

Department of Educational Leadership and Postsecondary Education

(College of Education)

www.uni.edu/coe/elpe

The Department of Educational Leadership and Postsecondary Education offers the following graduate programs and program certificates. (There are no undergraduate majors or minors in the Department of Educational Leadership and Postsecondary Education.) Specific requirements for these graduate programs and program certificates are listed within this Department of Educational Leadership and Postsecondary Education section in the following order:

Graduate Major (M.A.)

- Postsecondary Education: Student Affairs
- Teacher Leadership for International Educators

Graduate Major (M.A.E.)

- Principalship

Graduate Major (Ed.D.)

- Doctor of Education: Educational Leadership intensive study area (for all requirements see website www.uni.edu/catalog/collegeofeducation - for PDF version see listing for "College of Education" under the "Interdisciplinary" section of this university catalog.)

Program Certificates

- Advanced Studies Certificate in Educational Leadership
 - Emphasis: Principalship
 - Emphasis: Superintendency Preparation

Master of Arts Degree Program

Major in Postsecondary Education: Student Affairs

This major is designed to prepare an individual for a career in the administration of student affairs programs in college and university settings.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNIverse Student Center To-Do list or contact the Department of Educational Leadership and Postsecondary Education for other application requirements. Graduate information and application for graduate admission can be found at www.grad.uni.edu/admission. (Also www.uni.edu/coe/departments/educational-leadership-postsecondary-education).

The Graduate Record Examination (General Test) is **not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is available on the **thesis** and **non-thesis** options. The **thesis** option requires a **minimum of 44 semester hours**, and the **non-thesis** option requires a **minimum of 38 semester hours. A minimum of thirty-two (32) hours of 200/6000-level course work is required for the thesis option. A minimum of thirty (30) hours of 200/6000-level course work is required for the non-thesis option.**

Students will be required to complete and present a portfolio for the exit requirement.

POSTSEC 6220	Leading, Helping, Advising	3
POSTSEC 6231 (170:231)	Assessment in Postsecondary Education	3
POSTSEC 6265	Organizational and Personal Foundations for Student Affairs	3
POSTSEC 6264 (170:264)	Values, Philosophies and History of Student Affairs	3
POSTSEC 6268	Social Justice and Inclusion	3
POSTSEC 6270 (170:270)	College Student Development	3
POSTSEC 6274	Higher Education Law	3
POSTSEC 6289 (170:289)	Seminar in Postsecondary Education	3
POSTSEC 6271	Portfolio Development (1 credit course--must be taken twice)	2
POSTSEC 6273	Research in Student Affairs	3
Electives may include, but are not limited to, the following:		9
POSTSEC 6250 (170:250)	Teaching in College	
POSTSEC 6256 (170:256)	The Two-Year College	
POSTSEC 6272	College Effects on Students	
POSTSEC 6285 (170:285)	Readings in Postsecondary Education	
POSTSEC 6291 (170:291)	Internship in Postsecondary Education (This course may be repeated for maximum of 12 hrs.)	
Educational Psychology:		
EDPSYCH 6214 (200:214)	Foundations of Instructional Psychology	
EDPSYCH 6235 (200:235)	Theories of Human Development	
Measurement and Research:		
MEASRES 6205 (250:205)	Educational Research	
Communication Studies:		
COMM 4344/5344 (48C:151g)	Intercultural Communication	

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COMM 4346/5346 (48C:153g)	Gender Issues in Communication	
Counseling:		
COUN 4105/5105 (290:105g)	Counseling Skills	
COUN 6225 (290:225)	Facilitating Career Development	
COUN 6256 (290:256)	Multicultural Counseling	
Research:		
POSTSEC 6299 (170:299)	Research	
Total hours for non-thesis option (may include 3 hrs. of POSTSEC 6299 (170:299) as an elective choice)		38
Thesis Option add		
POSTSEC 6299 (170:299)	Research	6
Total Hours thesis option		44

* **Note:** Upon advisement, some students may substitute course work for practicum. A license to teach is not required for this major.

Major in Teacher Leadership for International Educators

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of Educational Leadership and Postsecondary Education for other application requirements. Graduate information and application for graduate admission can be found at www.grad.uni.edu/admission. (Also <http://www.uni.edu/coe/departments/educational-leadership-postsecondary-education>).

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is available on the **non-thesis** option only. A **minimum of 32 hours** is required on the non-thesis option. A **minimum of 22 hours of 200/6000-level course work is required for the non-thesis option**. Students must be currently teaching in an international school to be eligible for this program.

Successful completion of a final oral portfolio defense, as well as an extensive action research project is required prior to graduation. This program is offered to cohort groups of 15-20 students through synchronous and asynchronous instruction. New cohort groups start each year at the beginning of the spring semester.

