

I. Introduction

The purpose of this handbook is to provide students with an overview of the Austin Peay State University (APSU) Doctor of Education (EdD) program and information on university and college policies.

The Council for the Accreditation of Educator Preparation (CAEP) is Eriksson College of Education's accrediting body. The scope of CAEP's work is the accreditation of educator preparation providers that offer bachelor's, master's, and/or doctoral degree programs leading to certification, licensure, or endorsement.

This handbook contains information related to the APSU mission and policies, as well as the EdD program objectives, curriculum, and accreditation. [APSU Student Rights and Responsibilities](#) can be found in the APSU [student handbook](#).

II. Mission Statement

University Mission

Austin Peay State University is a comprehensive university committed to raising the educational attainment of the citizenry, developing programs and services that address regional needs and providing collaborative opportunities that connect university expertise with private and public resources. Collectively, these endeavors contribute significantly to the intellectual, economic, social, physical and cultural development of the region. APSU prepares students to be engaged and productive citizens, while recognizing that society and the marketplace require global awareness and continuous learning. This mission will be accomplished by:

- Offering undergraduate, graduate and student support programs designed to promote critical thinking, communication skills, creativity and leadership;
- Expanding access opportunities and services to traditional and nontraditional students, including the use of multiple delivery systems, flexible scheduling and satellite locations;
- Promoting equal access, diversity, an appreciation of all cultures and respect for all persons;
- Serving the military community at Fort Campbell through complete academic programs;
- Providing academic services that support student persistence to graduation;
- Fostering a positive campus environment that encourages active participation in university life; and
- Developing programs (credit and noncredit), conducting research and providing services that contribute significantly to the quality of life, learning and workforce development needs of the region.

College Mission

The Eriksson College of Education Mission commits to:

1. *Promote Curiosity through Experiential Learning.* Our programs, practices, and curriculum foster intellectual curiosity, problem-solving, and inquiry based on research and best instructional practices.
2. *Support Reflective Practitioners.* Our learners are engaged and reflective practitioners who strive to meet the needs of a diverse society.

3. *Empower Change Agents and Ethical Leaders.* Our learners are deeply committed to social justice.
4. *Value Diversity and Equity.* Our programs provide learners opportunities to gain understandings of ways to amplify diverse voices and appreciate multiple perspectives.
5. *Foster Relationships and Community.* Our partnerships extend within and beyond the campus to build collaborative relationships.

III. Policies

University policies related to students can be found within the [APSU student handbook](#); students' rights can also be found within the student handbook. There are many additional policies specific to graduate students, which can be found in the [Graduate Academic Policies and Guidelines](#). View the College of Graduate Studies (COGS) [Current Graduate Students](#) page for the graduate bulletin and forms, opportunities, and resources to support student progress.

Academic Honesty and Integrity

Doctoral students are expected to maintain the highest ethical and scholarly standards. Academic misconduct (i.e., plagiarism, cheating, fabrication, and facilitation or collusion) could result in failure of an assignment or an entire course, probation, suspension, or expulsion. All courses have anti-plagiarism software that helps faculty determine whether academic misconduct has occurred in assignment submissions. Review the APSU Academic Misconduct policy [here](#).

Academic Status for EdD Program

Students whose doctoral grade point average falls below 3.25 will be on Academic Probation. Students not making adequate progress in the program will be placed on a Doctoral Student Improvement Plan, a copy of which can be found in the D2L EdD Cohort Course. Review the full COGS Academic Status and Graduate Appeal Processes policy [here](#).

IV. Program Objectives

The doctoral program in Educational Leadership aims to enhance the knowledge and competencies of leaders so they may provide optimal conditions for the education of youth and adult learners. The program is designed to enhance intellectual understanding of leadership theory and policy, deepen leadership capacity, and position students for elevated organizational responsibility. There are four core competencies that we seek to instill in prospective educational leaders, and each competency has specific and measurable student learning outcomes (SLOs).

