



Eriksson

College of Education

Master of Arts in
Educational Leadership





**2022-2023 Program
Handbook**

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Introduction

The Eriksson College of Education at Austin Peay State University provides academic programs that prepare candidates to teach PreK through high school as well as advanced graduate degree programs. The Department of Educational Specialties, housed in the Eriksson College of Education, offers a variety of degree programs, primarily at the graduate level. As you seek a Master's degree in Educational Leadership, you will have the opportunity to engage in classes with peers who are pursuing the same degree and with instructors who have had extensive leadership experience as well as coaching in small groups with a highly effective educational leader.

Austin Peay State University Accreditation

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Mission Statements

University 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.

Department Mission

The mission of the Department of Educational Specialties is to prepare and support educational professionals in their development as effective practitioners.

Program Mission

The mission of the Educational Leadership master's program is to prepare individuals to be transformational leaders in today's school environment.

Policies



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Policies

Student Rights

Anyone enrolling at Austin Peay State University is entitled to all rights granted to him/her by the Constitution of the United States and is entitled to the full protection of the law. Apart from those rights and duties enjoyed by nonstudents, enrollment in the University carries with it special privileges and imposes special responsibilities. The University has established regulations and certain due process procedures essential to an atmosphere of mutual respect which is sensitive to the rights of all individuals. A list of student rights can be found at www.apsu.edu/handbook/student-code/student-rights.php. If you have questions, please contact the Office of Student Affairs at 931-221-7341.

University Policies

APSU policies enhance the University's mission, promote operational efficiencies, reduce institutional risk, and provide an understanding of the University's expectations for operation.

Access the numerical or alphabetical policy index by visiting this link:

<https://www.apsu.edu/policy/>. Policies addressing the APSU Code of Conduct for students may be found by visiting this link: <https://www.apsu.edu/handbook/student-code/>.

Graduate Bulletin

Material presented in the graduate bulletin is for informational purposes only and should not be construed as the basis of a contract between a student and Austin Peay State University.

Bulletins may be accessed by visiting this link: <https://www.apsu.edu/registrar/bulletins.php>

Student Handbook

You may access a digital or hard copy of the student handbook by visiting this link:

<https://www.apsu.edu/handbook/> The policies, procedures, and programs of APSU are continually reviewed. Every effort is expended to ensure the handbook represents accurate information at the time of publication, but it cannot be guaranteed that information contained herein will not change. The handbook does not constitute a contract between the University and the student. APSU may cancel or revoke any part of this handbook without notice. The University reserves the right to make changes as required or as needed to dates, programs, events, policies and regulations, and rules, as well as determine the effective date for such changes. Failure to read the handbook does not exempt students from following regulations, requirements, procedures, and policies described herein.

Nondiscrimination Policy

"APSU shall not engage in practices which would discriminate against any individual or group because of race, color, religion, ethnic or national origin, sex, sexual orientation, gender identity/expression, disability, age (as applicable), status as a covered veteran, or genetic information. The University specifically finds that diversity of students, faculty, administrators, and staff is a crucial element of the educational process and reaffirms its commitment to enhancing education through affirmative action to increase diversity at all levels." APSU Policy 6:003 Equal Opportunity, Affirmative Action and Nondiscrimination – March 25, 2017

Support Resources

Academic Support

- Peer Tutoring: Free group support for undergraduate courses for APSU students. Tutoring is available for most core courses and some upper-division courses. To learn more or schedule sessions with a peer tutor, please visit <https://www.apsu.edu/lrc/tutoring/>.
- Writing Center: Free individual assistance with any paper, for any class, in any writing style, for APSU students. To learn more or schedule sessions with a writing tutor, please visit <https://www.apsu.edu/writingcenter/> or stop by the Writing Center (located in the back of Woodward Library).
- Workshops: GMAT Prep., GRE Prep., TEAS Prep., PRAXIS Core Prep., and more are available. To learn more, visit <https://www.apsu.edu/grad-studies/future-students/entrance-exams.php>.
- The Office of Disability Services (ODS) provides services for students with physical, mental, or learning disabilities. For more information, please visit <https://www.apsu.edu/disability/> or call (931) 221-6230. The ODS is located in Morgan University Center Room 114.