Required

Measurement and Research:		
MEASRES 6205 (250:205)	Educational Research	3
TESOL/Applied Linguistics:		
TESOL 6286	Studies in Multicultural Contexts	3
Additional educational leadership courses:		
Educational Leadership:		
EDLEAD 6210	Culturally Relevant Teaching & Leading	3

EDLEAD 6212	Teacher Leadership in International Schools	3
EDLEAD 6240	Technology for School Leaders	2
EDLEAD 6248	Leading Instruction in Schools	3
EDLEAD 6249 (270:249)	Leading Learning, Teaching, and Curriculum	3
EDLEAD 6282 (270:282)	Leading School Growth and Improvement	2
EDLEAD 6284 (270:284)	Evaluator Approval for Improved Student Learning	3
EDLEAD 6286	Studies in Orientation to TLMS and Educational Leadership	2
EDLEAD 6291 (270:291)	Internship	1
EDLEAD 6294	Capstone TLMS	1
EDLEAD 7319 (270:319)	Power, Politics, and Ethics in School District Leadership	3
Total Hours		32

Master of Arts in Education Degree Program

Major in Principalship

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of Educational Leadership and Postsecondary Education for other application requirements. Graduate information and application for graduate admission can be found at www.grad.uni.edu/admission. (Also <http://www.uni.edu/coe/departments/educational-leadership-postsecondary-education>).

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This major is available on the **thesis** and **non-thesis** options. A **minimum of 43 semester hours** is required on the thesis option; a **minimum of 37 hours** is required on the non-thesis option. A **minimum of 32 hours of 200/6000-level course work, including 6 hours of EDLEAD 6299 (270:299), is required for the thesis option. A minimum of 32 hours of 200/6000-level course work is required for the non-thesis option.**

Successful completion of a final oral comprehensive examination is required for the thesis option. The student must complete the usual degree and licensure/endorsement requirements and must complete a minimum of one year of successful teaching appropriate to the major prior to graduation. For endorsement the student must have three years of teaching experience at either the elementary or secondary level. This program is offered to cohort groups of 20-25 students on and off campus over the ICN, through the Web, and in face-to-face instructional sessions. This program will require the student to participate in the All Iowa cohort group or in the Urban Education Network (UEN) group for a period of two or three years. New cohort groups start each year at the beginning of the fall semester.

Required program courses

Educational Psychology:		
EDPSYCH 6214 (200:214)	Foundations of Instructional Psychology	3

or		
EDLEAD 6248	Leading Instruction in Schools	

Special Education:		
SPED 6260 (220:260)	Special Education Law and Policy	3

Measurement and Research:		
MEASRES 6205 (250:205)	Educational Research	3

Additional educational leadership courses

Educational Leadership:		25
EDLEAD 6206 (270:206)	Orientation to ISSL and Educational Leadership	

EDLEAD 6232 (270:232)	School Governance, Law and Intersystems Relations	
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EDLEAD 6245 (270:245)	Leadership for Effective Schools	
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EDLEAD 6247 (270:247)	School Management for Student Learning	
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EDLEAD 6249 (270:249)	Leading Learning, Teaching, and Curriculum	
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EDLEAD 6282 (270:282)	Leading School Growth and Improvement	
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EDLEAD 6284 (270:284)	Evaluator Approval for Improved Student Learning	
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EDLEAD 6289 (270:289)	Seminar in Educational Leadership	
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EDLEAD 6225	Activities Administration	
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or		
EDLEAD 6235	Community Connections	
EDLEAD 6240	Technology for School Leaders	

Educational Leadership:		
EDLEAD 6291 (270:291)	Internship	2
EDLEAD 6292 (270:292)	Capstone ISSL	1

Total hours non-thesis Option		37
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Thesis Option add

EDLEAD 6299 (270:299)	Research	6
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Total Hours thesis option		43
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Doctor of Education Degree Program

(For all requirements see website www.uni.edu/catalog/collegeofeducation - for PDF version see listing for "College of Education" under the "Interdisciplinary" section of this university catalog.)

Students interested in the Doctor of Education (Ed.D.) degree must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the appropriate Intensive Study Area (ISA) for any other application requirements. Graduate information and application for graduate

admission can be found at www.grad.uni.edu/admission. The Graduate Record Examination (GRE) is required for admission to the program.

This program is intended to provide practicing educators, in formal and nonformal settings, the opportunity to continue their study and earn the terminal professional degree in their field. The Ed.D. degree requires a **minimum of 60 semester hours of credit beyond the master's degree**. There are three components to the program:

Professional Common Core (work in educational foundations, fundamentals, and research)	27
Advanced Professional Study (in one of three areas of intensive study)	27
Dissertation	6
Total Hours	60

By design, *all* students are required to study in basic areas that undergird and define educational practice and develop skills of problem definition, data collection and analysis, and interpretation. The three areas of intensive study provide for a specialized focus on practice. The three intensive study areas (ISAs) are:

- *Allied Health, Recreation, and Community Services*
- *Curriculum and Instruction*
- *Educational Leadership*

Note: Students interested in special education with the Curriculum and Instruction ISA or the Educational Leadership ISA should consult the respective ISA descriptions for further information.

