

EDUCATIONAL POLICY, PLANNING & LEADERSHIP (EPPL)

Master's Degree Programs

The Master's Degree programs in Educational Leadership (PK-12 Administration and Higher Education Administration) blend elements of well-grounded theoretical perspectives with innovative practices in the preparation of educational leaders for entry-level positions in educational organizations.

Doctoral Degree Programs

For those students who already hold a master's degree, we offer two options for advanced study:

- Our **Ed.D.** offers a part-time program, in a hybrid or online format and is designed for the working practitioner.
- Our **Ph.D. programs** are intended for students interested in scholarly practice, research and/or teaching at the university level.

The Educational Policy, Planning and Leadership **doctoral programs** have the following components:

- Program Area Core Course Requirements
- Research Methodology courses (PhD) or Research Inquiry Courses (Executive Ed.D)
- Concentration Options
- Comprehensive Examination
- Dissertation

Concentrations for Doctoral Programs

The purpose of the concentration is to enable the student to develop in-depth knowledge and understanding of principles, concepts, theories, and practices in a particular area of Educational Policy, Planning and Leadership. Each student will be required to declare a concentration during the admission process.

For the **Ed.D.** program, there are concentrations in K-12 Administration, Higher Education Administration, Gifted Administration, and International School Leadership.

For the **Ph.D.** program, there are concentrations in Curriculum & Educational Leadership, Higher Education Administration, and Gifted Education.

Dissertation Committee - EPPL

In EPPL, the Dissertation Committee includes the Chair or Co-Chairs, and one or more additional members, with a minimum of three members. The composition of the Committee must include at least one member from the student's department. The following guidelines apply in eligibility to serve on doctoral committees.

- The Committee Chair must be a faculty member within the School of Education; a minimum of two members of the Committee must be faculty in the School of Education. For Ph.D. students, the committee chair must be a full-time tenured, tenure-eligible, or non-tenure-eligible

faculty member from the student's department. A minimum of one member must be a faculty member in the student's program area.

- For Ed.D. students, the committee chair may be a tenured, tenure-eligible, or non-tenure-eligible affiliated faculty member who regularly teaches full- or part-time in the Ed.D. program. Affiliated faculty members will be approved using departmental-criteria. A list of approved affiliated faculty will be maintained by the School of Education Registrar. Affiliated faculty members may serve as chair on Ed.D. dissertations after serving as co-chair with a full-time faculty member on at least two successful dissertations.
- Members outside of the School of Education must be approved by the Committee Chair as committee members.
- The academic advisor originally assigned to the student for program planning may be invited by the student to serve on or chair the Committee, but inclusion of the academic advisor is not mandatory.
- All members of the Committee must have terminal degrees and are required to participate fully in review and assessment of the proposal and dissertation.

Students should complete the Dissertation Committee Approval form and obtain the signatures of each committee member. The completed form should be submitted to the School of Education Registrar. Changes in the composition of the dissertation committee, once it has been formed, may be requested by contacting the School of Education Registrar.

EPPL Comprehensive Exam

Format

The EPPL Comprehensive Exam is a five-calendar-day take-home exam comprising two sections: a section that requires knowledge, synthesis, and/or application of topics addressed in the four EPPL core courses (EPPL 601, 602, 603, and 604), and an article critique that assesses knowledge of research design and methods gained in the required research or inquiry courses.

In section one, students respond to a prompt based on topics and materials from the EPPL core curriculum. The focus is on integration and application of knowledge explored in the core courses (EPPL 601, 602, 603, and 604).

In section two, students produce a methodological critique of a scholarly article chosen from a set provided by the faculty. Key to the assessment of this portion of the exam response is the sophistication of the student's critique of the selected study's design, suggestions for improvement, and explanations of all points and suggestions made. Prior knowledge of the content addressed in the selected article is not required to write a successful response to this section of the exam.

Eligibility

Doctoral students are eligible to take the comprehensive exam after successful completion of the required EPPL core and research/inquiry courses. The exam can be taken prior to completion of Ph.D. advanced-level research electives (e.g., EDUC 700 and EPPL 765). The student must be enrolled for at least one credit hour during the semester when the exam is taken.

