Educational Policy and Leadership Studies Courses (EPLS)

This is a list of all educational policy and leadership studies courses. For more information, see Educational Policy and Leadership Studies.

**EPLS:1029 First-Year Seminar** 1 s.h.  
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

**EPLS:1240 Finding Your Path in Higher Education** 3 s.h.  
Overview of the liberal arts experience in higher education; theories of student success, socialization, and development; history of American liberal education; issues of diversity, equity, and social justice including privileged and marginalized identities, structural oppression, racism, classicism, sexism, ableism, and genderism; organizational structures of higher education. GE: Diversity and Inclusion.

**EPLS:2098 The Student Affairs Profession** 3 s.h.  
Introduction to field of student affairs in context of higher education; focus on foundations of profession, including a brief history of field, professional associations, institutional differences, professional and ethical standards, functional areas in higher education, student learning and developmental theory, overview of graduate preparation, and current topics.

**EPLS:3000 Foundations of Education** 3 s.h.  
Overview of American education, preschool through secondary; aims, history, philosophy of education; professional ethics, legal responsibilities; school curriculum, organization, finance, school law, political and social issues.

**EPLS:3240 Undergraduate Topics in Education** arr.  
Seminar for extensive study of an education topic or issue.

**EPLS:4081 ePortfolio Design and Production** 1-2 s.h.  
Experience producing an ePortfolio and uploading it to the internet; practical experience using digital tools, content and design related to ePortfolio production; experience using a web browser, accessing the internet, and using a digital camera or scanner. Requirements: able to perform basic computer functions and use a World Wide Web browser. Same as EALL:4081, EDTL:4081, PSQF:4081, RCE:4081.

**EPLS:4110 Administration and Policy in Gifted Education** 2 s.h.  
Policy, administrative, evaluation issues in developing and maintaining gifted programs in a school setting; participants develop gifted program and policies for a school; for school executives and coordinators of gifted programs.

**EPLS:4111 Evaluation of Gifted Programs** 1 s.h.  
Fundamentals of program evaluation essential for exemplary gifted programs.

**EPLS:4113 Staff Development for Gifted Programs** 1 s.h.  
Planning, content, and delivery of staff development regarding gifted students and their needs.

**EPLS:4150 Leadership and Public Service I** 3 s.h.  
Preparation for providing public service to a local community; leadership skills for effective mentoring of children in grades 6-10.

**EPLS:4151 Leadership and Public Service II** 2 s.h.  
Preparation to provide leadership and public service to a local community agency; being a leader and a public servant in the context of societal oppressions such as racism, sexism, able-bodiedism; part of the human relations minor. Prerequisites: EPLS:4150.

**EPLS:4180 Human Relations for the Classroom Teacher** 3 s.h.  
Influence of social factors such as discrimination, diversity, equity, racism, sexism, and ethnic and socioeconomic pluralism on American schools and classrooms; for teacher education candidates. GE: Values and Culture.

**EPLS:4200 Diversity and Inclusion in Athletics** 3 s.h.  
Diversity and inclusion as major issues for coaches, sport managers, physical activity professionals, and athletic administration staff in their workplaces; define, discuss, and analyze effects of diversity and inclusion in the athletic organizational environment; experience of underrepresented groups in sport settings; covering differences of religion, race, ethnic origins, gender, sex, ability, appearance, and age; understanding power differences, based on diversity within an organizational environment, that help future leaders implement successful practices inclusive of all persons. Requirements: undergraduate standing and enrollment in interscholastic/athletics/activities director certificate program.

**EPLS:4240 Perspectives on Minority Education in the United States** arr.  
In-depth focus on one specific minority group, centering on the nature of their educational experience in the U.S.; may cover historical, cultural, legal, and sociological perspectives that have contributed to access, inclusion, policies, and legal realities; content may include PK-12, private, religious, and higher education settings.

**EPLS:5090 Instructional Coaching for Teaching Excellence** 3 s.h.  
Dynamics of coaching to improve K-12 classroom teaching; appropriate for aspiring teacher leaders. Requirements: admission to the online M.A. in teaching program.

**EPLS:5100 Issues and Policies in Higher Education** 3 s.h.  
Development of the idea of a university; selected functions, issues, policies of American higher education.

**EPLS:5102 History of American Education** 3 s.h.  
Purposes of public education, diversity, and control of schooling from a historical perspective; emphasis on conflicting interpretations of pivotal events and educational movements; connections between educational policies and larger historical developments.

**EPLS:5123 History of Ethnic/Minority Education** 2-3 s.h.  
Educational histories of American ethnic and minority groups; comprehensive understanding of American educational history, context for contemporary educational policy discussions.