In some areas, it is possible to combine doctoral degree study with work toward an endorsement to perform a particular role in K-12 education.

Brief definitions of the three ISAs follows:

Allied Health, Recreation, and Community Services

This area of intensive study is designed to provide students with advanced planning, management, supervision and evaluation of programs in the community and its institutions. The combined areas of allied health, recreation and community services are diverse professional areas knitted together by a unified commitment to enhancing, enriching and sustaining individual well-being and quality of life. Each of these areas contributes unique and different professional perspectives, yet, at the same time, focuses on the individual and collective well-being of people, communities and society as a whole. Graduates are prepared for careers as applied scholars, evaluators, athletic administration, administrators of community nonprofit organizations, youth serving agencies, public parks and recreation agencies, foundations, and government agencies. The program of study will be based upon student's needs, interests, and upon approval by an academic advisor and program of study committee. (For more information, contact the Chair of Leisure, Youth and Human Services, Health Promotion and Education, or Athletic Training in the Department of Health, Recreation and Community Services.)

Curriculum and Instruction

This area of intensive study is designed to prepare scholar practitioners to plan, implement, evaluate, and supervise educational programs for children, from infancy through adolescence, and adult learners,

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inclusive of a wide variety of diversity. Faculty in this intensive study area come from many departments and disciplines, including but not limited to prekindergarten through tertiary curriculum and pedagogy; foundations of education in psychology, philosophy, social sciences; disability studies, gifted and talented, and multicultural education; literacy education; instructional technology, school library studies; and P-12 content areas such as mathematics, physical education, science, social studies, and language arts. Students interested in becoming special education scholar-practitioners to plan, implement, evaluate, and supervise educational programs for children and adult learners with an emphasis on inclusion and diversity will apply for admission through the Curriculum and Instruction Intensive Study Area. For more information see <http://www.uni.edu/coe/departments/curriculum-instruction/graduate-study/doctoral-study>.

Educational Leadership

This area of intensive study in education administration prepares personnel for leadership positions in PK-12 schools, post-secondary institutions, and other educational services or settings. Typical positions held by educators with the terminal degree focused on educational leadership include: principals, superintendents, school district central office administrators, professors of educational leadership, special education directors at the Area Education Agency level or Department of Education administrators and consultants. Students interested in special education administration will apply for admission through Educational Leadership and Postsecondary Education. (For more information, contact the Head, Department of Educational Leadership and Postsecondary Education, or please see the catalog at www.uni.edu/catalog.uni.edu/collegeofeducation/educationalleadershipandpostsecondaryeducation or visit the Department of Educational Leadership and Postsecondary Education website at www.uni.edu/coe/departments/educational-leadership-postsecondary-education.

Program Certificates

The University of Northern Iowa makes available, in addition to traditional programs, the opportunity for students to earn program certificates. Program certificates provide an alternative to programs leading to a degree, a major, or a minor; they certify that an individual has completed a program approved by the university. For information on the following program certificates contact the Department of Educational Leadership and Postsecondary Education or the Office of the Registrar, which serves as the centralized registry.

Advanced Studies Certificate in Educational Leadership

Emphasis: Principalship

This is a post-master's program consisting of a minimum of 37 semester hours leading to the issuance of an Advanced Studies Certificate in Educational Leadership. The purpose of this program is to allow the student to broaden and sharpen her/his skills in competency areas. This is solely for the purpose of gaining endorsement in the Principalship.

The program will consist of a minimum of 37 semester hours in graduate studies in the area of educational leadership and/or related studies.

Required

Educational Psychology:

EDPSYCH 6214 (200:214)	Foundations of Instructional Psychology	3
or		
EDLEAD 6248	Leading Instruction in Schools	
MEASRES 6205 (250:205)	Educational Research	3
Special Education:		
SPED 6260 (220:260)	Special Education Law and Policy	3
Educational Leadership:		25
EDLEAD 6206 (270:206)	Orientation to ISSL and Educational Leadership	
EDLEAD 6232 (270:232)	School Governance, Law and Intersystems Relations	
EDLEAD 6245 (270:245)	Leadership for Effective Schools	
EDLEAD 6247 (270:247)	School Management for Student Learning	
EDLEAD 6249 (270:249)	Leading Learning, Teaching, and Curriculum	
EDLEAD 6282 (270:282)	Leading School Growth and Improvement	
EDLEAD 6284 (270:284)	Evaluator Approval for Improved Student Learning	
EDLEAD 6289 (270:289)	Seminar in Educational Leadership	
EDLEAD 6225	Activities Administration	
or		
EDLEAD 6235	Community Connections	
EDLEAD 6240	Technology for School Leaders	
Educational Leadership Internship:		
EDLEAD 6291 (270:291)	Internship	2
EDLEAD 6292 (270:292)	Capstone ISSL	1
Total Hours		37

Emphasis: Superintendency Preparation Program

The superintendent preparation program consists of 33 hours which includes a four hour Seminar in Educational Leadership delivered in three separate segments (2 credit hours, 1 credit hour, 1 credit hour); six 3-credit hour courses, one 2-credit hour course, and 9 credit hours of internship requiring 450 contact hours in multiple school districts.