Leadership Theory and Practice

1. Student is able to apply relevant theoretical knowledge and frameworks to articulate an educational mission, vision, and set of core values for an institution or organization.
2. Student is able to use methods of continuous improvement designed to contribute to and assess the achievement of the mission, vision, and core values of an institution or organization.

Organizational Analysis

3. Student is able to identify sources of and develop proposals for the appropriate fiscal, physical, and other resources to support institutional or organizational mission and vision.

Data-Driven Decision Making Through Research, Inquiry, and Evaluation

4. Student is able to use assessment data appropriately and within technical limitations to monitor institutional or organizational progress and improvement.
5. Student is able to develop and conduct technically appropriate methods of data collection, management, analysis, and use for the purposes of research, inquiry, and evaluation.

Analysis of Educational Policy

6. Student is able to analyze and identify educational policies designed to ensure that all members of an institution or organization are treated fairly, respectfully, and with an appreciation for their individual cultures and contexts while meeting the changing expectations and opportunities for an institution or organization.

V. Curriculum

Description of the Program

The APSU EdD program is a 3-year cohort model that requires 60 credit hours, a comprehensive examination, and a dissertation. There are 39 hours of core courses, 9 hours of concentration-specific courses, and 12 hours of dissertation credits.

APSU has been a member of the Carnegie Project on the Education Doctorate (CPED) since the program's inception in 2018. Click [here](#) to visit the CPED website. The members of CPED believe that an EdD "prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession" and

- a. is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice;
- b. prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities;
- c. provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships;
- d. provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions;
- e. is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry; and
- f. emphasizes the generation, transformation, and use of professional knowledge and practice.

Matriculation

New students should review the [COGS Online Orientation Prezi](#) presentation. Websites specific to our program include: [EdD Frequently Asked Questions](#), [EdD Progression](#) (i.e., program transition points), and the [library's EdD website](#).

Advising

The doctoral coordinator is your advisor upon acceptance into the program, but you will be matched with an EdD faculty member during your first semester. Schedule an appointment with your advisor each fall and spring to be cleared for registration and discuss your progress. The doctoral coordinator will send an email prior to each registration period to let each cohort know which classes to take. Once

you select your doctoral chair in spring of Year 2, that individual will become your advisor. If you are on an extended (i.e., longer than 3 years) program plan, contact the doctoral coordinator to create a revised course sequence specific to your needs and review it with your advisor at each pre-registration meeting. If you are seeking K–12 administrator licensure, contact the doctoral coordinator to create a program plan that includes those additional courses.

D2L Cohort Course

The doctoral coordinator maintains a cross-cohort “EdD Cohort Course” in D2L. This is where you can find all program and university documents, APA resources and writing supports, and information on comprehensive exams, dissertation guidelines and resources, graduation, and post-graduation. All cohort-wide synchronous session recordings will be housed here. This is also a place where EdD faculty can post announcements about upcoming presentations or funding opportunities. The discussion section of the course has a “Student Lounge” where you can communicate with peers in the other cohorts.

Courses and Course Sequencing

Required Courses (60 hours)

Students typically take two courses each spring and fall and three courses each summer for a total of 60 hours. Each concentration has the same core course requirements, with 9 hours of concentration-specific courses. Per APSU Policy 2:064, students should spend at least 3 hours per credit hour per week on coursework (i.e., at least 9 hours a week for each class); you may find that doctoral-level courses require even more time.

Your program of study is located in Degree Works, which can be found on your OneStop homepage. This is the list of courses and benchmarks (i.e., passing the comprehensive exam, proposal defense, and dissertation defense) you need to complete prior to graduation.

Submit all assignments using the guidelines in the [APA \(7th ed.\) manual](#).

