will then be informed of the decision for acceptance.

Applications should be submitted as early as possible in advance of the start of the 8-week term in which the individual wishes to begin his/her studies. This allows sufficient time to complete all processes before classes start and avoids last-minute pressures.

If accepted into the Graduate School, the applicant will be assigned an advisor and will meet in person or by phone to create a professional development plan with an appropriate track of electives.

If not accepted into the Graduate School, the applicant will be advised of what, if anything, he/she may do in order to reapply for possible admission in the future.

Policies

Transfer Policy

Graduate courses more than five (5) years old will not be considered to be accepted for transfer. Graduate students may transfer in up to nine (9) graduate credit hours with grades of 'B' or higher from a regionally accredited institution, and in which the content and depth is similar to a course taught in the Master of Education in Curriculum and Instruction program at Iowa Wesleyan. An official transcript and course syllabus should be submitted during the admissions process for review by the Graduate Program Coordinator.

Grades

If an applicant meets all requirements with the exception of the initial minimum grade point requirement, the student may take courses with the following exception: The student must earn a 3.0 GPA in the first 6 hours at Iowa Wesleyan to continue taking courses in a master's program. If the student earns a minimum of a 3.0 average for the first 6 graduate hours, the student's record will be reviewed by the Education Division Graduate Coordinator and a decision will be made regarding the student's continuation in the program. The hours earned may be applied towards a master's program if they are from appropriate courses and meet all other requirements.

Degree Requirements

The 33 hour Master of Education in Curriculum and Instruction requires that all students complete 21 credit hours of core course work and the remaining 12 hours of electives from one of the suggested tracks, or students may develop their own path based on their professional development plan and with advice from their advisor.

Required Professional Foundational Courses		Complete all of the following:	21 Credit Hours
Course Number	Course Name		Credit Hours
EDUC 510	Advanced Assessment		3
EDUC 511	Differentiating Instruction		3
EDUC 512	Introduction to Educational Research		3
EDUC 513	Teacher Leadership		3
EDUC 514	Curriculum Design		3
EDUC 515	Advanced Classroom Management		3
EDUC 590	Action Research Methods or EDUC 591 Thesis Research Methods		3

Electives: 12 hours from one of the suggested tracks OR students may develop their own path based on their professional development plan and with guidance from their advisor

Effective Teaching and Instruction Track		Complete all of the following:	12 Credit Hours
Course Number	Course Name		Credit Hours
EDUC 520	Effective Teaching and Instruction: Instructional Coaching		3
EDUC 521	Effective Teaching and Instruction: Tiered Instruction (RTI/MTSS)		3
EDUC 522	Effective Teaching and Instruction: Cognition and Instruction; Research Based Instructional Strategies		3
EDUC 523	Effective Teaching and Instruction: Effective Instructional Design (Gradual release, Backward Design)		3

Advanced Special Education Instruction Track		Complete all of the following:	12 Credit Hours
Course Number	Course Name		Credit Hours
EDUC 530	Advanced Special Education Instruction: Instructional Strategies in Math (third-eighth grade emphasis)		3
EDUC 531	Advanced Special Education Instruction: Reading Strategies in the Content Area (third-eighth grade emphasis)		3
EDUC 532	Advanced Special Education Instruction: Collaboration in the Classroom (Co-teaching)		3
EDUC 533	Advanced Special Education Instruction: Supervision of Support Staff, Paraeducators, and Service Providers		3

**Advanced Literacy
Instruction Track***Complete all of the following:*12 Credit
Hours**Course Number****Course Name****Credit
Hours**EDUC 540

Advanced Literacy Instruction: Structured Language Teaching

3

EDUC 541

Advanced Literacy Instruction: Diagnosis and Assessment for Students with Reading Difficulties and Dyslexia

3

EDUC 542

Advanced Literacy Instruction: Research, Issues, and Trends in Literacy Instruction and Intervention

3

EDUC 543

Advanced Literacy Instruction: Writing Instruction and Intervention

3

Capstone Project- Oral presentation of completed research

Regardless of concentration, each student will conclude his/her program with an oral presentation from a culminating capstone project developed in EDUC 590 or EDUC 591.

Total Program Credits: 33

A degree plan must be developed in consultation with the student's advisor and approved by the Education Graduate Program Coordinator.