Required

Educational Leadership:		
EDLEAD 7310 (270:310)	Human Resource Administration	3
EDLEAD 7311 (270:311)	Educational Leadership and Systems Change	3
EDLEAD 7315 (270:315)	Leading Teaching, Learning and Assessment	3
EDLEAD 7318 (270:318)	Evaluation of Administrators	2
EDLEAD 7319 (270:319)	Power, Politics, and Ethics in School District Leadership	3

EDLEAD 7340 (270:340)	Funding the Educational Program for Improved Student Achievement	3
EDLEAD 7346 (270:346)	School Business Management	3
Educational Leadership seminar:		
EDLEAD 7389 (270:389)	Seminar in Educational Leadership *	4
Educational Leadership work toward development of internship plan:		
EDLEAD 7391 (270:391)	Internship in Educational Leadership	1
Educational Leadership internship:		
EDLEAD 7391 (270:391)	Internship in Educational Leadership	8
Total Hours		33

* 2 hours, 1 hour, 1 hour/two weekends.

Internship

The nine credit hours of internship is designed to "provide opportunities for candidates to identify and experience the complexities of the superintendency in a structured, accountable manner."

To ensure that candidates have a range of experiences and "the program provides enough opportunities for candidates to identify and experience the complexities of the superintendency in a structured, accountable manner," each course in the Superintendent Preparation Program will have a knowledge module (what the superintendent should know) and a field performance module (what the superintendent should be able to do).

The internship requires a minimum of 450 hours. The field performance module (course assigned internship activities) requirements are expected to total between 210 and 280 hours. In addition to the course assigned internship activities, the candidate's Internship Plan will be guided by experience needs of the candidate in the areas of Leader of Learners, Leader of Service, and Leader of Change.

The Internship requires a meaningful long-term (substantial) clinical experience within a district. This extended experience combines with the performance module (course assigned) internship activities to form the candidate's Internship Plan.

Each candidate will have a lead mentor, approved by the Educational Leadership faculty, who will guide the candidate throughout the internship experience. Even though some clinical experiences may take place in another district or districts, the lead mentor will serve as a sounding board while providing coaching and support. In addition to the lead mentor, each candidate will have at least one other mentor (mentor with special expertise), approved by the faculty, to ensure diversity of school size, diversity of thought, diversity of expertise, and diversity of experiences. While a candidate may use a mentor from his or her district of employment who meets the Mentor Selection Criteria, the candidate must also have an approved mentor (lead mentor or mentor with special expertise) outside the district of employment.

Assessment

A performance-based program requires evidence that Iowa Standards for School Leaders (ISSL) and 16 superintendent leadership exit proficiencies are met. Standards and proficiencies must be demonstrated through work products that clearly show skill development and an expansive knowledge base.

Education, Interdepartmental Courses

INTDEPED 7301 (190:301). Major Thinkers in Education over the Last 3,000 Years — 3 hrs.

An investigation of main ideas and perspectives from foundational scholars across fields of philosophy, sociology, history, and psychology who are perceived to have made major contributions in the field of education. Prerequisite(s): doctoral status or consent of college. (Variable)

INTDEPED 7303 (190:303). Foundations of Inquiry — 3 hrs.

Introduction to the intellectual foundations of educational and social inquiry. Includes the history and major positions of philosophy as well as their application to the practice of inquiry. Includes attention to the theory and practice of scholarship through critical reading and academic writing. Prerequisite(s): doctoral status or consent of college. (Variable)

INTDEPED 7314. Qualitative Research Design for Practice — 3 hrs.

This course focuses on qualitative research designs. Various qualitative methodologies will be used related to identifying, understanding, and solving complex problems of practice. The course will focus on developing conceptual understandings of a problem, ethics of inquiry and practice, and design of an inquiry plan from a qualitative perspective. Students will complete collection, analysis, and synthesis of data for problems of practice, including reporting results and use of data in practice and for broader dissemination. Prerequisite(s): MEASRES 6205 (250:205) or KAHHS 6290 or equivalent, and a substantial introductory statistics course (MEASRES 4180 or KAHHS 6210 or equivalent); INTDEPED 7326; Admission to the Ed.D. program. (Spring)

INTDEPED 7316. Quantitative Research Design for Practice — 3 hrs.

