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.

Mission, Vision, and Values

Our Mission

Austin Peay State University is a mission-driven, community-minded institution that provides transformational experiences through innovative, creative and scholarly activities. We welcome and inspire an inclusive community of learners to make a positive impact regionally and globally.

Our Vision

We will be the region's university of choice for those seeking to improve their lives. We will achieve this vision through student-centered teaching, unique developmental opportunities, and our focus on innovative research and public service.

Our Values

We are a collaborative community that values personal growth and lifelong engagement through the promotion of integrity and academic excellence.

- *Academic Excellence*
  By providing meaningful and practical learning opportunities with highly qualified and dedicated faculty and staff.
- *Integrity*
  By maintaining an honest, fair, and credible environment.
- *Community*
  By fostering learning in an environment where all are welcomed and valued.
- *Personal Growth*
  By providing the knowledge, tools, and resources for all Governors to reach their full potential.
- *Lifelong Engagement*
  By providing services, programs, and experiences that promote loyalty, pride, and mutual support.
- *Collaboration*
  By enriching our local, regional, and global communities through value-added programs, strategic partnerships and meaningful service.

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.

College Vision

The Eriksson College of Education prepares dynamic teachers and educational leaders to positively impact communities and schools in the 21st century.

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 placed 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 guidelines here.

Student Learning Outcomes

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. We seek to instill these six competencies in prospective educational leaders, and each competency has specific and measurable student learning outcomes (SLOs).

1) **Applications of data literacy:**
   - Modified CAEP Standard 1: Students will demonstrate proficiency in data literacy.

2) **Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies:**
   - Modified CAEP Standard 2: Students will be able to apply qualitative, quantitative, and mixed methods research methodologies effectively.

3) **Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments:**
   - Modified CAEP Standard 3: Students will utilize data analysis and evidence to create diverse, equitable, and inclusive educational environments/settings.
   - Tennessee Instructional Leadership Standard B: Culture for Teaching and Learning
   - Tennessee Instructional Leadership Standard D: Resource Management

4) **Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents:**
   - Modified CAEP Standard 4: Students will lead or participate in collaborative activities with peers, colleagues, teachers, administrators, community organizations, and parents.
   - Tennessee Instructional Leadership Standard A: Instructional Leadership for Continuous Improvement

5) **Supporting appropriate applications of technology for their field of specialization:**
   - Modified CAEP Standard 5: Students will demonstrate the appropriate use of technology in their field of specialization.

6) **Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization:**
   - Modified CAEP Standard 6: Students will apply professional dispositions, laws, policies, codes of ethics, and professional standards relevant to their field of specialization.
   - Tennessee Instructional Leadership Standard C: Professional Learning and Growth

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. Be sure to work closely with your dissertation chair to ensure you have a reasonable timeline to complete an acceptable study.

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 dissertation 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, 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 DegreeWorks, 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 your degree being conferred. Review DegreeWorks prior to or during each pre-registration meeting with your advisor. If you notice discrepancies in DegreeWorks regarding courses listed versus courses you have taken, contact the doctoral coordinator.

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 or EDUC 7052 Mixed Methods 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 (traditional track and academic advising certificate track), Nurse Educator, Literacy Studies, and Socioscientific Studies. Each concentration requires three concentration-specific courses, which are listed below:

1) **K–12 Leadership**
   A) **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
   B) **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
2) **Higher Education Administration**
   A) **Higher Education Administration (Traditional Track):** EDUC 7040/Higher Education Administration, EDUC 7041/Higher Education Finance, and EDUC 7042/Higher Education Law
   B) **Higher Education Administration (Academic Advising Certificate Track):** EDUC 7032/Advising and Diverse Populations, EDUC 7033/Foundations of Academic Advising, and EDUC 7034/Advising Emerging Adult Populations
3) **Nurse Educator:** NURS 6615/The Nurse Educator and NURS 6719/Nursing Education Practicum *Students will also be required to take one course from the other concentration course offerings.
4) **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
5) **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

Sample EdD Course Sequence (3-Year Plan) *The doctoral coordinator creates a course sequence for each student. Please note that this sample may differ depending on concentration and starting term. Some students may also choose to be on an extended plan. Just note that the program must be completed within 6 years.*

	Fall Semester	**Spring Semester**	**Summer Semester**
Year 1	EDUC 7000: Theories of Leadership (3 hours) EDUC 7015: Contemporary Approaches to Educational Problems (3 hours) **Total credits = 6**	EDUC 7030: Applied Statistics I (3 hours) EDUC 7050: Qualitative Research (3 hours) **Total credits = 6**	EDUC 7004: Organizational Development (3 hours) EDUC 7017: Multiple Perspectives on Learning and Teaching (3 hours) Concentration-specific course (3 hours) **Total credits = 9**
Year 2	EDUC 7016: Comparative and International Education (3 hours) EDUC 7031: Applied Statistics II *or* EDUC 7051: Advanced Qualitative Research *or* EDUC 7052: Mixed Methods Research (3 hours) **Total credits = 6**	EDUC 8006: Program Planning and Evaluation (3 hours) EDUC 8050: Research Design (3 hours) **Total credits = 6** ***Comprehensive Exam***	EDUC 7012: Social, Political, and Legal Issues (3 hours) EDUC 8003: Team-Building and Group Dynamics (3 hours) Concentration-specific course (3 hours) **Total credits = 9**
Year 3	EDUC 8010: Dissertation Bootcamp: Strategies for Success (2 hours) EDUC 8011: Dissertation Proposal (3 hours) EDUC 8012: Understanding the Institutional Review Board Process (1 hour) **Total credits = 6** ***Proposal Defense and IRB application (when ready)***	EDUC 8005: Strategic Planning and Decision Making (3 hours) EDUC 8015: Dissertation II (3 hours) **Total credits = 6**	EDUC 8016: Dissertation III (3 hours) Concentration-specific course (3 hours) **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 8010: Dissertation Bootcamp: Strategies for Success (2 hours) – offered in fall

This course prepares doctoral candidates for the dissertation by equipping them with advanced literature review strategies. It lays the foundation for building a strong literature review essential to the dissertation proposal.