Core Courses

Leadership Theory and Practice (12 hours): EDUC 7000/Theories of Leadership, EDUC 7016/Multicultural Leadership, EDUC 7017/Multiple Perspectives on Learning and Teaching, and EDUC 8003/Team Building and Group Dynamics

Organizational Analysis (9 hours): EDUC 7004/Organizational Development, EDUC 8005/Strategic Planning and Decision Making, and EDUC 8006/Program Planning and Evaluation

Analysis of Educational Policies (6 hours): EDUC 7015/Contemporary Approaches to Educational Problems and EDUC 7012/Social, Political, and Legal Issues

Data-Driven Decision Making (12 hours): EDUC 7030/Applied Statistics for Social Sciences I, EDUC 7050/Qualitative Research, EDUC 7031/Applied Statistics for Social Sciences II or EDUC 7051/Advanced Qualitative Research, and EDUC 8050/Research Design

Concentration-Specific Courses

The EdD in Educational Leadership has five concentrations: K–12 Leadership (non-licensure and licensure options), Higher Education Administration, Nurse Educator, Socioscientific Studies. Each concentration requires three concentration-specific courses, which are listed below:

K–12 Leadership, non-licensure: EDUC 7002/Technology Applications for Educational Leaders, EDUC 7011/Educational Policy, EDUC 7018/Turnaround Leadership in Educational Organizations, and/or EDUC 7020/Designing Effective Professional Learning

- **K–12 Leadership, licensure** (all six are required): EDUC 5720/Action Research and Decision Making, EDUC 5760/Human Resources Administration, EDUC 5714/Inclusivity and Interventions, EDUC 5740/Supervision of Curriculum and Instruction, EDUC 5770/Administration of Special Services Programs, EDUC 5700/Seminar on Educational Leadership

Higher Education Administration: EDUC 7040/Higher Education Administration, EDUC 7041/Higher Education Finance, and EDUC 7042/Higher Education Law

Nurse Educator: NURS 6615/The Nurse Educator, NURS 6650/Advanced Clinical Decision Making and Concepts for Doctoral Students, and NURS 6719/Nursing Education Practicum

Socioscientific Studies: SCI 7330/Advanced Research on Problems in Science Education, SCI 7550/Socioscientific Issues in Education, and SCI 7770/Leading Integration of STEM Instruction

Literacy Studies: EDUC 7060/Theory and Practice of Literacy Education, EDUC 7061/Trends and Issues in Literacy, and EDUC 7062/Critical Literacy Practices in Schools and Communities

Sample EdD Course Sequence (3-Year Plan)

	Fall Semester	Spring Semester	Summer Semester
Year 1	EDUC 7000: Theories of Leadership EDUC 7015: Contemporary Approaches to Educational Problems Total credits = 6	EDUC 7030: Applied Statistics 1 EDUC 7050: Qualitative Research Total credits = 6	EDUC 7004: Organizational Development EDUC 7017: Multiple Perspectives on Learning and Teaching Concentration-specific course Total credits = 9
Year 2	EDUC 7016: Multicultural Leadership EDUC 7031: Applied Statistics 2 or EDUC 7051: Advanced Quantitative Research Total credits = 6	EDUC 8006: Program Planning and Evaluation EDUC 8050: Research Design Total credits = 6 Comprehensive Exam	EDUC 7012: Social, Political, and Legal Issues EDUC 8003: Team-Building and Group Dynamics Concentration-specific course Total credits = 9
Year 3	EDUC 8013: Dissertation I (6hrs) Total credits = 6 Proposal Defense and IRB application (when ready)	EDUC 8005: Strategic Planning and Decision Making EDUC 8015: Dissertation II Total credits = 6	EDUC 8016: Dissertation III Concentration-specific course Total credits = 6 Dissertation Defense (when ready)

Course Sequence for Dissertation Credits

You must be enrolled in dissertation credits during every semester that you are working with your chair on your dissertation.

EDUC 8013: Dissertation I (6 hours) – offered in fall

In Dissertation I, students will prepare and defend their dissertation proposal (i.e., Chapters 1–3) and submit an IRB application under the guidance of their doctoral chair and committee. This course, taken in fall of Year 3 is graded “IP” (In Progress) until the proposal defense is passed.