This course focuses on quantitative research designs. Various quantitative methodologies are used for identifying, understanding, and solving complex problems of practice. The course will focus on developing conceptual understandings of a problem, ethics of inquiry and practice, and design of an inquiry plan from a quantitative perspective. Students will complete collection, analysis, and synthesis of data for problems of practice, including reporting results and use of data in practice and for broader dissemination. Prerequisite(s): MEASRES 6205 (250:205) or KAHHS 6290 or equivalent, and a substantial introductory statistics course (MEASRES 4180 or KAHHS 6210 or equivalent); INTDEPED 7326; Admission to the Ed.D. program. (Fall)

INTDEPED 7318. Evidence-Based Practices, Assessment, Accountability, and Program Evaluation — 3 hrs.

In today's world of professional practice, simply running a program is not good enough. Modern practice must use assessment and evaluation results. This course provides needed tools. Provides multiple theoretical perspectives as well as hands-on practice. Prerequisite(s): admission to Ed.D. program; INTDEPED 7303 (190:303). (Variable)

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INTDEPED 7320. Leadership in Formal and Informal Learning Environments — 3 hrs.

This course examines leadership, theory, and practice in formal and informal learning environments and promotes comprehensive application strategies to such settings as schools, human services, and leisure, tourism, and environmental organizations. Prerequisite(s): admission to Ed.D. program; INTDEPED 7303 (190:303). (Variable)

INTDEPED 7322. Organizational and Community Transformation — 3 hrs.

Exploration of transformational processes and the forces that shape change in communities and organizations on a macro, meso, and micro scale within the context of promoting and responding to social, cultural, political, economic, and environmental change including institutions and agencies. Prerequisite(s): admission to Ed.D. program; INTDEPED 7303 (190:303). (Variable)

INTDEPED 7324. Critical Analysis of Social and Cultural Contexts in Education — 3 hrs.

Explores historic and contemporary social, legal, and cultural movements in education and professional practice from sociological and critical perspectives. In-depth focus on philosophy, science, attitudes, belief patterns, and practices related to social and cultural diversity. Prerequisite(s): Doctoral status or consent of college, INTDEPED 7303 (190:303) (Variable)

INTDEPED 7326. Integrating Theory with Practice — 3 hrs.

This course is designed to prepare entry-level doctoral students in the Ed.D. program for examining complex theoretical frameworks and how theory relates to practice. Students will be exposed to numerous theories from a variety of content areas, faculty research endeavors, and strategies for linking current research trends to their current practice. Prerequisite(s): admission to the Ed.D. program. (Fall and Spring)

INTDEPED 7389 (190:389). Doctoral Seminar — 3 hrs.

This course supports Ed.D. students in examining the facets of the doctoral degree, setting scholarly agendas, and developing publication skills. More specifically, the course will focus on doctoral core and intensive study area requirements, advisor selection, dissertation committee selection, and general and specific expectations for the completion of the Ed.D. Graded. Prerequisite(s): INTDEPED 7314, INTDEPED 7316, Doctoral status or consent of college. (Variable)

INTDEPED 7399 (190:399). Dissertation Research.

Credit/no credit only. Initial enrollment requires attendance at doctoral research seminar. (Fall and Spring)

Educational Leadership Courses

EDLEAD 4198 (270:198). Independent Study — 1-6 hrs. (Variable)

EDLEAD 4319. Political and Ethical Issues in Education — 3 hrs.

Students will become familiar with issues of power, politics and ethics in education systems. The course will examine ways in which individuals in leadership positions use power and political skills to influence the effectiveness of educational systems and the ethical challenges that arise from such efforts. Prerequisite(s): consent of instructor. (Variable)

EDLEAD 6206 (270:206). Orientation to ISSL and Educational Leadership — 2 hrs.

Orientation to the study and practice of school leadership, the Iowa Standards for School Leaders (ISSL), current and historical trends impacting school and the principalship, and philosophical perspectives

impacting school leadership. Corequisite(s): EDLEAD 6247 (270:247). (Fall)

EDLEAD 6210. Culturally Relevant Teaching & Leading — 3 hrs.

Examine the practical implications of culturally relevant teaching practices with particular attention to curriculum design and implementation for global citizens. Prerequisite(s): Admission to the M.A. Major in Teacher Leadership for International Educators. (Variable)

EDLEAD 6212. Teacher Leadership in International Schools — 3 hrs.

An in-depth look at the knowledge and skills necessary to be teacher leaders in international school settings. Prerequisite(s): Admission to the M.A. Major in Teacher Leadership for International Educators. (Variable)

EDLEAD 6225. Activities Administration — 2 hrs.