EDUC 8011: Dissertation Proposal (3 hours) – offered in fall

This course guides doctoral students in developing a well-structured dissertation proposal by exploring key components such as problem statements, research questions, literature reviews, and methodology.

EDUC 8012: Understanding the Institutional Review Board Process (1 hour) – offered in fall

This course is designed to provide comprehensive insights into the Institutional Review Board (IRB) that students can apply to the dissertation process.

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

In Dissertation II, students are expected to conduct their dissertation study (i.e., collect and analyze data) under the guidance of their dissertation 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 summer (in some cases spring)

In Dissertation III, students are expected to write their findings, discussion, and conclusions (i.e., Chapters 4 and 5), as well as defend their dissertation under the guidance of their chair and committee. This course, taken in the summer of Year 3, is graded "IP" (In Progress) until the dissertation defense is passed. * In rare cases, EDUC 8016 may be taken in the spring of Year 3, concurrently with EDUC 8015. This option is only available if the student has completed all coursework, successfully defended the dissertation, and completed all required edits. Students should not register for EDUC 8016 in the spring unless the dissertation has been fully approved.

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

The Dissertation IV course was created for students who need additional time to complete their dissertation and can be repeated a maximum of 5 times. This course is graded "IP" (In Progress) until the dissertation defense is passed. You must be enrolled in dissertation credits during every semester that you are working with your chair on your dissertation.

*EDUC 8013 may be taken in place of EDUC 8010, EDUC 8011, and EDUC 8012 in some cases (e.g., ABD transfer students).

Non-Coursework Requirements

Dissertation Committee

In Year 2, you will select a dissertation chair and, under the guidance of your chair, select your two or three other dissertation committee members by the spring 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

core competencies and their associated SLOs and (b) readiness to begin their dissertation proposal. Comprehensive exams are completed in spring 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 dissertation 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. In your EDUC 8011 course, you will upload your full proposal as an assignment to check for plagiarism using Turnitin. You will share the result with your chair.

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).**

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. Your chair and committee members have very full schedules and balance many tasks. While every effort is made to return feedback within days, a full dissertation draft may take up to 2 weeks to review. Students must plan accordingly and factor in extra time for faculty reviews and subsequent edits. In your EDUC 8016 course, you will upload your full proposal as an assignment to check for plagiarism using Turnitin. You will share the result with your chair.

Successful completion of your dissertation requires effective interaction with your chair and committee members. 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.

Commencement Ceremony

You are eligible to participate in the commencement ceremony only after your dissertation has been "approved" (not "conditionally approved") by your committee and your coursework has been completed. Please note that the semester you attend commencement may not be the same semester as your degree conferral.

A commencement ceremony is held on the last Friday of each semester. Attending the commencement ceremony is strongly suggested but not mandatory. If you plan to attend commencement,

- apply for graduation prior to the deadline to ensure your name is published in the graduation program,
- Order your doctoral regalia, and
- Review the graduation FAQs.

Program Completion and Degree Conferral

To earn your EdD degree, you must have (a) your dissertation accepted by COGS and (b) completed all EdD program coursework with at least a 3.25 program grade point average. If your dissertation is not accepted by COGS before the last day of the semester, your degree will be conferred the semester in which your dissertation is accepted. If you miss this deadline, you will need to move your graduation application to the following semester until your dissertation has been accepted by COGS.

A. Check Degree Works to verify that program requirements have been fulfilled. 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.

B. Apply for graduation before the deadline. You must do this even if you do not plan to attend the commencement ceremony; the graduation office will not process your degree conferral request without this step. The graduation office will send you periodic emails to let you know what degree requirements have not yet been met.

C. COGS requires that you **submit your dissertation to ProQuest at least 4 weeks** prior to commencement. It must be formatted according to APSU Thesis and Dissertation Manual and APA (7th ed.) guidelines. Therefore, **schedule your dissertation defense at least 6 weeks** prior to commencement to have ample time for revisions, edits, and formatting. Your dissertation could take days, weeks, or even months to get accepted, depending on how well your document has been formatted to the COGS Thesis and Dissertation Manual guidelines, which includes following APA 7th edition rules. If this is not your strength, you should consider hiring an editor with APA expertise. Also keep in mind that you must send your dissertation to your committee at least 2 weeks prior to the defense. COGS will notify you and the doctoral coordinator when it has been accepted. If this occurs prior to commencement, your degree will be conferred within the current semester.

Remember, you may participate in the commencement ceremony only after your dissertation has been "approved" (not "conditionally approved").

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.

Changing Advisor or Dissertation Chair

Students should regularly communicate with their advisor or dissertation chair during the EdD program and maintain a professional relationship. If for some reason the advisor or chair needs to be changed, the student may contact the doctoral coordinator to request a new advisor or chair. Any changes to advisors or dissertation chair need to be approved by the doctoral coordinator. Changes to the advisor or dissertation chair will need to be made to the student's advising page in OneStop. Changing a dissertation chair will require the student to complete a form requesting a new chair.

Changing Dissertation Committee Members

Students may change dissertation committee members based on the guidance of their dissertation chair. The chair must approve changes to the dissertation committee. Any changes should be communicated to the doctoral coordinator.

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 K–12 concentration can lead to licensure (i.e., instructional leader licensure) for employment in P12 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.