Educational Policy and Leadership Studies, M.A.

Educational Leadership

The Master of Arts program in educational policy and leadership studies with an educational leadership subprogram requires a minimum of 36 s.h. of graduate credit. Students must earn a cumulative g.p.a. 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 pre-K-12 level.

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

Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPLS:6201</td>
<td>Foundations of School Administration</td>
<td>3</td>
</tr>
<tr>
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<td>Special Education Administration</td>
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<td>3</td>
</tr>
<tr>
<td>EPLS:6383</td>
<td>Supervision and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

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 listed above and the following required clinical courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPLS:6400</td>
<td>Early Childhood Leadership Clinical</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6401</td>
<td>Elementary Leadership Clinical</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6402</td>
<td>Secondary Leadership Clinical</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Students earning an M.A. without principal licensure are not required to complete the clinical courses. Instead, they complete the core requirements listed above and a series of electives (12 s.h.) approved by their advisors. For more detailed information, see the Educational Leadership web page.

Comprehensive Examination

Students in the M.A. program with licensure or the M.A. program without licensure are required to take comprehensive examinations at the end of their program of study. The comprehensive examination is in the format of a mock interview for a building principal or similar leadership position. The faculty provides candidates with a scenario on 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 comprehensive examination semester if they plan to graduate at the end of the semester.

Admission

Applicants to the M.A. program in educational leadership must meet the admission requirements of the Graduate College. Admission decisions are made through a faculty review process. Factors considered include recommendations, grade-point average, and a statement of purpose from candidates focused on leadership, time management, social justice, and meeting the needs of all students. The review team also considers additional evidence of academic ability and professional promise.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). For specific score requirements, see the Manual of Rules and Regulations on the Graduate College website.

Higher Education and Student Affairs

The Master of Arts program in educational policy and leadership studies with a higher education and student affairs (HESA) subprogram requires a minimum of 40 s.h. of graduate credit. Students must earn a cumulative g.p.a. of at least 3.00 in major coursework.

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 HESA core, a 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 M.A. in educational policy and leadership studies with a higher education and student affairs subprogram requires the following work.

## Requirements

### Common Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of these:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPLS:5100</td>
<td>Issues and Policies in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:5247</td>
<td>Multiculturalism in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:5250</td>
<td>Introduction to Higher Education and Student Affairs</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:5251</td>
<td>College Students and Their Environments</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:5252</td>
<td>Administration of Higher Education and Student Affairs</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:5253</td>
<td>Research, Assessment, and Evaluation in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6332</td>
<td>College Student Psychosocial and Identity Development</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6334</td>
<td>College Student Learning, Cognitive, and Moral Development</td>
<td>3</td>
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</tbody>
</table>

### Integrative Experiences

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of these:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPLS:6301</td>
<td>Professional Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>EPLS:6305</td>
<td>Higher Education and Student Affairs Capstone</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6333</td>
<td>Practicum in Higher Education and Student Affairs (required once; students may enroll a maximum of 3 times; those with appropriate professional experiences may, with faculty approval, waive this requirement)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives

Students choose elective coursework in consultation with their advisor.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12 s.h. from these:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPLS:5278</td>
<td>Helping Skills in Student Affairs Work</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6206</td>
<td>Research Process and Design</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6216</td>
<td>Finance in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6218</td>
<td>The Law and Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6220</td>
<td>History of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6224</td>
<td>Organizational Theory and Administrative Behavior</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6225</td>
<td>Higher Education Policy</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6275</td>
<td>Diversity and Equity in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6293</td>
<td>Individualized Instruction (may be taken once up to 3 s.h.)</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6336</td>
<td>Impact of College on Students</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:7380</td>
<td>Practicum in College Teaching (may be taken once up to 3 s.h.)</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:7385</td>
<td>Teaching and Learning in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:7432</td>
<td>Multicultural Initiatives</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses from other departments also may be approved; students should consult their advisor.

## Admission

Applicants must meet the admission requirements of the Graduate College. Admission is based on grade-point average and promise for professional growth. Transcripts, a résumé or curriculum vita, three letters of recommendation, and a personal statement are required. The Graduate Record Examination (GRE) General Test is optional. The statement of purpose (one to three pages) should include professional goals, whether the applicant plans to enroll full- or part-time, and how the applicant’s goals and experiences are consistent with the higher education and student affairs program’s mission and values.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). For specific score requirements, see the Manual of Rules and Regulations on the Graduate College website.

Application deadline is December 15 for admission the following fall. Applicants who are recommended for admission are invited to come to campus on spring Campus Visit Day, during which they interview for internships. Full-time students must be employed at an approved site (usually in an approved internship).

## Schools, Culture, and Society

The Master of Arts program in educational policy and leadership studies with a schools, culture, and society subprogram requires a minimum of 32 s.h. of graduate credit and is offered without thesis, although a thesis option is available. Students must earn a cumulative g.p.a. of at least 3.00 in major coursework.