Student Support Services

APSU offers a variety of student support services, including access to the Felix G. Woodward Library and Boyd Health Services. Visit the following link to learn more: https://www.apsu.edu/govnow/student_support_services.php. APSU also offers many services to its graduate students, including discounted childcare, access to the Foy Fitness Center, and free access to the Health Services and Counseling Services clinics. Visit the following link to learn more: <https://www.apsu.edu/grad-studies/current-students/student-services.php>.

Scholarships

The College of Graduate Studies offers Graduate Assistantships to current and prospective students. The Diversity Fellowship Grant and the Phi Kappa Phi Fellowship are also available to

current APSU graduate students. For more information on these opportunities, please see below:

[Graduate Assistantships](#)

[Diversity Fellowship Grant](#)

[Phi Kappa Phi Fellowship](#)

[Hoppe Leadership Endowment](#)

[250R Reduced Rate Tuition Program](#)

Financial Aid

Only a few graduate assistantship positions are available at any given time; therefore, you may need to pursue another avenue of financial support for graduate school. The APSU [Office of Financial Aid](#) can help guide you to financing your education or applying for student loans.

Office of Financial Aid Ellington Building, Room 216

Phone: (931) 221-7907, Toll-Free: (877) 508-0057

sfao@apsu.edu

Program Requirements & Curriculum

Program Description

This program is for persons wishing to obtain licensure in educational leadership. The coursework is aligned to the TN Instructional Leadership Standards (2018) and is designed to present theories, research, and job-embedded practices that prepare students to be transformational leaders in schools and districts. Students work with their Mentor Principal, professor, and Coaches to learn highly effective leadership content and skills as well as the application of these practices in the current school climate. There is an expectation that students will be able to fully access a school for field hours in each course. This degree along with a passing Praxis SLLA 6990 score leads to a TN ILL-A license. Graduates of this program work as building-level, district-level, and state-level leaders as well as teachers with improved leadership skills.

Matriculation

Criteria for Admission to the Program

- Undergraduate minimum GPA of 3.00.
- GRE minimum scores: 143 verbal, 140 quantitative OR MAT score: 385

Graduate Admissions

1. Complete an online Graduate Application at <https://apsu.edu/grad-studies/apply-admission.php> and pay the non-refundable \$45.00 application fee. Once you start the application process, you will need to create a personal pin number. Write this number down so you can use it later in case you are in the middle of the process and need to save the application to complete later. Be sure to list the correct degree program: Education -

Master of Arts – Educational Leadership.

2. Official transcripts from all undergraduate universities are also required. These have to be sent directly from the university to the Office of Graduate Admissions to be valid. The transcript form can also be found here: <https://www.apsu.edu/grad-studies/future-students/TranscriptRequestForm052715.pdf> .

Transcripts are to be sent to the following address only:

Graduate Admissions

Austin Peay State University

P.O. Box 4458

Clarksville, Tennessee 37044

3. Provide proof of immunizations. More information may be found here: <https://www.apsu.edu/health-and-counseling/boyd-health-services/Immunizations.php>
Note: If you are unable to provide proof of immunizations, please email Dr. Zimmerle at zimmerlej@apsu.edu.
4. Provide acceptable Graduate Record Exam (GRE) scores. To find a test center near you, schedule an exam, or to learn more about test preparation, visit the GRE website at <https://www.ets.org/gre>. The APSU code for the GRE is 1028. Note: There is a form you can fill out to request a waiver of the GRE. The form has some information at the top about who is eligible for exemption. https://www.apsu.edu/grad-studies/future-students/EntranceExamWaiver052715_-.pdf
5. Complete two screeners sent to you by the College of Education: Ed Specialties department. These are scored by the faculty of that department.
6. Once a decision has been made concerning your admittance into the program, you will be

notified. If you have any questions, email Dr. Laura Barnett, barnettl@apsu.edu.