Any substitution of courses on the degree plan must have the approval of the Advisor, the Registrar, Education Division Graduate Coordinator, Education Division Chair, and Vice President for Academic Affairs.

COURSE DESCRIPTIONS

✓ BA 575 Business Division Practicum for International Students

Business Division Practicum for International Students is intended to support the student who is not familiar with their chosen major in the USA. By participating in a career setting, the student will become more familiar with career and industry practices of their chosen major academic program and improve their English skills. **0 credits.**

✓ CJ 521 Seminar in Criminal Justice

An overview of the American criminal justice system with emphasis on policy issues in police, courts, sentencing, corrections, and the juvenile justice system. This course will further examine the theory, research, and policy issues associated with the criminal justice system. **3 credits.**

✓ CJ 522 Criminal Justice Planning and Policy

This course examines the application of alternative models of strategic planning to the criminal justice system and covers methods of evaluating criminal justice policies and practices. This course will examine research on policing and police organizations. The course will also examine research on police strategies and practices designed to address crime. **3 credits.**

✓ CJ 523 The Constitution and the Courts

The Constitution and the Courts: This course provides an overview of theoretical perspectives and research on the Courts and the Constitution, with a focus on prosecutorial and judicial decision making. This course will examine the major stages of the criminal process from arrest to trial. The course explores the effectiveness of criminal procedure, the Constitution, and the law in relationship to crime. **3 credits.**

✓ CJ 524 Seminar in Corrections

A seminar of the major issues confronting the field of corrections, and the administration and management of correctional systems, including institutional corrections and alternatives to incarceration. This course will examine the theory, research, and policy issues regarding community based and institutional corrections programs. **3 credits.**

✓ EDUC 510 Advanced Assessment

This course will introduce you to applications of important learning and assessment theory in shaping practice. You will explore the theoretical underpinnings of behaviorist and constructivist traditions in designing assessment of student development; targeting objectives to appropriate levels of a taxonomy; designing, managing, and assessing classroom environments conducive to student learning; developing appropriate strategies for implementing instruction; and exploring assessment theory and applications of both formative and summative assessments. You will critically evaluate the role and impact of high stakes assessments on learning and teaching. Additionally, you will begin to explore methods of assessment of your own practice as well as the use of research methodology to evaluate innovations in practice and curriculum. **3 credits.**

✓ EDUC 511 Differentiating Instruction

Students will build a conceptual understanding of the model of differentiated instruction (DI), including the philosophical underpinnings of this model. They will explore characteristics and key elements of differentiated instruction, as well as beliefs that guide the DI model and the five non-negotiables of differentiated instruction: high-quality curriculum, welcoming classroom environment, ongoing assessment, flexible grouping, and respectful tasks. Students will also discover how differentiated classrooms differ from traditional classrooms and what concerns teachers have about practicing differentiated instruction. Finally, they will review the steps for getting started with differentiated instruction and obtaining buy-in from students, parents, and other stakeholders. **3 credits.**

✓ EDUC 512 Introduction to Educational Research (Prerequisite to Research Methods Courses)

The purpose of this course is to provide an introduction to empirical research and a variety of research approaches common to the field of education. Upon completing the course, participants will be able to locate, understand, evaluate, and interpret qualitative as well as quantitative educational research and use these skills to identify possible Thesis or Project topics. A review of statistics for educators will be provided and students will examine how data collection and analysis affects their work on educational data teams. **3 credits.**

✓ EDUC 513 Teacher Leadership

This course examines several areas where teachers are experiencing leadership opportunities: peer coaching, best practices, curriculum design, communication, and professional learning communities. The course will examine each of these areas and their alignment to the goals of the TLC System in Iowa: 1) Attract able and promising new teachers by offering competitive

starting salaries and offering short-term and long-term professional development and leadership opportunities, 2) Retain effective teachers by providing enhanced career opportunities, 3) Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other, 4) Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation, and 5) Improve student achievement by strengthening instruction. As a result, students will be better prepared to secure teacher leadership roles. **3 credits.**

✓ EDUC 514 Curriculum Design

This course introduces graduate students to the process of curriculum design and assessment. Students will have the opportunity to develop a definition of curriculum and assessment that reflects their own personal philosophy of education. Various curriculum development models will be explored so students can compare models to their own personal philosophies of education. Students will develop their own model of curriculum development and assessment. **3 credits.**