Timing

The comprehensive exam must be taken **within one year** of completing the required EPPL core and research/inquiry courses.

The comprehensive exam must be passed **within five years** from the time that the student is admitted to doctoral study.

Evaluation

Each comprehensive exam will be read independently by two EPPL faculty members, with a third reader assigned if there is a discrepancy between the assessments of the first two readers. Exams will be evaluated using blind review and on a pass/fail/honors basis. A unanimous vote is required for an honors designation; a majority is necessary for pass or fail evaluations. The review of exam responses will be completed within three weeks from the last day of the exam period. The designated review committee chair will notify the EPPL department chair of the evaluation results. The department chair will then inform the Office of Academic Programs, which subsequently will notify the student.

If any part of the exam receives a “fail” evaluation, the designated committee chair will provide feedback to the student’s program advisor, including recommendations for addressing deficiencies. A second exam will be scheduled during the next exam period for the portion(s) of the exam that were failed. If the student fails either section of the comprehensive exam twice, the student will be withdrawn from the program.

More information regarding policies for doctoral students can be found on the Doctoral Policies page.

MEd in Educational Leadership

- PK-12 Administration
- Higher Education Administration

PhD in Educational Policy, Planning & Leadership

- Curriculum & Educational Leadership
- Gifted Education
- Higher Education

EdD in Educational Policy, Planning & Leadership

- K-12 Administration
- Gifted Administration
- Higher Education Administration
- International School Administration

Certificate Program

- Educational Leadership

Combined Degree Programs

- Higher Ed (MEd) & Public Policy (MPP)
- EPPL Higher Ed (PhD) & Public Policy (MPP)
- Higher Ed (MEd) & Part-Time MBA
- EPPL Higher Ed (PhD) & Part-Time MBA

Code	Title	Hours
CRIN 766	Advanced Studies in Curriculum Leadership	3
EDUC F65	Research Methods in Education	3
EDUC 603	The College Student: Developmental Themes and Social Contexts	3
EDUC 651	Inquiry I: Data-Based Decision Making	3
EDUC 652	Inquiry II: Action Research	3
EDUC 653	Inquiry III: Program Evaluation	3
EDUC 663	Quantitative Research Design & Methods I	3

EDUC 665	Quantitative Research Design & Methods II	3
EDUC 694	Qualitative Research, Part 1	3
EDUC 695	Qualitative Research, Part II	3
EDUC 700	Quantitative Research Design & Methods III	3
EDUC 704	Advanced Qualitative Research Design and Methods	3
EDUC 705	Case Study Methods in Education Research	3
EDUC 706	Mixed Methods Research in Education	3
EDUC 764	Seminar in Counselor Education	3
EDUC 799	Continuous Enrollment	1-6
EDUC 800	Dissertation	1-9
EPPL 501	Educational Leadership and Organizational Dynamics	3
EPPL 502	Educational Leadership: Concepts and Cases	3
EPPL 503	Higher Education Organizations and Contexts	3
EPPL 504	Universal Design for Learning	1
EPPL 520	College Teaching Strategies	1-3
EPPL 523	Experiential Learning & Career Preparation in Higher Education	3
EPPL 525	Assessment and Evaluation to Promote College Student Learning	3
EPPL 528	History of Minority Serving Institutions	1
EPPL 530	Introduction to Student Affairs Administration in Higher Education	3
EPPL 534	Instructional Leadership: Administering Educational Programs	3
EPPL 535	Instructional Leadership: Assessment and Evaluation	3
EPPL 536	Instructional Leadership: Supervision and Professional Development	3
EPPL 550	Leadership for Deeper Learning: Change, Innovation, and Inquiry in Schools	3
EPPL 561	Leadership and Cultural Competence	3
EPPL 585	Internship in Higher Education	3
EPPL 586	Leadership Residency in PK-12 Administration and Supervision	1-3
EPPL 599A	Educational Research for Practice	3
EPPL 599B	Master’s Project	3
EPPL 601	Educational Policy: Development and Analysis	3
EPPL 602	Educational Planning	3
EPPL 603	Leadership in Education	3
EPPL 604	Cross Disciplinary Perspectives in Educational Theory, Research and Practice	3
EPPL 612	Curriculum and Instruction for Gifted Learners	3
EPPL 613	The Academic Life	3
EPPL 615	Higher Education Operations Management	3
EPPL 617	Institutional Advancement	3
EPPL 619	Leadership & Change in Higher Education	3
EPPL 620	Understanding and Facilitating Learning in Higher Education	3
EPPL 621	Integration of Learning	3
EPPL 622	Leading for Learning: Curriculum and Assessment	3
EPPL 623	Leading for Learning: Teaching and Learning	3
EPPL 625	Current Issues in Higher Education	3