The study and in-school application of current research and promising practices related to the administration of PK-12 school activities programs, including athletics, fine arts, clubs, etc. and their role in school's overall programming and mission. Prerequisite(s): EDLEAD 6206 (270:206); EDLEAD 6247 (270:247); or consent of instructor. (Variable)

EDLEAD 6232 (270:232). School Governance, Law and Intersystems Relations — 3 hrs.

Development of knowledge of the many aspects of local, regional, state, and federal governance of public schools, legal issues, school funding, respect for people's rights, and competence in managing school risk to avoid legal liability. Prerequisite(s): EDLEAD 6206 (270:206); EDLEAD 6245 (270:245). (Variable)

EDLEAD 6235. Community Connections — 2 hrs.

Exploration and in-school/community application of current research on promising practices and strategies that support parental and community engagement in the school's mission and the principal's role in facilitating stakeholder engagement. Prerequisite(s): EDLEAD 6206 (270:206); EDLEAD 6247 (270:247); or consent of instructor. (Variable)

EDLEAD 6240. Technology for School Leaders — 2 hrs.

Course explores current promising practice in technology use for building school leaders. Prerequisite(s): admitted to the M.A. Major in Teacher Leadership for International Educators. (Variable)

EDLEAD 6245 (270:245). Leadership for Effective Schools — 3 hrs.

Study of contemporary leadership, change, and staff development in school organizations. (Variable)

EDLEAD 6247 (270:247). School Management for Student Learning — 3 hrs.

Examination of key administrative management concepts and techniques employed by effective school principals to support student learning and achievement. Corequisite(s): EDLEAD 6206 (270:206). (Variable)

EDLEAD 6248. Leading Instruction in Schools — 3 hrs.

Intensive study of the knowledge and skills needed by teacher leaders to support Professional Learning Communities, effectively use technology, develop teacher leadership, and embrace the role of the instructional leader. Prerequisite(s): admission to the M.A. Major in Teacher Leadership for International Educators. (Variable)

EDLEAD 6249 (270:249). Leading Learning, Teaching, and Curriculum — 3 hrs.

(Tailored for teacher leaders in American international schools)
Extensive study in the knowledge and skills needed by teacher leaders to help lead the development and delivery of curriculum, assessment and instruction focused on student achievement. Prerequisite(s): admitted to the M.A. Major in Teacher Leadership for International Educators. (Variable)

EDLEAD 6251. Supporting Instruction in the Classroom — 3 hrs.

Supporting Instruction in the Classroom - will address the theoretical and practical models for instructional coaching and the tools to support teachers (and the coaches themselves) while using school data to inform instruction. Students will master content regarding Student-Centered Coaching developed by Diane Sweeney, learn and apply principles of Instructional Rounds in Education by City, Elmore, Fairman, and Lee, and attain knowledge and strategies for Building Teachers' Capacity for Success by Hall and Simeral. Students will have opportunities to reflect on current practices, identify, develop and implement coaching strategies that best fit their personal situations, and collaborate with other instructional coaches through various forms of social media. Prerequisite(s): EDLEAD 6248. (Fall and Spring)

EDLEAD 6252. Coaching Teachers — 3 hrs.

This graduate credit course is designed to apply educational research and leadership principles in a shared leadership environment. Those interested in, or currently engaged in, teacher leadership roles in their buildings and/or districts will find this course to be practical and applicable. Prerequisite(s): EDLEAD 6248, EDLEAD 6251. (Fall and Spring)

EDLEAD 6282 (270:282). Leading School Growth and Improvement — 2 hrs.

Study of the teacher leader's role in leading school growth and improvement and the change process. Prerequisite(s): admitted to the M.A. Major in Teacher Leadership for International Educators. (Variable)

EDLEAD 6284 (270:284). Evaluator Approval for Improved Student Learning — 3 hrs.

Development of knowledge of various problems and procedures in the organization of elementary and secondary school professional growth. Special emphasis on supervision processes and identifying and analyzing effective teaching and performance behaviors. Prerequisite(s): admitted to the M.A. Major in Teacher Leadership for International Educators. (Variable)

EDLEAD 6285 (270:285). Readings in Educational Leadership.

Prerequisite(s): written consent of instructor. (Variable)

EDLEAD 6289 (270:289). Seminar in Educational Leadership.

Seminars offered on special topics as indicated in the Schedule of Classes. (Variable)

EDLEAD 6291 (270:291). Internship — 1 hr.

Advanced supervised experience to further develop skills in Teacher Leader Model Standards. Offered on credit/no credit basis only. May be repeated for maximum of 2 hours. Prerequisite(s): admitted to the M.A. Major in Teacher Leadership for International Educators or M.A.E. Major in Principalship. (Variable)

EDLEAD 6292 (270:292). Capstone ISSL — 1 hr.