EDUC 8015: Dissertation II (3 hours) – offered in spring

In Dissertation II, students will conduct their dissertation study (i.e., collect and analyze data) under the guidance of their doctoral chair and committee. This course, taken in spring of Year 3, is graded “IP” (In Progress) until the dissertation defense is passed.

EDUC 8016: Dissertation III (3 hours) – offered in spring and summer

In Dissertation III, students will write their findings, discussion, and conclusions, as well as defend their dissertation under the guidance of their doctoral chair and committee. This course, taken in summer of Year 3, is graded “IP” (In Progress) until the dissertation defense is passed.

*EDUC 8017: Dissertation IV (1 hour)** – offered each semester

In Dissertation IV, students will continue to progress on their dissertation until it has been successfully defended. This course is graded “IP” (In Progress) until the dissertation defense is passed.

Students should strive to maintain continuous enrollment (i.e., fall, spring, and summer) until the dissertation is successfully defended and accepted by COGS. You must be enrolled in dissertation credits during every semester that you are working with your chair on your dissertation. If you do not complete your dissertation during EDUC 8016, you must enroll in EDUC 8017: Dissertation IV for each subsequent semester that you are working with your doctoral chair to complete program requirements. It can be repeated a maximum of 5 times.

Non-Coursework Requirements**Doctoral Committee**

In January of Year 2, you will select a doctoral chair and, under the guidance of your chair, select your three other doctoral committee members by May of Year 2. Guidance on this process can be found in the D2L EdD Cohort course in a document titled “Selecting Your Doctoral Committee.”

Comprehensive Examination

A comprehensive examination assesses a student’s (a) knowledge and application of the program’s four core competencies and their associated SLOs and (b) readiness to begin their dissertation proposal. Comprehensive exams are completed in May of the second year. You must have at least a 3.25 doctoral grade point average and completed all required coursework prior to taking the comprehensive exam. The doctoral coordinator will share the specifics of the exam protocol during your Year 2 Orientation. Please note that students are responsible for the content of all core courses for the comprehensive exams, even if substitutions or transfers have been approved.

Research Prospectus

After you have formed your doctoral committee, work with your chair to complete the Research Prospectus form (located in D2L), which needs to be approved by all committee members before you begin working on your dissertation proposal.

Note: Once you and your chair have determined the data you will need for your dissertation study, communicate with study site personnel to determine that these data will be available to you; do not propose a study for which you cannot access data.

Dissertation Proposal

After your committee approves your research prospectus, you will develop your dissertation proposal (i.e., Chapters 1–3). Following your chair’s guidance, have ongoing conversations with your committee members to seek their support and guidance in areas related to their expertise to improve your chapters prior to the proposal defense. The EdD Cohort Course contains guidelines for completing your chapters as well as resources to help with methodology. Work with your chair, using the interactive proposal defense timeline in the EdD Cohort Course, to determine a reasonable defense date. Refer to the Protocol for Defenses document in the EdD Cohort course for what to expect at your proposal defense.

Dissertation

The dissertation is an original research project and the culmination of your EdD degree. The findings of your dissertation study should be a unique and novel contribution to the literature in your field. Your dissertation, prepared according to APSU “Thesis and Dissertation Manual: Instructions for the Preparation of Theses and Dissertations,” must be accepted by COGS prior to commencement for your degree to be conferred.

Before conducting your dissertation study, you must complete the Collaborative Institutional Training Initiative (CITI) and receive institutional review board (IRB) approval. **Do not submit your IRB application until you have passed your proposal defense.** CITI information can be found [here](#). APSU IRB guidelines and forms can be found [here](#). Your chair must submit the IRB application on your behalf; your CITI certificate must be submitted along with the application. You also need written approval to conduct research at your study site, if applicable. **Do not begin data collection or analysis until you have received approval from IRB and the study site (if applicable).**

Work closely with your chair during data collection and analysis. Following your chair’s guidance, have ongoing conversations with your committee members to seek their support and guidance in areas related to their expertise to improve your chapters prior to the dissertation defense. The EdD Cohort Course contains chapter guidelines as well as resources for data analysis and writing up findings. Work with your chair, using the interactive dissertation defense timeline in the EdD Cohort Course, to determine a reasonable defense date. Refer to the Protocol for Defenses document in the EdD Cohort course for what to expect at your dissertation defense.

