



## College of Education

# **Educational Administration Application Information for Master of Arts and Principal Licensure**

## **Section I. Educational Administration - Admission Requirements**

### **For Master of Arts Program and Principal Licensure**

Applicants to Master degree and Licensure programs in educational administration must satisfy Graduate College requirements as well as program requirements. Factors considered include a completed application to the Graduate College, letters of recommendations, postsecondary educational data (transcripts), grade-point average, and Graduate Record Examination (GRE) General Test scores. Upon admission, during the first semester of study, students will complete a written response to a case study, completion of a Predictive Index Survey, a completed Self-Assessment Inventory, and participation in an interview with faculty and mentor team members. The student will also prepare an Individualized Professional Development Plan with the faculty and mentor team. Each of these factors is described in Section II of this document with samples in Section III.

**Master of Arts.** Admission requirements for the M.A. degree program are those specified above. The deadline for admission to the fall semester is July 15, for spring semester December 1, and for summer session April 15.

**PK-12 Licensure Only.** If applicant already has a Master's degree, he/she may apply for certification only. Admission requirements for the certification only program are those specified above. The deadline for admission to the fall semester is July 15, for spring semester December 1, and for summer session April 15.

## **Section II. Educational Administration Admission Requirements Descriptors**

### **1. Completed Application to the Graduate College**

Applications to The University of Iowa Graduate College are available online at <http://www.uiowa.edu/admissions>.

### **2. Letters of Recommendations (3)**

Three current letters of recommendation addressing qualifications as a potential education leader from educators, including supervisors, who have worked recently with the applicant will be required prior to admission. Ask your recommenders to use your full name as it appears on your application.

### **3. Educational Data**

Official copies of all academic records/transcripts of course work completed are required. (See application instructions on Application for Graduate Admission.)

### **4. Cumulative Grade Point Average (GPA)**

The candidate will provide a GPA of 3.0 or above on a 4.0 scale. If your institution did not use a 4.00 grading scale, provide your overall grade average and the scale used (e.g., 8.5 on a 10-point scale; 65% on a 100 scale; Second Class First Division). The candidate whose grade-point average is less than 3.0 may petition the Department for admission if there is evidence of the applicant's academic and/or professional achievement indicating his/her potential for success in a graduate program.

### **5. Graduate Record Examination Score (GRE)**

The Educational Administration Program at The University of Iowa requires a combined verbal and quantitative GRE score of 900 or above. Further information regarding registration for this exam is available in the Application for Graduate Admission. The candidate whose combined GRE score is below 900 may petition the Department for admission if there is evidence of the applicant's academic and/or professional achievement indicating his/her potential for success in a graduate program.

### **6. Written Response to a Case Study**

Following admission to the program, each student is to write an essay of approximately 500 words (two pages double spaced) using 10 point font. The essay must be based on a factual situation such as attached in Section III.

## **7. Completion of a Predictive Index Survey**

Upon admission to the program each student will register an e-mail address with Karen Bixby (karen-bixby@uiowa.edu) in order that a Predictive Index Survey may be completed online. This is a brief survey which will identify behavioral tendencies, not strengths or weaknesses, and will assist as a tool for making decisions about your program.

## **8. Completion of a Self-Assessment Inventory**

Upon admission to the program each student will complete a Self-Assessment Inventory which is constructed to provide you with a way to relate what you already believe in and value, and what you will be committed to while performing as an entry level school principal.

## **9. Interview with Faculty and Mentor Team**

Upon admission to the program each student will participate in an interview with members of the mentor cadre and faculty. At the time of admission, the applicant will be assigned two mentors from the field to assist with his/her professional development and course of study.

## **10. Projected Professional Development Plan**

Following the completion of the Self-Assessment Inventory and review of the course offerings a Projected Professional Development Plan will be completed. In conjunction with faculty and the mentor team a personalized plan will be developed to provide a guide for clinical experiences, an outline for a course of study, and projections for post program employment and professional development.

### **Section III. Attachments**

- 1) Application Assistance
- 2) Program Course of Study ( Master of Arts and Principal Licensure )
- 3) Written Response to a Case Study
- 4) Self Assessment Inventory
- 5) Projected Professional Development Plan

Applications to The University of Iowa Graduate College  
are available on-line at:

<http://www.uiowa.edu/admissions/>

Information on the Graduate Record Examination  
is available at:

<http://www.gre.org>

The University's GRE code is 6681.