**EPLS:5126 Twentieth-Century Educational Movements** 2-3 s.h.  
Current educational policy debates concerning diversity and equity, historical roots of these policies; historical context for 20th-century equal education opportunity movements.
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<td>Sociology of Education</td>
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<td>Race, Class, and Gender Inequalities in Education</td>
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<td>EPLS:5134</td>
<td>Education and the World of Work</td>
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<td>EPLS:5142</td>
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EPLS:6220 History of Higher Education 3 s.h.
History of postsecondary education in the United States; emphasis on conflicting interpretations of pivotal developments; consideration of access, curriculum, student life, academic freedom, role of universities in society, and balance of teaching, research and service from a historical perspective.

EPLS:6221 The College Curriculum 3 s.h.
Issues, principles, policies, and practices in college curriculum development; diverse philosophical, historical, cultural, social, psychological, political foundations of contemporary college curricula; perspectives on and models of college curriculum, related processes of teaching and learning; principles and practices that guide design and change of higher education curriculum.

EPLS:6222 Introduction to Educational Policy 3 s.h.
Theoretical and technical approaches to analysis and evaluation of contemporary public policies.

EPLS:6224 Organizational Theory and Administrative Behavior 3 s.h.
Theories and concepts of organizational behavior applied in structural, organizational, administrative contexts of American education.

EPLS:6225 Higher Education Policy 3 s.h.
Overview of state level higher education structures and policies; research on state level policy processes.

EPLS:6226 Educational Management 2-3 s.h.
Literature and research on management; emphasis on American education.

EPLS:6228 K-12 Education Finance and Policy 3 s.h.
Emphasis on policy funding and finance for administration and management in education and other settings.

EPLS:6236 Administration of Students with Special Needs 3 s.h.
Foundation for and skill practice in tasks performed by directors of special education and others administering to needs of special education students, and economically and socially deprived students; for prospective school administrative personnel. Same as EDTL:6936.

EPLS:6237 History of the Teaching Profession 3 s.h.
History of public school teaching, and teachers’ problematic professional status; teacher education in the 19th and 20th centuries; formation and activities of teacher unions in the 20th century.

EPLS:6238 Gender and Education in Historical Perspective 3 s.h.
Gender in context of history of education in the United States; coeducation in common schools, academies, and high schools; women’s arrival and experiences as college students; masculinity in higher education; single-sex versus coeducation; emphasis on conflicting historical interpretations. Same as GWSS:6238.

EPLS:6239 LGBTQ History in Education 3 s.h.
Lesbian, gay, bisexual, transgender, and questioning (LGBTQ) issues in context of history of education in United States; LGBTQ teachers, students, and studies in K-12 and higher education; emphasis on differences in historical interpretations. Same as GWSS:6239.

EPLS:6242 Research for Effective School Leaders 3 s.h.
Fundamental language of contemporary research; identification and application of basic research components to contemporary educational leadership problems; applicability of research toward effective decision making.

EPLS:6260 Contemporary Management Strategies for the Pre-K-12 Principal 3 s.h.
Leadership skills and management techniques for daily organization and operation of schools; emphasis on climate, communication, group processes, conflict resolution, curriculum management.

EPLS:6265 Standards-Based Education and Accountability 3 s.h.
Standards-based education; academic content standards, K-12 articulation, alignment studies, use of standardized test results to evaluate academic programs.

EPLS:6266 Program Evaluation 3 s.h.
Theoretical issues and considerations in evaluation of educational and social programs; evaluation design, methodology; metaevaluation; evaluation utilization. Same as PSQF:6265.

EPLS:6270 Policy and Politics 3 s.h.
Current issues from academic journals, states, think tanks, consortia.

EPLS:6273 College Students 3 s.h.
Overview of theories, research, practices, and issues relevant to understanding students in institutions of higher education. Requirements: Ph.D. standing in Higher Education and Student Affairs program.

EPLS:6275 Diversity and Equity in Higher Education 3 s.h.
Historical, contemporary, theoretical, and empirical aspects of diversity and equity in higher education; unique experiences of members of historically under-represented groups; challenges of transforming institutions to make them more responsive to the experiences of diverse groups.

EPLS:6285 School and Community Relationships 3 s.h.
Community analysis, politics and education, power groups and influences, school issues and public responses, public relations strategies.

EPLS:6290 Master's Project arr.
Research for the nonthesis program; topic approved by advisor.

EPLS:6293 Individualized Instruction arr.
Readings, special projects, and/or studies that reflect joint instructor/student interest.

EPLS:6298 Legal Aspects of School Personnel 3 s.h.
Teacher and student: liability, negotiations, rights, privileges, responsibilities of school personnel; principles of law derived from court decisions; constitutional and statutory provisions; for teachers and administrators.

EPLS:6301 Professional Seminar I 1 s.h.
Orientation to field; writing and academic support.