Non-Coursework Requirements

A basic subscription to LiveText by Watermark is required. LiveText by Watermark is an e-portfolio that the Eriksson College of Education uses to monitor and track our students' progress. Visit this website to purchase your subscription: <https://www.livetext.com/>. When you sign up, you will enter your A number (including the letter A) so your APSU courses will sync with your LiveText by Watermark account.

Changes to Program

Changes to programs are sometimes necessary. Minor changes such as curricular updates will be made on an as-needed basis. If a substantive change to the program is needed, the program lead must file necessary paperwork using the university's Curriculog software, and various levels must sign off on the substantive change.

Change of Major/Concentration

It is not uncommon for students to consider changing their major at some point during their academic careers. Course Choice Counts allows for change of major; however, timing is critical to avoid a negative impact on your financial aid. Visit this website to learn more:

<https://www.apsu.edu/cpos/changeofmajor.php>

Licensure Disclaimer

This program does lead to licensure and must be approved and followed by the student.

Advising

After declaring an Educational Leadership major, you will be assigned an advisor who is knowledgeable about the program. You will meet virtually with your advisor prior to the beginning of each semester in order to determine your progress and the courses to take in order

to complete the program. Near the end of each semester you will be entitled to priority advising and can enroll in classes on the first day of registration. Your advisor will be available to assist you throughout your program.

Milestone Assessment

Students do not have milestone assessments in this program.

Performance Standards for Educational Leadership Master's Degree (2018)

Standard	Indicators
<p>Standard A: Instructional Leadership for Continuous Improvement</p> <p>An ethical and effective instructional leader facilitates professional practice that continually improves each student’s learning.</p>	<ol style="list-style-type: none"> 1. Collaborates with stakeholders to establish and communicate a clear, compelling, shared vision for continuous school improvement. 2. Builds capacity of educators to provide each student a rigorous curriculum aligned with the Tennessee Academic Standards. 3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting each student’s achievement and growth. 4. Empowers educators to develop and execute interventions to address each student’s learning needs, grounded in multiple sources of data (academic, social, and/or emotional). 5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous school improvement.
<p>Standard B: Culture for Teaching and Learning</p> <p>An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful, and safe environment providing equitable educational opportunities and culturally responsive practices conducive</p>	<ol style="list-style-type: none"> 1. Collaborates with stakeholders to establish and communicate a clear, compelling, shared vision for a culture conducive to teaching and learning. 2. Leverages educator strengths to ensure that each student has equitable access to effective teachers and meaningful, relevant, and equitable learning opportunities. 3. Fosters a safe, respectful, and orderly environment that cultivates an inclusive, caring, and supportive school community for each student.

<p>to learning and growth for each student.</p>	<ol style="list-style-type: none"> 4. Takes measures to actively involve families in the culturally responsive education of each student. 5. Models and communicates expectations for individual and shared ownership of student, educator, and school success regardless of race, class, culture and language, gender and sexual orientation, and disability or special status. 6. Recognizes and celebrates improved educator and student performance related to school vision and goals.
<p>Standard C: Professional Learning and Growth An ethical and effective instructional leader develops capacity of each educator by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.</p>	<ol style="list-style-type: none"> 1. Collaborates with stakeholders to establish, communicate, and facilitate a clear, compelling, shared vision for professional learning and growth. 2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model. 3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans. 4. Engages faculty and self in data-informed, differentiated professional learning opportunities that promote the academic success and well-being of each student and are aligned with the Tennessee Standards for Professional Learning. 5. Collaborates with others to recruit, induct, support, retain, and develop effective educators using various strategies based on multiple sources of data. 6. Identifies and supports potential teacher leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards. 7. Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.