### Sources of Financial Assistance

You can view the types of financial assistance available at:

[www.uiowa.edu/admissions/graduate/financial\\_assistance](http://www.uiowa.edu/admissions/graduate/financial_assistance)

[www.education.uiowa.edu/students/funding.htm](http://www.education.uiowa.edu/students/funding.htm)

Educational Administration Program  
The University of Iowa  
Effective Fall 2004

**Master of Arts**

Requirements:

1. Master's Degree.
2. Have had three years of teaching experience at the early childhood through grade twelve level.
3. Content. Completion of a sequence of courses and experiences where candidates demonstrate mastery of the content and competencies.

Required Course Work:

07B:201	Foundations of School Administration (to be taken with 07B:200)	3 s.h.
07B:236	Administration of Students with Special Needs	3 s.h.
07B:242	Research for Effective School Leaders	3 s.h.
07B:260	Contemporary Management Strategies for the PK-12 Principal	3 s.h.
07B:285	School and Community Relationships	3 s.h.
07B:298	Legal Aspects of School Personnel	3 s.h.
07B:381	Analysis and Appraisal of Curriculum	3 s.h.
07B:383	Supervision and Evaluation	<u>3 s.h.</u>
		24 s.h.

Suggested Electives (chosen by student and advisor)

9 s.h.

07B:102	History of American Education
07B:104	Educations and the Third World
07B:120	Teaching in the a Culturally Diverse Society
07B:123	History of Ethnic and Minority Education
07B:130	Educational Sociology
07B:134	Education and the World of Work
07B:154	Education, Race and Ethnicity
07B:200	Educational Leadership Technology
07B:210	Education and Social Change
07E/P/U:134	Parent-Teacher Communication
07/C:263	Consultation Theory and Practice
07P:347	Home/School/Community: Systems Intervention

Minimum

36 s.h.

Comprehensive Examinations:

Students take one 3-hour examination in educational administration and one 3-hour examination in a specialized area in either educational administration or a related field.

Educational Administration Program  
The University of Iowa  
Effective Fall 2004

**PK-12 Principal Licensure**

Requirements:

1. Master's Degree.
2. Have had three years of teaching experience at the early childhood through grade twelve level.
3. Content. Completion of a sequence of courses and experiences where candidates demonstrate mastery of the content and competencies.

Required Course Work:

07B:201	Foundations of School Administration (to be taken with 07B:200)	3 s.h.
07B:236	Administration of Students with Special Needs	3 s.h.
07B:242	Research for Effective School Leaders	3 s.h.
07B:260	Contemporary Management Strategies for the PK-12 Principal	3 s.h.
07B:285	School and Community Relationships	3 s.h.
07B:298	Legal Aspects of School Personnel	3 s.h.
07B:381	Analysis and Appraisal of Curriculum	3 s.h.
07B:383	Supervision and Evaluation	<u>3 s.h.</u>
		24 sh
07B:200	Educational Leadership Technology (to be taken with 07B:201)	1 s.h.
07B:400	Early Childhood Clinical *	2-3 s.h.
07B:401	Elementary Leadership Clinical*	2-3 s.h.
07B:402	Secondary Leadership Clinical*	2-3 s.h.
07B:403	Special Education Leadership Clinical*(to be taken during/after 07B:236)	<u>2-3 s.h.</u>
		12 s.h.
Total		31-36 s.h.

\* Hours in clinicals are determined by advisor/mentor team based on application documents and experience. Total clinical hours must be distributed across 400, 401, 402, & 403. 07B:200 will count toward clinical of student experience. Additional clinical hours may be required based on faculty review and determination.

Course rotation:

Each of the eight 07B academic courses will be offered in a rotational cycle with four courses offered each term (Fall-Spring-Summer). The four 07B: clinical courses will be offered fall and spring semester.

NOTE: Students seeking an MA will also need electives to total 36 sh and to complete a comprehensive examination.

Students seeking licensure only will complete an ePortfolio presentation and defense.

Students seeking licensure and MA will complete a 3-hour comprehensive exam in educational administration and an ePortfolio presentation and defense.

