

Educational Policy and Leadership Studies, MA

Learning Outcomes

Specialized Content Knowledge

The MA will support students in acquiring and displaying a mastery of content knowledge suitable to their professional specialization (educational leadership; or higher education and student affairs). This content knowledge aligns with and extends the stated external professional society standards for earning a master's degree in each field.

Critical Thinking and Analytical Writing

Students will acquire capacities for theoretical and evidentiary-based analysis to critique and synthesize disparate and interdisciplinary perspectives within their specialization.

Impact and Practical Application

Students will acquire professional experiences through supervised experiential learning and practice through internships, practica, capstone, or other applied coursework.

Empirical Skills

Students will develop skills for conducting assessment, evaluation, and research appropriate to the master's level.

Leadership and Collaboration

Students will be able to analyze, articulate, and respond to complex problems using theory, evidence, and cooperation with individuals, communities, and organizations affected by the issues. Students will be able to analyze, articulate, and respond to complex problems using theory, evidence, and cooperation with those affected by the issues.

Ethical, Inclusive, and Equitable Practice

Students will gain skills in identifying and responding to educational inequities at the individual, organizational, and institutional levels. Specifically, students will apply their skills to advance student learning and development, inclusion, and facilitate organizational change and reform.

Educational Leadership

The Master of Arts program in educational policy and leadership studies with an educational leadership subprogram requires a minimum of 32 s.h. of graduate credit. Students must earn a Graduate College program grade-point average of at least 3.00 in major coursework.

The program prepares individuals for appointments as school principals and for positions in area education agencies and state departments of education. Upon completion of this degree, students will have completed the requirements to earn a master's degree and to obtain pre-K-12 principal and pre-K-12 supervisor of special education endorsement (State of Iowa Endorsement 189). In order to obtain the State of Iowa

endorsement, an individual must have at least three years of teaching at the PK-12 level.

With the aid of an advisor, each MA student prepares a plan of study that includes the following core requirements.

Core Requirements

Course #	Title	Hours
All of these:		
EPLS:6201	Foundations of School Administration	3
EPLS:6236	Special Education Administration	3
EPLS:6242	Research for Effective School Leaders	3
EPLS:6260	Contemporary Management Strategies for the Pre-K-12 Principal	3
EPLS:6285	School and Community Relationships	3
EPLS:6298	Legal Aspects of School Personnel	3
EPLS:6381	Analysis and Appraisal of Curriculum	3
EPLS:6383	Supervision and Evaluation	3

Each core class has ten hours of clinical work linked to the course content (total of 80 hours).

Clinical Courses

For Iowa licensure as a principal, students must hold an Iowa teacher license, have taught for three years, and meet the human relations requirement of the State of Iowa. Students complete the core requirements and the following required clinical courses.

Course #	Title	Hours
EPLS:6400	Early Childhood Leadership Clinical	1
EPLS:6401	Elementary Leadership Clinical	3
EPLS:6402	Secondary Leadership Clinical	2
EPLS:6403	Special Education Leadership Clinical	3
EPLS:6406	School Improvement Plan (School Improvement Plan)	1

Electives

Students earning an MA without principal licensure are not required to complete the clinical courses. Instead, they complete the core requirements and a series of electives (8 s.h.) approved by their advisors. Students are permitted to select coursework numbered 3000 and above from counselor education (prefix CSED), teaching and learning (prefix EDTL), educational policy and leadership studies (prefix EPLS), and psychological and quantitative foundations (prefix PSQF). For more detailed information, see the Educational Leadership website.

Final Examination

Students in the MA program with licensure or the MA program without licensure are required to take final examinations at the end of their program of study. The final examination is

in the format of a mock interview for a building principal or similar leadership position. The faculty provides candidates with a scenario for which they are expected to prepare a presentation to the educational leadership faculty who acts as the hiring team. The presentation is followed by questioning and feedback. Students must be registered in the Graduate College during their final examination semester if they plan to graduate at the end of the semester.

Admission

Applicants to the MA program in educational leadership must meet the admission requirements of the Graduate College. Students must have PK-12 classroom teaching experience. Admission decisions are made through a faculty review process on a rolling basis.

Higher Education and Student Affairs

The Master of Arts program in educational policy and leadership studies with a higher education and student affairs subprogram requires a minimum of 40 s.h. of graduate credit. Students must earn a UI cumulative grade-point average of at least 2.75 to be eligible for degree conferral.

The program prepares individuals for careers in higher education, including academic administration, policy analysis, first-year programs, student activities and leadership, enrollment management, program evaluation, multicultural affairs, academic and career advising, residence life, and international student services.

The higher education and student affairs program curriculum consists of coursework in postsecondary administration, college students and their environments, college student development, and current and emerging issues in higher education, as well as in research and assessment. The curriculum integrates theory and practice and is designed to be completed in two years of full-time study or equivalent part-time study.

The curriculum includes the higher education and student affairs core, supervised practice, and integrative experiences. Elective coursework is subject to advisor approval. An internship at an approved site is required for full admission to the program.

The MA in educational policy and leadership studies with a higher education and student affairs subprogram requires the following work.

Requirements

Common Core

Course #	Title	Hours
All of these:		
EPLS:5100	Issues and Policies in Higher Education	3
EPLS:5247	Multiculturalism in Higher Education	3
EPLS:5250	Introduction to Higher Education and Student Affairs	3
EPLS:5251	College Students and Their Environments	3
EPLS:5252	Administration of Higher Education and Student Affairs	3

EPLS:5253	Research, Assessment, and Evaluation in Higher Education	3
EPLS:6332	Conceptual Foundations of College Student Development	3
EPLS:6334	Theoretical Foundations of College Student Development	3

Integrative Experiences

Course #	Title	Hours
All of these:		
EPLS:6301	Professional Seminar I	1
EPLS:6305	Higher Education and Student Affairs Capstone	3
EPLS:6333	Practicum in Higher Education and Student Affairs (required once; students may enroll a maximum of three times.)	3

Electives

Students choose elective coursework in consultation with their advisor. Courses from other departments may be taken with advisor approval.

Course #	Title	Hours
At least 9 s.h. from these:		
EPLS:5278	Helping Skills in Student Affairs Work	3
EPLS:6206	Research Process and Design	3
EPLS:6216	Finance in Higher Education	3
EPLS:6218	The Law and Higher Education	3
EPLS:6220	History of Higher Education	3
EPLS:6224	Organizational Theory and Administrative Behavior	3
EPLS:6225	Higher Education Policy	3
EPLS:6275	Higher Education and Society	3
EPLS:6293	Individualized Instruction (may be taken once up to 3 s.h.)	3
EPLS:6336	Impact of College on Students	3
EPLS:7380	Practicum in College Teaching (may be taken once up to 3 s.h.)	3
EPLS:7385	Teaching and Learning in Higher Education	3
EPLS:7432	Strategies for Inclusive Leadership	3

Admission

Applicants must meet the admission requirements of the Graduate College.

Academic Plans

Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

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Educational Leadership Subprogram

This sample plan is currently being reviewed and will be added at a later date.

Higher Education and Student Affairs Subprogram

This sample plan is currently being reviewed and will be added at a later date.