<p>Standard D: Resource Management</p> <p>An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.</p>	<ol style="list-style-type: none"> 1. Strategically and equitably utilizes community resources and partners to support the school’s shared mission, vision, and goals. 2. Includes a diverse set of educators and stakeholders in school improvement decisions. 3. Establishes, communicates, and enforces a set of standard operating procedures and routines that are equitable, culturally responsive, and aligned with district, state, and federal policy. 4. Performs all budgetary responsibilities with accuracy, transparency, and in the best interest of students and staff.
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<p>2021 Revised EPP Literacy Standards for Instructional Leader Programs</p>	<p>Course Name</p>
<p><i>Instructional Leadership Candidates shall:</i></p>	
<p>(a) Demonstrate a foundational understanding of content and pedagogical knowledge of literacy instruction in order to support teachers in: 1) Effective instruction in foundational literacy skills including phonemic awareness, phonics, fluency, vocabulary, and comprehension. 2) Differentiating instruction for students with advanced reading skills and students with significant reading deficiencies. 3) Identify the characteristics of dyslexia and provide effective instruction for teaching students with these characteristics using evidence-based, multisensory interventions.</p>	<p>EDUC 5740 Supervision Curriculum and Instruction</p>

<p>(g) Identify purposeful and appropriate data-driven assessments (including screeners, diagnostic, and progress monitoring) based on student literacy data and demonstrate an understanding of how to support implementation of appropriate interventions and improve reading instruction for students.</p>	<p>EDUC 5740 Supervision Curriculum and Instruction</p> <p>EDUC 5714 Inclusivity and Interventions for Administrators</p>
<p>(i) Support the development and planning of professional learning activities that are grounded in effective evidence-based practices of literacy and high-quality instructional materials.</p>	<p>EDUC 5740 Supervision Curriculum and Instruction</p> <p>EDUC 5714 Inclusivity and Interventions for Administrators</p>
<p>(k) Describe design principles of high-quality instructional materials in English language arts and literacy, including use of evidence-based practices; alignment to grade-level standards; coherent progressions of content and tasks; and access points supporting all students to engage meaningfully in grade-appropriate learning centered on complex texts.</p>	<p>EDUC 5740 Supervision Curriculum and Instruction</p>
<p>(l) Support teachers to implement high-quality instructional materials with integrity to their design principles, choosing scaffolds and supports matched to individual students’ strengths and needs while maintaining grade-appropriate rigor and alignment to Tennessee Academic Standards in all literacy instruction.</p>	<p>EDUC 5740 Supervision Curriculum and Instruction</p>

(m) Support teachers to use unit and lesson preparation protocols focused on intellectual preparation (i.e., a focused form of lesson preparation that helps a teacher prepare to teach using existing lesson plans within high-quality instructional materials in lieu of creating their own lesson plans outside of the adopted high-quality instructional materials) and internalization of high-quality instructional materials (i.e., the act of teacher practicing the lessons with HQIM to effectively deliver lessons) to prepare to deliver instruction.

**EDUC 5740
Supervision
Curriculum and
Instruction**

(n) Demonstrate knowledge of core concepts of development, such as brain development and architecture, toxic stress, “serve and return” interaction, and resilience. Candidates must also be familiar with Adverse Childhood Experiences (ACEs), strategies to deescalate, and secondary traumatic stress.

**EDUC 5730 School -
Community Relations**
**EDUC 5714
Inclusivity and
Interventions for
Administrators**

o) Demonstrate knowledge of trauma informed discipline practices to ensure students can access reading instruction, including principles such as: 1. Effective and engaging instruction and classroom/behavior management. 2. Accomplishing school discipline by preventing misbehavior before it occurs and using positive, safe, and respectful interventions after it occurs. 3. Holding students accountable without compromising school safety, respect, and dignity. 4. Using disciplinary actions that foster awareness of behavioral patterns and trigger and restore relationships with peers and adults in the school community. 5. Building positive relationships with students and referring students to appropriate mental health supports when needed. 6. Understanding the potential effects of adversity and trauma on student behavior and considering the reasons behind negative behaviors when determining disciplinary action. 7. Avoiding re-traumatizing students by eliminating the use of potentially traumatic, violent, or shaming disciplinary practices. 8. Offering students an opportunity to learn from their mistakes to reengage the student in learning.

**EDUC 5730 School -
Community Relations**

**EDUC 5714
Inclusivity and
Interventions for
Administrators**

(p) Demonstrate knowledge of effective trauma informed discipline policies, that: 1. Balance accountability with an understanding of traumatic behavior; 2. Teach school and classroom rules while reinforcing that violent or abusive behavior is not allowed at school; 3. Minimize disruptions to the educational environment with an emphasis on positive behavioral supports and behavioral intervention plans; 4. Create consistent rules and consequences; and 5. Model respectful, non-violent relationships.