✓ EDUC 515 Advanced Classroom Management

Through this course students will develop preventative, supportive, and intensive strategies for efficiently managing a classroom while focusing on learning outcomes. Emphasis will be placed on effective communication with students, families, and support personnel through a school-wide discipline approach. Various theoretical perspectives of classroom management and behavior analysis will be explored and students will learn methods to support children to manage their own behavior. **3 credits.**

✓ EDUC 520 Effective Teaching and Instruction: Instructional Coaching

In this course, learners will evaluate coaching models and techniques that focus on solutions, not problems. Learner will implement different coaching models and learn to distinguish between the effects of various techniques. In addition, learner will plan, set goals, monitor progress and implement accountability strategies for professional growth and improvement. At the end of the course, learners will be able to: Apply coaching models and techniques to improve professional practice. Apply professional growth and improvement strategies. **3 credits.**

✓ EDUC 521 Effective Teaching and Instruction: Tiered Instruction (RTI/MTSS)

This course examines the three-tiered system of prevention and intervention currently mandated for public school districts. Upon completion of this course, students will have a thorough understanding of the historical and research-based foundation for a multi-tiered system approach, as well as how to implement the three levels in their schools with appropriate levels of intensity. Specific areas of concentration include curriculum and instruction, assessment and progress monitoring, and social-behavioral support while ensuring fidelity of implementation school- or district-wide. **3 credits.**

✓ EDUC 522 Effective Teaching and Instruction: Cognition and Instruction; Research Based Instructional Strategies

New findings from the neuro and cognitive sciences have the potential to inform classroom instruction and influence educational practices for children at all developmental levels. Translating this research to practice, however, is often challenging for educational practitioners. This course will offer a pedagogical framework for using research in the neuro and cognitive sciences as well as research-based effective instruction to guide teachers in planning, implementing, and assessing a sound program of instruction for all learners. Participants in the course will examine research from the brain sciences that can inform educational practice and be able to implement research findings using the instructional framework or "brain targets" of the teaching and learning process. The components include (1) establishing the emotional climate for learning, (2) creating the physical learning environment, (3) designing the learning experience, (4) teaching for the mastery of content, skills, and concepts, (5) teaching for the extension and application of knowledge, and (6) evaluating learning. A central theme of the model is the integration of the arts to foster retention of new information, conceptual development, and higher-order thinking and creative problem-solving. **3 credits.**

✓ EDUC 523 Effective Teaching and Instruction: Effective Instructional Design (Gradual Release, Backward Design)

This course is designed to teach the fundamentals of instructional design, including the principles of learning theory, and instructional strategies that are relevant to instructional design. Students will learn the purpose and approach to completing each phase of the instructional design process and will produce a set of outputs from each of these phases in accordance with requirements specified in a final course project. **3 credits.**

✓ EDUC 530 Advanced Special Education Instruction: Instructional Strategies in Math (Grades 3-8 emphasis)

Research-based assessment, instruction, and intervention strategies for teaching mathematics to students with special needs will be described in this course. Students will identify a) the characteristics associated with mathematics disabilities, b) main tenets of scientifically-based instruction in content-area skills (e.g., counting, addition, fractions, problem solving, geometry) for intermediate and high school-age students with disabilities, with an emphasis on grades 3-8, c) methods to access the general education mathematics curriculum, and d) progress monitoring of mathematics skills. **3 credits.**

✓ **EDUC 531 Advanced Special Education Instruction: Reading Strategies in the Content Areas (Grades 3-8 emphasis)**

This course focuses on the needs of teachers as they relate to content area reading and writing. Attention is given to teaching behaviors, instructional routines, and main tenets of scientifically-based instruction in the areas of vocabulary, fluency, comprehension, and writing, with an emphasis on grades 3-8. Students will learn how to select strategies that best meet specific needs of individual students with special needs in the general education classroom. **3 credits.**

✓ **EDUC 532 Advanced Special Education Instruction: Collaboration in the Classroom (Co-Teaching)**

Models, history, current issues and strategies in providing collaborative supports, accommodations, and differentiated curriculum to include students with disabilities and other special needs in general education classes. An emphasis on specific types of co-teaching models (e.g., parallel, station, alternate), as well as, planning approaches will be given. **3 credits.**