EPLS:6302 Professional Seminar in Student Affairs II 1 s.h.
Working with groups in higher education.

EPLS:6303 Professional Seminar in Student Affairs III 1 s.h.
Consulting, training, and curriculum development in student affairs.

EPLS:6304 Professional Seminar in Student Affairs IV 1 s.h.
Professional identity, job search support.

EPLS:6305 Higher Education and Student Affairs Capstone 3 s.h.
Completion of an applied project that synthesizes the full M.A. curriculum.
Orientation to the educational doctorate; how to approach courses and professional work as a scholar-practitioner.
Requirements: admission to the Ed.D. program in educational policy and leadership studies.

EPLS:6311 Seminar: Research Topic in Education 1-3 s.h.
Topic submitted by students, faculty.

EPLS:6315 Orientation to the Superintendency 3 s.h.
Leadership theory and research of the superintendent's role of increasing student achievement; personal goals for communication; ethics, integrity, flexibility, reflective, and collaborative leadership; expectations of the superintendent by the board of directors; defining one's role; developing an entry plan; dealing with social/emotional isolation of superintendency; and influences in the larger political, social, economic, legal, and cultural context.

EPLS:6317 Operational Leadership and Management 1 s.h.
Managing fiscal and physical resources responsibly, efficiently, and effectively; effective communication of school operations; leadership and management of nutrition program, transportation program, facilities, construction; board policy, legal issues; state reporting, ethical decision-making; relationship building, problem solving amidst barriers and various stakeholder groups.

EPLS:6319 Human Resources Leadership 2 s.h.
Leadership theory and research of the superintendent’s role of aligning human resources practice and increasing student achievement; employment law; contract negotiations process/collective bargaining; contract maintenance; recruiting, selecting, developing, and retaining employees; working with labor unions and Public Employee Relations Board; special education law; Evaluator 2 Training. Requirements: Evaluator 1 Training.

EPLS:6321 Social Advocacy Summit 1 s.h.
Summit format; challenges and opportunities in Iowa's K-12 schools with changing demographics; opportunity for K-12 school districts and higher education institutions to engage in conversation on how to meet the needs of students and local school districts.

EPLS:6323 School Finance 2 s.h.
Manage fiscal and physical resources; communicate effectively with internal and external audiences regarding school operations; comply with state and federal mandates and local board policies; align educational programs, plans, actions, and resources with the district vision and goals.

EPLS:6325 Organizational and Educational Leadership 2 s.h.
Facilitate connections of students and families to health and social services that support a focus on learning as a district level leader in a school district; collaboratively establish a culture that welcomes and honors families and community and seeks ways to engage them in students learning; AEA structure, compliance and regulatory functions including special education.

EPLS:6329 Legislative Summit 1 s.h.
Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources as a district level leader in a school district; work with legislators, build advocacy groups in a community, engage stakeholders, how to lobby legislators and meet with local senate and house representatives to participate in lobbying.

EPLS:6332 College Student Psychosocial and Identity Development 3 s.h.
Theoretical models of psychosocial and identity development in college students; applications to student affairs work.

EPLS:6333 Practicum in Higher Education and Student Affairs 3 s.h.
Small-scale research projects; supervised experience in planning, design, management, analysis, reporting of research activities; assignments to current and personal faculty research projects; student assumes major responsibility.

EPLS:6334 College Student Learning, Cognitive, and Moral Development 3 s.h.
Learning and development of college students; theoretical models of learning, cognitive development, moral development; applications to student affairs work.

EPLS:6336 Impact of College on Students 3 s.h.
Introduction to literature; career and economic returns, educational attainment and persistence, values and attitudes, learning and cognitive development, college student theory, assessment and methodological issues of studying college outcomes. Recommendations: introductory graduate-level research design course.

EPLS:6370 Quantitative Methods for Policy Analysis 3 s.h.
Methodological strategies for qualitative research; analysis of secondary data to investigate educational issues and policies; recoding variables, summation scaling and factor analysis, missing data, sample design and survey estimation, model building; implementation of linear and binary regression, regression diagnostics; hands-on experience conducting statistical analysis of social data. Prerequisites: PSQF:4143 and PSQF:6243.

EPLS:6381 Analysis and Appraisal of Curriculum 3 s.h.
Comprehensive investigation of systematic procedures and resources for identifying and evaluating essential features and constituent elements of a given school district's curricular offering; state and federal requirements of the curricular program; for persons in administration, curriculum, and supervision programs or positions.

EPLS:6383 Supervision and Evaluation 3 s.h.
Data collection and management skills; data-driven leadership; coaching and feedback techniques; teacher quality legislation; research and best practice regarding teacher evaluation, supervision; teaching standards.