**EDUC 5730 School -
Community Relations**

**EDUC 5714
Inclusivity and
Interventions for
Administrators**

Course Standards

Crosswalk

TILS Standards																								
Course Number	Course Name	Content	A: Instructional Leadership for Continuous Improvement					B: Culture for Teaching & Learning					C: Professional Learning & Growth					D: Resource Management						
			A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
5710	Introduction to School Leadership	Leadership theories Growth Mindset Equity Understanding expectations Personal philosophy																						
5730	School Community Relations	Equity/Diversity ACE's / Trauma-Informed Practices Opportunity Myth Parent engagement																						
5700	Seminar in Ed Ldsip	ILT Impact on Academics Michel Research																						
5770	Admin of Special Services Program	Special Education/504/ESSA Title Provisions/ SEL Athletics/Clubs																						
5720	Action Research & Decision-Making	Analyzing student level data Analyzing school level data Making decisions based on data																						
5740	Supervision of Curriculum & Instruction	Literacy/HQIM Evaluating teaching/learning/assessment Providing feedback																						
5760	HR Administration	Coaching/Critical Conversations Staffing/Interviews/Evaluations HR Policies																						
5780	School Law & Ethics	Legal issues in schools Connections to equity Discipline/race/special ed																						
5750	School Finance & Business Management	Resource allocation/equity Aligning budget to vision Master scheduling Fundraising																						
5714	Inclusivity and Interventions	Using data to identify student need Research-based interventions Building interventions into school/schedule																						

Course Descriptions

All courses have embedded field experiences and will require access to a school to complete assignments. A Mentor Principal within that school must sign on to assist the student in obtaining access and providing appropriate supports.

EDUC 5710 – Introduction to School Leadership: A survey of trends and issues in educational leadership, including an introduction to ISLLC standards for school leaders, the program of study leading to Tennessee administrative licensure. Must be taken during the first semester of enrollment in the ELS degree program.

EDUC 5780 – School Law and Ethics: A survey of public school law and a study of legal and ethical issues that provide the foundation of fair, equitable, and ethical leadership that supports the success of all students. Emphasis on diversity and exceptionality issues that relate to student success, teaching effectiveness, and school improvement.

EDUC 5720 – Research and Decision Making: The study of action research and decision-making as they apply to problems encountered in school leadership and supervision. In this course, students are introduced to the techniques of action research. These various methods, which are generally common to the qualitative research paradigm, include: keeping a research journal, document collection and analysis, participant observation recordings, questionnaire surveys, structured and unstructured interviews. In addition, students are introduced and provided an overview of theories, methods, and analyses that are used in educational research. Must be taken during first ten hours of course work in the Master's Degree program. This course is not interchangeable with [EDUC 5000](#) or other general research courses.

EDUC 5740 - Supervision of Curriculum and Instruction: A survey of the administrator's role as instructional leader, with emphasis on advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning, teaching effectiveness staff professional growth, and school improvement. Field experience is required.

EDUC 5770 - Administration of Special Services Programs: A survey of the school administrator's role in fostering collaboration with families, community members, and school programs. Attention to responding to diverse community interests and needs, and mobilizing

community resources. Emphasis on systems thinking and organization behavior designed to foster student success and school improvement.

EDUC 5760 – Human Resources Administration: A survey of the school leader’s role as a manager of human resources, leading to an ethical, humane, and effective learning environment that fosters student success and school improvement.




EDUC 5750 – School Finance and Business Management: A survey of the school leader’s role as a manager of physical and fiscal sources, and school operations, leading to a safe, efficient, and effective learning environment.

EDUC 5730 – School and Community Relations: A survey of issues related to the school leader’s understanding of, response to, and influence of the larger political, social, economic, legal, and cultural contexts of public education. Emphasis on databased decision-making and systems thinking related to these contextual variables and their relationship to student success and school improvement.