✓ **EDUC 533 Advanced Special Education Instruction: Supervision of Support Staff, Paraeducators, and Service Providers**

This course will explore the relationship between the classroom teacher, special educator, support staff, service providers and the paraprofessionals, along with their interaction with the rest of the team, as the key to success for students in any learning environment. Key ideas include delineation of responsibilities, effective communication, handling conflict, problem-solving approaches, and ethical issues. **3 credits.**

✓ **EDUC 540 Advanced Literacy Instruction: Structured Language Teaching**

Structured language teaching is a course designed to prepare students to design, teach, evaluate, and adjust a variety of multisensory and multimodal approaches that effectively support students diagnosed with dyslexia and other reading difficulties. **3 credits.**

✓ **EDUC 541 Advanced Literacy Instruction: Diagnosis and Assessment for Students with Reading Difficulties and Dyslexia**

This course will provide students with an understanding of causes of reading difficulties. Students will become proficient with the use of screening, progress monitoring, and diagnostic assessments and be able to interpret data from the assessments in order to plan intervention and suggest accommodations. **3 credits.**

✓ **EDUC 542 Advanced Literacy Instruction: Research, Issues, and Trends in Literacy Instruction and Intervention**

This is an advanced course in reading education. Participants will acquire an in-depth understanding of Response to Intervention (RTI), and the 3-tiered instructional plan to meet the needs of diverse students utilizing scientifically research-based interventions. Candidates will also focus on small-group instruction in phonemic awareness, phonics, fluency, comprehension, and vocabulary. **3 credits.**

✓ **EDUC 543 Advanced Literacy Instruction: Writing Instruction and Intervention**

Application of best practice and research based theory to assessment and instruction of students in the area of writing. Students will study evidence-based practices for instructing and intervening in the area of writing. **3 credits.**

✓ **EDUC 590 Action Research Methods**

Through carefully chosen readings and assignments, this course will provide candidates with the knowledge and skills needed to use action research as a basis to make curricular and instructional decisions both school-wide and at the classroom level. Additionally, the course will help candidates learn how to develop an action research project to address a school or classroom problem and increase the dialogue within a learning context. This course will be a capstone and an oral presentation will be required. **3 credits.**

✓ **EDUC 591 Thesis Research Methods**

The primary goal of this class is to further develop students' understanding of the research process specifically related to research related to their professions. Included will be an understanding of program evaluation and the use of research findings for program improvement. Also included will be evidence based practice and utilizing research to improve practice. An additional goal is to have students critically analyze published research and be able to conduct independent research. The objectives of this class will be to provide opportunities to learn and apply the skills necessary for evaluating research, including analyzing published instruments, and conducting independent research, including needs assessments and program evaluation. Emphasis will be on the following components of the research process: research questions and hypotheses, research design including qualitative research, action research and program evaluation, operationalization of variables, and measurement issues. The impact of culture on research design and analysis will additionally be addressed. This course will be a capstone and an oral presentation will be required. **3 credits.**

MAML
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✓ MAML 500 Foundations of Leadership

Providing the foundation for the master's degree program, this course exposes participants to a series of alternative perspectives of leadership. After studying these perspectives, as well as from applying them using the case method, participants identify models of leadership appropriate for various workplace situations. **3 credits.**

✓ MAML 501 Talent Management

Employing and deploying human resources is essential to achieve the effective implementation of business models. This course explores two central themes: 1) How to think systematically and strategically about various aspects of managing the organization's human resources; and 2) What is required to implement these policies in order to achieve sustainable competitive advantage. **3 credits.**

✓ MAML 502 Communication Strategies

Leaders need the ability to communicate effectively with employees and customers to effectively disseminate information. This course evaluates and utilizes communication techniques to develop effective communication strategies. From these discussions, students will develop communication models and define action plans appropriate for various leadership strategies. **3 credits.**

✓ MAML 503 Organizational Decision-Making

This course enables the student to study and apply the concepts related to various business, accounting, and economics disciplines to in-depth studies of the behavior of business organizations and the motivations of their participants. Students are required to demonstrate their analytical skills through the analysis of several case studies. Cross-listed as BA 312. **3 credits.**

