

Educational Policy and Leadership Studies, MA

Programs designed to lead to professional licensure are subject to federal regulations regarding informational disclosures. Please see Professional Licensure Disclosures by Program for further information.

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.

Research 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.

Graduate Education

Graduate education prepares students with advanced knowledge and skills in specialized fields. At the University of Iowa, the Graduate College advocates for student-centered graduate education and supports equitable application of rules and policies across graduate programs.

Academics

University of Iowa graduate credentials are regulated by policies and requirements found in the Graduate College

Manual of Rules and Regulations. This includes minimum grade-point average (GPA) requirements for academic standing and degree conferral. The Graduate College sets the minimum requirement. Individual graduate programs may establish higher GPA requirements.

Admissions

Graduate student applicants must meet admission requirements for both the Graduate College and the program to which they have applied. University of Iowa graduate admission requirements are published by the Graduate College and on the Graduate Admissions website.

Financial Support

Graduate students might be eligible for financial support. Several contingencies apply, including degree program and award type, satisfactory progress toward degree, satisfactory completion of all duties related to an appointment, and availability of funding. Graduate students should inquire directly with their program for more information about funding availability. The Graduate Student Employment Standards govern the employment relationship between the University of Iowa and all graduate teaching and research assistants in all matters except wages, which are covered by an existing collective bargaining agreement or the conditions of an applicable federal grant.

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	2
EPLS:6402	Secondary Leadership Clinical	2
EPLS:6403	Special Education Leadership Clinical	2
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.

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 30 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, 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 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 or employment 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

Core

Course #	Title	Hours
All of these:		
EPLS:5250	Introduction to Higher Education and Student Affairs	3
EPLS:5251	College Environments	3
EPLS:5252	Administration of Higher Education and Student Affairs	3
EPLS:5253	Assessment in Higher Education and Student Affairs	3
EPLS:5278	Leading People and Groups	3
EPLS:6301	Professional Seminar I	1
EPLS:6305	Higher Education and Student Affairs Capstone	3
EPLS:6332	College Student Development	3
EPLS:6333	Practicum in Higher Education and Student Affairs	3
EPLS:6395	Professional Seminar II	1
EPLS:6396	Professional Seminar III	1

Students with concurrent and relevant professional experience may, with faculty approval, waive some or all of the EPLS:6333 requirements and instead take an elective.

Electives

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

Course #	Title	Hours
At least 3 s.h. from these:		
EPLS:6218	The Law and Higher Education	3
EPLS:6220	History of Higher Education	3
EPLS:6225	Higher Education Policy	3
EPLS:6275	Higher Education and Society	3
EPLS:6333	Practicum in Higher Education and Student Affairs	arr.
EPLS:6336	Impact of College on Students	3
EPLS:7380	Practicum in College Teaching	arr.

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.

Educational Policy and Leadership Studies, MA

- Educational Leadership Subprogram
- Higher Education and Student Affairs Subprogram

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.