Educational Administration Admission

**Written Response to a Case Study**

Directions: Upon admission, during the first semester of study, each student is to write an essay of approximately 500 words (two pages double spaced) using 10 point font. The essay must be based on the following described factual situation. Based on the facts provided in the following situation, identify the desired actions that should be taken by an educational leader, such as a principal.

John Prince, a local community leader and vice president of a local bank, pounded the principal's desk with his large fist and demanded something be done regarding Roberto Jurez. Prince had been told by his son and some of his football team friends who were in Roberto's class that Roberto had yelled at the boys and threatened them with physical harm. "No Columbine here," Prince said in a raised voice as the door to the office slammed behind him on his way out.

The middle school principal didn't know Roberto, except to recognize him in the halls. The Jurez family had been in town for only three years. Roberto's school file showed that his grades placed him in the bottom quartile of the seventh grade, but his Iowa Test of Educational Development scores all were in the 80-90% range on the Iowa norm. Puzzled by this, but thinking ahead, the principal pulled out the school's policy and rules on student expulsion, just in case.

## The University of Iowa Educational Administration Program

### Self-Assessment Inventory

As a candidate for the PK-12 principal licensure, you will be expected to perform at the entry level of the *Iowa Standards for School Leaders (ISSL)*. This self-assessment inventory is constructed to provide you with a way to relate what you already believe in and value, and what you will be committed to while performing as an entry level principal. During your first semester of study, you will be expected to complete the Self-Assessment Inventory and it will be placed in your file.

To complete the inventory, read each standard and respond to the items that appear below the phrase: *An administrator believes in, values, and is committed to:* by circling your level of belief on the scale. Remember, this is not a test, there are no right or wrong answers and your responses will only be used to assist you and your mentor cadre team in individualizing your program experiences.

**Standard 1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

Dispositions: *An administrator believes in, values, and is committed to:*

	<u>My level of agreement with this statement is</u>				
	<u>Low</u>		<u>Average</u>		<u>High</u>
The educability of all.	1	2	3	4	5
A school vision of high standards of learning.	1	2	3	4	5
Continuous school improvement.	1	2	3	4	5
The inclusion of all members of the school community.	1	2	3	4	5
Ensuring that students have the knowledge, skills, and values needed to become successful adults.	1	2	3	4	5
A willingness to continuously examine one's own assumptions, beliefs, and practices.	1	2	3	4	5
Doing the work required for high levels of personal and organizational performance.	1	2	3	4	5

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**Standard 2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development.**

Dispositions: *An administrator believes in, values, and is committed to:*

	<u>My level of agreement with this statement is</u>				
	<u>Low</u>		<u>Average</u>		<u>High</u>
Student learning as the fundamental purpose of schooling.	1	2	3	4	5
The proposition that all students can learn.	1	2	3	4	5
The variety of ways in which students can learn.	1	2	3	4	5
Life long learning for self and others.	1	2	3	4	5
Professional development as an integral part of school improvement.	1	2	3	4	5
The benefits that diversity brings to the school community.	1	2	3	4	5
A safe and supportive learning environment.	1	2	3	4	5
Preparing students to be contributing members of society.	1	2	3	4	5
The partnership and collaboration with and among staff.	1	2	3	4	5

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**Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, its operations, and resources for a safe, efficient, and effective learning environment.**

Dispositions: *An administrator believes in, values, and is committed to:*

	<u>My level of agreement with this statement is</u>				
	<u>Low</u>		<u>Average</u>		<u>High</u>
Making management decisions to enhance learning and teaching.	1	2	3	4	5
Taking risks to improve schools.	1	2	3	4	5
Trusting people and their judgments.	1	2	3	4	5
Accepting responsibility.	1	2	3	4	5
High quality standards, expectations, and performances.	1	2	3	4	5
Involving stakeholders in management processes.	1	2	3	4	5
A safe environment.	1	2	3	4	5

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**Standard 4: A school administrator is an educational leader who promotes the success of all students by responding to diverse community interests and needs by collaborating with families and community members and mobilizing community resources.**

