EPLS: The MA in Educational Administration primarily admits students who are largely practitioners at various levels of education. Selectivity is modest at best, and diversity is acceptable. There appears to be strong interest in the MA degree and outcomes are acceptable and appropriate overall. There is a good plan of action with the blended distance learning opportunities developing.

EPLS: The Ed.S. and PhD. degrees in Educational Administration largely attract students who are pursuing the degree part-time while working as teachers or administrators. There are few faculty that deliver the program (1.5 tenure track FTE and 3 associate clinical professors) which leads to questionable viability. Financial support is low and student cohorts are impacted by low ratings for recruitment, completion rates, etc. There is concern as to the rigor of the PhD when the TTD for students entering between 1996-2001 was 3.7 years considering many were pursuing the degree part-time, although it is not clear if some of this effect may be due to a number of students entering with an Ed.S. in hand. Since doctoral students are "practitioners" in the field, the Ed.S. remains an appropriate graduate program offering. Recognizing the importance of doctoral training for superintendents in the state of Iowa, but with concerns about viability, the Task Force recommends additional evaluation of this program.