The program develops students’ ability to analyze the influence of social and historical factors that frame contemporary issues in education. Students complete at least 21 s.h. in schools, culture, and society courses in two disciplinary areas: sociology and history. They earn 12 s.h. in one of the disciplinary areas and 9 s.h. in the other area. The remaining 11 s.h. of coursework must be in a concentration
area outside the schools, culture, and society disciplinary areas appropriate to the student's career and academic goals. Students must satisfactorily complete a six-hour comprehensive examination covering their disciplinary concentration area and other two areas of study. Alternately, students may elect to write a thesis. The examining committee may elect to hold an oral examination after the exam.

Admission

Applicants must meet the admission requirements of the Graduate College. A personal interview with one or more members of the program's faculty is recommended. Undergraduate and/or graduate emphases in education, sociology, and the humanities (philosophy, history, and so forth) provide good background for graduate study of schools, culture, and society, although other emphases also may be useful.

Applicants must submit a personal statement explaining their professional goals, experiences, and research plans; undergraduate and graduate grade-point averages; undergraduate and graduate transcripts; three letters of recommendation; a résumé; and scores on the Graduate Record Exam (GRE) General Test (however, the GRE requirement has been suspended for the 2021-22 admissions cycle). Application deadline is February 15 for admission the following fall.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). For specific score requirements, see the Manual of Rules and Regulations on the Graduate College website.

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, M.A.

- Educational Leadership Subprogram [p. 3]
- Higher Education and Student Affairs Subprogram [p. 3]
- Schools, Culture, and Society Subprogram [p. 4]

Educational Leadership Subprogram

<table>
<thead>
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<td>EPLS:6383</td>
<td>Supervision and Evaluation</td>
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</tr>
</tbody>
</table>

Hours 24

First Year

Any Semester

Work with academic advisor to determine sequence

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     |

Total Hours 37

Higher Education and Student Affairs Subprogram

Course | Title                                      | Hours |
|-------|--------------------------------------------|-------|

Academic Career

Any Semester

40 s.h. of graduate level coursework must be completed; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. a

First Year

Any Semester

Work with academic advisor to determine sequence of core courses

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 |

Hours 0
### Educational Policy and Leadership Studies, M.A.

#### Research, Assessment, and Evaluation in Higher Education
- **Course:** EPLS:5253
- **Title:** Research, Assessment, and Evaluation in Higher Education
- **Hours:** 3

#### College Student Psychosocial and Identity Development
- **Course:** EPLS:6332
- **Title:** College Student Psychosocial and Identity Development
- **Hours:** 3

#### College Student Learning, Cognitive, and Moral Development
- **Course:** EPLS:6334
- **Title:** College Student Learning, Cognitive, and Moral Development
- **Hours:** 3

#### Practicum in Higher Education and Student Affairs
- **Course:** EPLS:6333
- **Title:** Practicum in Higher Education and Student Affairs (Practicum)
- **Hours:** 3

#### Hours
- **Fall:** 27
- **Second Year:**
  - **Any Semester:** Students take 9-12 s.h. of elective credit; work with academic advisor to select courses and determine sequence.
  - **Elective course:** 1 - 3
  - **Elective course:** 1 - 3
  - **Elective course:** 1 - 3
  - **Elective course:** 1 - 3
  - **Elective course:** 1 - 3
  - **Elective course:** 1 - 3
  - **Spring:**
    - **Cognate course:** 3
    - **Cognate course:** 3
    - **Final Exam:**

### Total Hours
- **Fall:** 27
- **Second Year:** 4-12
- **Spring:** 3
- **Total Hours:** 32

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### Schools, Culture, and Society Subprogram

#### Course Title Hours

#### Academic Career

#### Any Semester

32 s.h. must be graduate level coursework; graduate transfer credits allowed upon approval. More information is included in the General Catalog and on department website. **a**

#### First Year

##### Fall

- **Disciplinary Area course:** 3
- **Disciplinary Area course:** 3
- **Disciplinary Area course:** 3

#### Hours
- **Fall:** 9

##### Spring

- **Disciplinary Area course:** 3
- **Disciplinary Area course:** 3
- **Disciplinary Area course:** 3

#### Hours
- **Spring:** 9

#### Second Year

##### Fall

- **Disciplinary Area course:** 3

#### Hours
- **Fall:** 9

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### Notes

- **a.** Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
- **c.** Students complete at least 21 s.h. in schools, culture and society courses in two disciplinary areas: sociology and history; they earn 12 s.h. in one of the disciplinary areas and 9 s.h. in the other area.
- **d.** Students must complete at least 11 s.h. in a concentration area outside the schools, culture and society disciplinary areas appropriate to their career and academic goals. Work with academic advisor to determine appropriate cognate coursework and sequence.
- **e.** MA Comprehensive Exam taken during the final semester, written required; oral at discretion of exam committee.