Dispositions: *An administrator believes in, values, and is committed to:*

	<u>My level of agreement with this statement is</u>				
	<u>Low</u>		<u>Average</u>		<u>High</u>
Schools operating as an integral part of the larger community.	1	2	3	4	5
Collaboration and communication with families.	1	2	3	4	5
Involvement of families and other stakeholders in school decision-making processes.	1	2	3	4	5
The proposition that diversity enriches the school.	1	2	3	4	5
Families as partners in the education of their children.	1	2	3	4	5
The proposition that families have the best interests of their children in mind.	1	2	3	4	5
Resources of the family and community needing to be brought to bear on the education of students.	1	2	3	4	5
An informed public.	1	2	3	4	5

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**Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.**

Dispositions: *An administrator believes in, values, and is committed to:*

	<u>My level of agreement with this statement is</u>				
	<u>Low</u>		<u>Average</u>		<u>High</u>
The ideal of the common good.	1	2	3	4	5
The principles in the Bill of Rights.	1	2	3	4	5
The right of every student to a free, quality education.	1	2	3	4	5
Bringing ethical principles to the decision-making process.	1	2	3	4	5
Subordinating one's own interest to the good of the school community.	1	2	3	4	5
Accepting the consequences for upholding one's principles and actions.	1	2	3	4	5
Using the influence of one's office constructively and productively in the service of all students and their families.	1	2	3	4	5
Development of a caring school community.	1	2	3	4	5

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**Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

Dispositions: *An administrator believes in, values, and is committed to:*

My level of agreement with this statement is

	<u>Low</u>		<u>Average</u>		<u>High</u>
Education as a key to opportunity and social mobility.	1	2	3	4	5
Recognizing a variety of ideas, values, and cultures.	1	2	3	4	5
Importance of a continuing dialogue with other decision makers affecting education.	1	2	3	4	5
Actively participating in the political and policy-making context in the service of education.	1	2	3	4	5
Using legal systems to protect student rights and improve student opportunities.	1	2	3	4	5

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THE UNIVERSITY OF IOWA  
EDUCATION ADMINISTRATION  
PROJECTED PROFESSIONAL DEVELOPMENT PLAN

\_\_\_\_\_  
Student's Name  
MA Program \_\_\_\_\_  
Licensure Only Program \_\_\_\_\_

Required Course Work	Projected Sem/Yr	Sem Hr Credit	Completed or Approved Substitutions
07B:201 Foundation of School Administration	_____	3 sh	_____
07B:236 Administration of Students with Special Needs	_____	3 sh	_____
07B:242 Research for Effective School Leaders	_____	3 sh	_____
07B:260 Contemporary Management Strategies for the PK-12 Principal	_____	3 sh	_____
07B:285 School and Community Relationships	_____	3 sh	_____
07B:298 Legal Aspects of School Personnel	_____	3 sh	_____
07B:381 Analysis and Appraisal of Curriculum	_____	3 sh	_____
07B:383 Supervision and Evaluation	_____	3 sh	_____
07E:187 Philosophy & Administration of Early Childhood Programs	_____	3 sh	_____
07B:401 Elementary Leadership Clinical	_____	3 sh	_____
07B:402 Secondary Leadership Clinical	_____	3 sh	_____
07B:403 Special Education Leadership Clinical	_____	3 sh	_____
MA Comprehensive Exam	_____		_____
ePortfolio presentation and defense (licensure)	_____		_____

Areas identified in self-assessment for clinical emphasis:	Disposition Strengths by standard	Disposition Deficits by standard
	_____	_____
	_____	_____
	_____	_____
	_____	_____

Career Plans:

\_\_\_ Plan to immediately pursue Administrative position

\_\_\_ Plan to pursue Administrative position in the future

\_\_\_ Do not plan to pursue an Administrative position

Comments:

Post Program Completion  
Professional Growth Areas

Topics

Courses/Resources

Projected Completion  
Date

_____	_____	_____
_____	_____	_____
_____	_____	_____

Signatures:

Student

\_\_\_\_\_

Date \_\_\_\_\_

Faculty

\_\_\_\_\_

Date \_\_\_\_\_

Faculty

\_\_\_\_\_

Date \_\_\_\_\_

Mentor

\_\_\_\_\_

Date \_\_\_\_\_

Mentor

\_\_\_\_\_

Date \_\_\_\_\_

Amendments to this document:

By

\_\_\_\_\_

Date \_\_\_\_\_

By

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Date \_\_\_\_\_

By

\_\_\_\_\_

Date \_\_\_\_\_