Final work project that demonstrates application and synthesizes the Iowa Standards for School Leaders (ISSL). Prerequisite(s): EDLEAD 6206 (270:206); EDLEAD 6247 (270:247); or consent of instructor. (Variable)

EDLEAD 6294. Capstone TLMS — 1 hr.

(Tailored for teacher leaders in American international schools)
Culminating activities that demonstrate application and synthesize the 7 Teacher Leader Model Standards Prerequisite(s): Admission to the M.A. Major in Teacher Leadership for International Educators. (Variable)

EDLEAD 6299 (270:299). Research.

Prerequisite(s): consent of department. (Variable)

EDLEAD 7310 (270:310). Human Resource Administration — 3 hrs.

Teacher selection and placement, promotion, tenure, collective bargaining and retirement; administration of pupil personnel facilitating services. (Variable)

EDLEAD 7311 (270:311). Educational Leadership and Systems Change — 3 hrs.

Examination of knowledge base for both change and leadership. Emphasis on understanding how change factors and leadership styles interact to influence receptiveness to and acceptance of change. Prerequisite(s): doctoral status or consent of college. (Same as POSTSEC 7311 (170:311)) (Variable)

EDLEAD 7315 (270:315). Leading Teaching, Learning and Assessment — 3 hrs.

Focus on what boards of education need to know and be able to do; and the leadership role of the board/superintendent team for improving student achievement by sharing culture and conditions within the school district that contribute to productive change. Prerequisite(s): students must be enrolled in the superintendency preparation program cohort or doctoral program in educational leadership or have permission of instructor. (Variable)

EDLEAD 7318 (270:318). Evaluation of Administrators — 2 hrs.

Provides superintendents and other educational leaders with knowledge and skills necessary in the supervision and evaluation process in K-12 schools. The Iowa Professional Development Model serves as a foundation for this course. Prerequisite(s): students must be enrolled in the superintendency preparation program cohort or the doctoral program. The instructor may grant special permission to graduate students outside educational leadership. (Variable)

EDLEAD 7319 (270:319). Power, Politics, and Ethics in School District Leadership — 3 hrs.

Identifies critical roles of teacher leaders and network of individuals/agencies/organizations that impact education system. Develops understanding of how to identify community's power structure and use power/political skills in ethical ways to improve student achievement. Prerequisite(s): Consent of program coordinator. (Variable)

EDLEAD 7340 (270:340). Funding the Educational Program for Improved Student Achievement — 3 hrs.

Focus on how public schools in U.S. are funded, with special attention to funding public schools in Iowa. Major emphasis on funding and allocation of resources for the improvement of student achievement. (Variable)

EDLEAD 7346 (270:346). School Business Management — 3 hrs.

Develops the rationale for the function of school business administration. Assists school administrators in managing business affairs and auxiliary services of the school district. Prerequisite(s): EDLEAD 7340 (270:340); master's degree in Educational Leadership or the Principalship certification. (Variable)

Department of Educational Leadership and Postsecondary Education

EDLEAD 7385 (270:385). Readings in Educational Leadership.

Individualized list of selected readings in an area of emphasis, as determined by instructor and student. May be repeated. Prerequisite(s): written consent of instructor. (Variable)

EDLEAD 7389 (270:389). Seminar in Educational Leadership.

Offered on special topics as determined and scheduled by the department. May be repeated. Limited to post-master's students. (Variable)

EDLEAD 7391 (270:391). Internship in Educational Leadership — 1-9 hrs.

Advanced supervised experience to further develop skills. May be repeated. Offered on credit/no credit basis only. Prerequisite(s): consent of advisor. (Variable)

EDLEAD 7397 (270:397). Practicum in Educational Leadership — 2-4 hrs.

May be repeated. Offered on credit/no credit basis only. Limited to post-master's students. Prerequisite(s): consent of advisor. (Fall and Spring)

Postsecondary Education: Student Affairs Courses

POSTSEC 1050 (170:050). Career Decision Making — 2 hrs.

Introduction to a structured career decision-making process, including self-awareness, career and educational information, computerized and Internet assistance and resources, and related activities/projects. (Fall and Spring)

POSTSEC 1055 (170:055). Strategies for Academic Success — 2 hrs.

Provides development and use of effective learning and study strategies/skills necessary for independent learning and academic success. University policies, procedures, and services will be addressed. (Fall and Spring)

POSTSEC 3000. Exploring the Student Affairs Profession — 3 hrs.

The purpose of this course is to provide an overview of student affairs practice in higher education. This course will introduce undergraduate students to the field of student affairs in the context of higher education. The complex and diverse roles and functions served by student affairs professionals in American higher education are included in this course. Student affairs professionals are educators concerned with the intellectual, social, psychological, spiritual, aesthetic and physical development of the wide range of types of students in postsecondary education. They work collaboratively with students, faculty, staff and administration to foster student learning and development. The course will include introductions to: the history of the 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. The course is informed by identified values of the student affairs profession, as identified by Reason and Broido: altruism, equality, justice, human dignity, aesthetics, freedom, truth and community. (Fall and Spring)

POSTSEC 3161. Undergraduate Internship in Student Affairs — 3 hrs.