EPLS:6400 Early Childhood Leadership Clinical 3 s.h.
Classroom instruction and supervised experience with problems in early childhood educational administration; organization, planning, evaluation, decision making.

EPLS:6401 Elementary Leadership Clinical 3 s.h.
Supervised experience working with problems in educational administration, including organization, planning, evaluation, decision making; individual project in a school setting.

EPLS:6402 Secondary Leadership Clinical 3 s.h.
Supervised experience working with problems in educational administration, including organization, planning, evaluation, decision making; individual project in a school setting.
EPLS:6403 Special Education Leadership Clinical 3 s.h.
Supervised experience working with problems in educational administration, including organization, planning, evaluation, decision making; individual project in a school setting.

EPLS:6404 Central Administration Clinical 3 s.h.
Supervised experience working with problems in educational administration, including organization, planning, evaluation, decision making; individual project in a school setting.

EPLS:6405 Superintendent Entry Plan and Portfolio Development 1 s.h.
Creating an effective entry plan, and where applicable, a professional portfolio as part of the series of clinical expectations for the superintendent preparation program; development of plan helps to create prior mutual expectation among the superintendent, board, staff, and community. Requirements: in final semester of superintendent endorsement program.

EPLS:6415 Orientation to the Superintendency: Clinical 2 s.h.
Clinical experience aligned with course topics and assignments in a K-12 school or other educational organization; development of a clinical plan with the guidance of a university professor and local school district mentor based on course requirements, career goals, and interests.

EPLS:6417 Operational Leadership Clinical 1 s.h.
Clinical experience aligned with course topics and assignments in the operational leadership course; completion of clinical in a K-12 school or other appropriate educational organization; development of a clinical plan based on course requirements, career goals, and student interests with guidance from a university professor and local school district mentor.

EPLS:6419 Human Resources Leadership Clinical 2 s.h.
Clinical experience aligned with course topics and assignments in the human resources leadership course; completion of clinical in a K-12 school or other appropriate educational organization; development of a clinical plan based on course requirements, career goals, and student interests with guidance from a university professor and local school district mentor.

EPLS:6425 Organizational and Educational Leadership Clinical 1 s.h.
Clinical experience aligned with course topics and assignments in the organizational and educational leadership course; completion of clinical in a K-12 school or other appropriate educational organization; development of a clinical plan based on course requirements, career goals, and student interests with guidance from a university professor and local school district mentor.

EPLS:7373 Qualitative Research Design and Methods 3 s.h.
Theory and practice of qualitative research design and methodology; exploratory field experience in collection and analysis of data; individual and focus group interviews, participant observation. Requirements: Ph.D. standing.

EPLS:7380 Practicum in College Teaching arr.
Supervised college teaching experience in courses related to major academic areas; collaboration with faculty course instructors.

EPLS:7385 Teaching and Learning in Higher Education 3 s.h.
Current theoretical and empirical literature on teaching and learning in higher education; focus on development of effective teaching practice. Same as EDTL:7385, GRAD:7385, PSQF:7385, RCE:7385.

EPLS:7392 Mixed Methods Research 3 s.h.
Introduction to mixed methods research in education; knowledge and skills necessary to conduct mixed methods study; history and language of mixed methods research; identification and processing arguments for and against mixed methods research; extend understanding of research in education; how to assess strengths and weaknesses of published mixed methods studies; investigation of one or more mixed methods research designs in depth; application of mixed methods research design to a research proposal. Prerequisites: EALL:5150. Requirements: formal introduction to quantitative and qualitative research methods, and familiarity with basic steps of research process. Recommendations: direct experience conducting research studies not required. Same as EDTL:7410.

EPLS:7395 Educational Specialist Research arr.
Individual instruction in the design, research, and writing of a research project of significant quality for upper-level graduate work.

EPLS:7432 Multicultural Initiatives 3 s.h.
Impact of culture, race, ethnicity, and intersection of identity in higher education, student affairs, and community agency settings; knowledge, skills, and competencies needed by teachers, student affairs professionals, social workers, counselors, and educational administrators to facilitate individual empowerment through relationships; focus on different ways to design multicultural initiatives to various professional work settings to promote diversity. Requirements: Ph.D. standing or advanced-level M.A. standing. Recommendations: introductory course on issues of race, culture, gender and/or any course on sociopolitical issues or structural oppression strongly recommended.

EPLS:7433 Current Issues in Higher Education and Student Affairs 3 s.h.
Current issues related to higher education; opportunity to clarify perspectives; review of literature in a particular area of interest; readings, class discussions, independent research, consultations with professionals in the field, student presentations. Requirements: higher education and student affairs Ph.D. standing.

EPLS:7444 Advanced Practicum in Student Affairs arr.
Supervised work experience in student affairs settings.

Supervision of research, design, and writing of Ph.D. thesis; individual instruction.