✓ MAML/CJ 504 Ethical Leadership

This course offers students an opportunity to use case studies, their own experiences, and current events to examine actions leaders have taken and consequences faced when confronted with ethical dilemmas. Students work on a real-life ethical dilemma for understanding in-depth reasoning of the problem and to develop an action plan for solving and preventing similar problems at the organizational and societal levels. Same as CJ 504. **3 credits.**

✓ MAML 515 Human Resource Management

Principles and practices in recruitment, selection, staffing and compensation of personnel. Consideration of the impact of government regulations, and other environmental forces on human resource management in the workplace. Students who successfully complete the course will be able to describe and apply a variety of practical, theory-based solutions to common human resource management problems and challenges. **3 credits.**

✓ MAML 517 Finance for Managers

Students will become familiar with functions of the various financial areas, the development and use of information by the general manager, and the various analytical tools and techniques. Successful completion of this course will enable students to make sound, risk-sensitive strategic financial decisions for the business. **3 credits.**

✓ MAML 518 Conflict Management

Conflict within an organization is inevitable. This course examines the intrapersonal, interpersonal and organizational factors that influence both the positive and the destructive elements of such conflict. Modern conflict management techniques and strategies are explored and examined. The course also encourages students to consider how they might academically contribute to the expanding conflict resolution readings. **3 credits.**

✓ MAML 519 Leading Change

One constant in all organizations is the need to change and adapt. This course introduces research topics from the classic organizational development studies (laboratory training, action research and survey feedback, normative approaches, productivity and quality of work life, and strategic change) and then applies those practices and techniques to help organizations achieve greater effectiveness in the modern setting. Emphasis will be on the creation of deliberate, specific, and clearly defined organizational change strategies. **3 credits.**

✓ MAML 550 Socio-Cultural Basis for Sport

This course focuses on the assumption that people involved with the world of sport are influenced by external factors such as (1) culture, which guides individuals in creating meaning in their lives, (2) the relationships people have with those around them, and (3) the patterns of organization that both constrain and open up opportunities for individuals and groups. Students will learn to think sociologically about sport, recognizing that people make choices and control many aspects of their sport lives; however, individuals do not control the context or conditions under which those choices are made. **3 credits.**

✓ **MAML 551 Legal Issues in Sport**

This course provides an examination of the legal and liability issues that commonly arise in the sport and recreation industry. Students will be introduced to the legal structures and standards as related to the field of Sports Management including recent precedents and mandates such as Title IX gender equity and policy affecting the recruitment, evaluations and personnel. Relevant legal cases and ethical dilemmas will be incorporated. **3 credits.**

✓ **MAML 552 Athletic Administration**

This course focuses on the prevailing issues in college athletics including financial trends, legislation, conference realignment, reform, gender equity and other contemporary issues. Students will analyze the management structure of collegiate athletic departments reviewing organization structure in regard to NCAA and other athletic conferences. **3 credits.**

✓ **MAML 553 Sport Operations and Event Management**

This course provides an overview of all procedures and functions necessary to plan, design, develop, and organize sport events and facilities. Topics include human resource management, risk management, financial consideration, marketing theory, and overall planning issues in the industry. Special emphasis will be placed on game-day organization and management. Experiential learning opportunities include site visits to various types of local sport and recreation facilities and events. **3 credits.**

✓ **MAML/CJ 595 Management Leadership Capstone**

Students develop an initiative for a real-life project that can be work-, community-, or university-based. The project is a short description of a situation facing an organization and must be based on field research, depict real-life events, and describe a situation that requires a decision. The case analysis outlines the key issues in the case, identifies alternative scenarios for solutions, and provides the conceptual justification for the student's recommendation using relevant reference material from the Masters in Management Leadership core curriculum courses. Same as CJ 595. **3 credits.**

ESL Program – The ESL Program is a non-degree seeking program. All courses are non-credit bearing.

ESL 024 Grammar for Writing – Students will study and practice the grammatical norms of academic English in written communication. Students' areas of greatest need will be identified and focused upon throughout the semester. Through abductive, inductive, and deductive analysis of authentic language usage in academic contexts, students will obtain greater skill as self-proofreaders and writers.

ESL 034 Reading for Graduate Studies – Introduces the requisite higher-order reading skills and strategies for successful comprehension of graduate-level academic readings. These concepts are practiced through a wide variety of academic texts and genres. Emphasis will also be given to the systematic acquisition of academic vocabulary relevant to students' field of study.