Supervised experience in a postsecondary setting. Course is intended to be as a follow up to the Exploring the Student Affairs Profession course. Prerequisite(s): junior standing. Prerequisite(s) or corequisite(s): POSTSEC 3000. (Spring)

POSTSEC 6220. Leading, Helping, Advising — 3 hrs.

Provides an overview and skill development in the areas of Leadership, Helping Skills and Advising Strategies. (Fall)

POSTSEC 6231 (170:231). Assessment in Postsecondary Education — 3 hrs.

Examination of topics related to assessment in postsecondary education including benchmarking, program evaluation, student learning and developmental outcomes, student needs, student satisfaction, and campus culture. (Spring)

POSTSEC 6250 (170:250). Teaching in College — 3 hrs.

Examination of issues and problems in college teaching including roles of the college teacher, factors affecting teaching and learning environment, learning theory, course planning, and teaching strategies. (Fall and Spring)

POSTSEC 6256 (170:256). The Two-Year College — 3 hrs.

Provides an understanding of the mission, governance, operation, and student and faculty issues unique to the two-year college in the United States, with particular attention to Iowa. (Spring and Summer)

POSTSEC 6260 (170:260). History of U.S. Higher Education — 3 hrs.

Overview of the historical development, issues, philosophies, and cultural backgrounds of higher education in America. (Fall)

POSTSEC 6264 (170:264). Values, Philosophies and History of Student Affairs — 3 hrs.

Introduction to the field of college/university student services with applications of theory to practice, and including elements of history. (Fall)

POSTSEC 6265. Organizational and Personal Foundations for Student Affairs — 3 hrs.

This course will serve as a follow up to the Values, Philosophies and History of Student Affairs course. Topics covered include the administration of student affairs, history of student affairs and central concepts to the student affairs profession. (Spring)

POSTSEC 6268. Social Justice and Inclusion — 3 hrs.

The student affairs profession maintains a deep commitment to diversity and inclusion. This course will engage learners (both the student and instructor) in the critical reflection and analysis of multicultural theory and social justice advocacy in higher education, with the intent to further integrate them into our research and practice. Moreover, this course aims to equip learners with the skills to bring about positive social change on their campuses, while attending to the needs of the learning community with complex social identities. (Spring)

POSTSEC 6270 (170:270). College Student Development — 3 hrs.

Addresses student development theories (moral, ethical, intellectual, and psychosocial), and their application in student affairs settings. (Spring)

POSTSEC 6271. Portfolio Development — 1 hr.

Independent study preparation of the learning portfolio that constitutes the culmination of the master's program. May be repeated. (Variable)

POSTSEC 6272. College Effects on Students — 3 hrs.

Reviews the research on the effects of higher education on students. Prerequisite(s): admission to Postsecondary Education: Student Affairs program. (Variable)

POSTSEC 6273. Research in Student Affairs — 3 hrs.

Introduction to the basic research literacy necessary for student affairs profession. Prerequisite(s): admission to Postsecondary Education: Student Affairs program. (Fall and Spring)

POSTSEC 6274. Higher Education Law — 3 hrs.

Discusses Federal, State and local law and its impact on higher education. (Fall)

POSTSEC 6285 (170:285). Readings in Postsecondary Education.
(Variable)

POSTSEC 6289 (170:289). Seminar in Postsecondary Education — 3 hrs.

Offered on special topics as determined and scheduled by the department. May be repeated. Prerequisite(s): departmental approval required. (Variable)

POSTSEC 6291 (170:291). Internship in Postsecondary Education — 1-6 hrs.

Supervised substantive experience in a postsecondary setting. May be repeated for a maximum of 12 hours. (Variable)

POSTSEC 6299 (170:299). Research.

Prerequisite(s): consent of department. (Variable)

POSTSEC 7311 (170:311). Educational Leadership and Systems Change — 3 hrs.

Examination of knowledge base for both change and leadership. Emphasis on understanding how change factors and leadership styles interact to influence receptiveness to and acceptance of change. Prerequisite(s): doctoral status or consent of college. (Same as EDLEAD 7311 (270:311)) (Variable)

POSTSEC 7389 (170:389). Seminar in Postsecondary Education.

Special topics as indicated in the schedule of classes. Prerequisite(s): consent of instructor. (Variable)

POSTSEC 7397 (170:397). Practicum: Postsecondary Education — 1-3 hrs.

Advanced orientation and experience for Student Affairs majors in a professional setting. Offered on credit/no credit basis only. May be repeated for maximum of 6 hours. Prerequisite(s): consent of instructor. (Variable)