EPPL 628	The History of Higher Education	3	EPPL 751	Coll:Ed Pol/Pln/Lead	1-6
EPPL 632	The Community College	3	EPPL 753	Leadership for Inclusive Excellence in Education	3
EPPL 633	Planning and Management in School Finance and Facilities	3	EPPL 760	Independent Study in Educational Policy, Planning and Leadership	1-6
EPPL 635	Advanced Organizational Theory and Governance of Educational Systems	3	EPPL 765	Applied Field Research Project	3
EPPL 636	Student Developmental Theory	3	EPPL 770	Advanced Internship in Administration	3
EPPL 637	Social Justice Praxis for Higher Education	3	EPPL 775	Doctoral Internship in University Teaching	3
EPPL 638	Internationalization of Higher Education	3	EPPL 781	Ed.D. Program Research Seminar I	1
EPPL 640	Administering Special Education Programs	3	EPPL 782	Ed.D. Program Research Seminar II	1-4
EPPL 642	Leadership for School, Family and Community Partnerships	3	EPPL 790	Educational Policy, Planning and Leadership Research Seminar	3
EPPL 643	Human Resources Administration	3	EPPL 801	Dissertation Study	1-6
EPPL 645	Executive Leadership in Organizations	3			
EPPL 650	Developmental Perspectives in Gifted Education	3			
EPPL 651	Theoretical Perspectives on Curriculum Development & Evaluation	3			
EPPL 652	Engaging Students in Learning	3			
EPPL 653	Designing for Learning	3			
EPPL 654	Assessment, Evaluation & Accountability in K-12 Education	3			
EPPL 655	Learning in Context	3			
EPPL 656	Leveraging Technology for Learning	3			
EPPL 657	Evaluating Curriculum and Learning Design	3			
EPPL 660	Public School Law	3			
EPPL 661	Higher Education Law	3			
EPPL 662	Sociology of Higher Education	3			
EPPL 663	Foundations of Higher Education	3			
EPPL 670	Programs and Models in Gifted Education	3			
EPPL 671	Comparative and International Educational Policy Studies	3			
EPPL 672	Leadership in International Education	3			
EPPL 673	Intercultural Competence and International Education	3			
EPPL 676	The Financing of Higher Education	3			
EPPL 678	Branding in Higher Education	3			
EPPL 680	Teaching and Learning in Digital Spaces	3			
EPPL 681	Designing and Supporting Professional Learning	3			
EPPL 686	Readings and Research in Curriculum	3			
EPPL 690	Researching Social Processes in K-12 Schools	3			
EPPL 711	Survey of Evidence Based Curriculum for Gifted Learners	3			
EPPL 712	Administration and Policy Issues in Gifted Education	3			
EPPL 713	Higher Education and Public Policy	3			
EPPL 720	Seminar in School Neuropsychology	3			
EPPL 722	Advanced Psychoeducational Assessment & Evaluation	3			
EPPL 733	Seminar on Legal Issues in Education	3			
EPPL 734	Seminar in Human Resource Leadership in Education	3			
EPPL 741	Critical Issues in Curriculum, Instruction, & Assessment	3			
EPPL 742	Seminar on Teacher and Leader Effectiveness	3			