Program Completion

You must have a cumulative program and an overall APSU 3.25 grade point average to be eligible for graduation. Prior to commencement, (a) your dissertation must be successfully defended and accepted by COGS and (b) all required forms must be accepted by the registrar.

Use the graduation checklist, located in the EdD Cohort Course and listed below, to ensure you complete all program requirements. If you notice discrepancies in Degree Works regarding courses listed versus courses you have taken, contact the doctoral coordinator. If you are seeking administrator

licensure, contact the MAEd graduate coordinator after you complete your licensure coursework and pass the Praxis exam.

- A. Check Degree Works to verify that program requirements have been fulfilled.
- B. Apply for graduation before the deadline and review the graduation FAQs.
- C. Order your doctoral regalia if you will be attending commencement.
- D. Upload your dissertation draft as an “assignment” in the EdD Cohort Course to check for plagiarism and share the report with your doctoral chair.
- E. Upload the following to the EdD Cohort Course, *as soon as each is completed*:
 1. Record of Proposal Defense form (signed by dissertation committee)
 - a. Request that your EDUC 8013 grade be changed to a “P”
 2. Copy of IRB application approval email (be sure to complete a Study Closure Form!)
 3. Record of Dissertation Defense form (signed by dissertation committee)
 - **To participate in the commencement ceremony, your dissertation must be “approved” (not “conditionally approved”) and your Record of Dissertation Defense form must be uploaded to the Cohort Course, and you must have passed all required courses.** If you miss this deadline, you will need to move your graduation application to the following semester and participate in that commencement ceremony.
 - Therefore, schedule your dissertation defense **at least 6 weeks** prior to commencement to have ample time for revisions, edits, and formatting.
 - After your dissertation has been “approved” (not “conditionally approved”), request that your EDUC 8015 and 8016 grades be changed to a “P.”
 - **Per COGS, submit your dissertation to the library at least 4 weeks** prior to commencement. It must be formatted according to APSU Thesis and Dissertation Manual and APA (7th ed.) guidelines. COGS will notify you and the doctoral coordinator when it has been accepted.
 4. Dissertation document that was accepted by the library.
 5. Verification of EdD Degree form (signed via DocuSign, *after* your dissertation has been accepted by the library).
 - **To have your degree conferred, (1) your dissertation must be accepted by the library and (2) the Verification of EdD Degree form must be (a) uploaded and (b) submitted to COGS prior to commencement.** If you miss this deadline, your degree will be conferred the semester in which you complete these steps.

Remember, you may participate in the commencement ceremony only after your dissertation has been “approved” (not “conditionally approved”) and the Record of Dissertation Defense is complete and uploaded. Your degree will be conferred the semester in which your completed Verification of EdD Degree form is accepted by COGS and the graduation office.

Changes in Major or Concentration

The EdD only has one major: Educational Leadership. If you are interested in changing your concentration, make an appointment to speak to your advisor and/or the doctoral coordinator.

V. Accreditation

CAEP is the Eriksson College of Education's accrediting body. The scope of CAEP's work is the accreditation of educator preparation providers that offer bachelor's, master's, and/or doctoral degree programs leading to certification, licensure, or endorsement. The EdD program is considered an advanced-level program by CAEP, as the K12 concentration can lead to licensure (i.e., instructional leader licensure) for employment in P-12 schools/districts. CAEP requires solid evidence that the (1) provider's graduates are competent and caring educators and (2) provider has the capacity to create a culture of evidence and use it to maintain and enhance the quality of the professional programs they offer. As part of the accreditation process, therefore, EdD students are required to submit a key assessment for each course and instructors are required to assess students' dispositions for each course.