EDUC 5700 – Seminar on Educational Leadership: This course examines the most significant traditional and contemporary leadership theories and their applicability to the educational leadership domain. The course is built on synthesis and analysis of research in the management of educational organizations, leadership, planning, change, leadership styles, and decision-making.

EDUC 5714 – Inclusivity and Interventions for Administrators: Inclusivity and Interventions for Administrators addresses the TILS and TN Literacy Standards around data analysis, expectations for ownership, evaluation systems, leveraging strengths and resources, and recognition of trauma-informed practices. This course introduces systems thinking and leading change to recognize and plan for K-12 students. Students will learn how to capitalize on opportunities in the school for inclusivity and intentional interventions for at-risk students. This course utilizes the learning from other courses in the Educational Leadership program to integrate constructive practices in schools. Students will be able to recognize issues in equity and diversity and bring appropriate interventions to schools.

Key Contacts

	<p>Dr. Laura Barnett Graduate Program Coordinator, Dept. of Educational Specialties Claxton 208 931.221.7752 barnettl@apsu.edu</p>
	<p>Dr. John McConnell Chair, Dept. of Educational Specialties Claxton 304-A 931.221.7757 mcconnellj@apsu.edu</p>
	<p>Ms. Ana Ortega Academic Assistant to the Chair Department of Educational Specialties Claxton 304 931-221-7696 ortegaa@apsu.edu</p>
	<p>Dr. Prentice Chandler Dean, Eriksson College of Education Claxton 210-B 931.221.7511 chandlerp@apsu.edu</p>

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Reporting Information

Within programs, the faculty and related offices such as the Office of Assessment regularly and systematically collect data for program specific assessments. The members of the Office work together to assure the aggregation, disaggregation, analysis, and distribution of that data to program members for their use in developing program improvements. The Office of Assessment is supported in their work by graduate assistants.

Summarized data are available to all faculty and program coordinators through a data repository. In addition, data are shared at department meetings, within the Office of Clinical Teaching, in the clinical supervisors' meetings, and in focus groups with candidates. Members of

the Office of Assessment collaborate to prepare and share data at the annual data retreat.

The EPP uses multiple assessments and evaluation instruments to manage and improve its operations. Data are gathered at multiple points. The quality and effectiveness of academic programs are measured through data aggregated from key assessments, state licensure tests, and state report cards. Course evaluations and faculty evaluations provide information on faculty performance and the direction for professional development. Aggregated data from exit surveys, alumni and employer surveys offer insight into EPP's operations and resources such as advisement, technology, and library resources. The Dean and the Dean's Council meet regularly to review governance and budget issues.

Procedures and policies are in place to allow for continuous evaluation and refinement of the assurance system and to ensure that appropriate stakeholders are involved in program evaluation and improvement. The Dean's Council, Teacher Education Council, Office of Clinical Teaching, Office of Assessment, and program faculty review data on a regular and systematic basis. Annual data retreats are mechanisms for analysis, discussion, and formulating plans and recommendations for changes based on data reviewed.

The Office of Assessment has oversight of the implementation of the QAS system, while the Teacher Education Council comprised of members of the P-12 community, college administrators (including members of the Office of Assessment), and faculty and student representatives review data at their meetings and may make recommendations to modify the QAS. Changes to the system may also be initiated at the program level as a result of data analysis or at the EPP level as an outcome of the annual data retreats.

Appendix

Appendix A: Calendar of Course Offerings

Class	Offered	Offered	Offered	Offered
EDUC 5710 (3)	Fall I, 2021	Fall I, 2022	Fall I, 2023	Fall I, 2024
EDUC 5780 (3)	Fall I, 2021	Fall I, 2022	Fall I, 2023	Fall I, 2024
EDUC 5720 (3)	Fall II, 2021	Fall II, 2022	Fall II, 2023	Fall II, 2024
EDUC 5740 (3)	Fall II, 2021	Fall II, 2022	Fall II, 2023	Fall II, 2024
EDUC 5770 (3)	Spring I, 2022	Spring I, 2023	Spring I, 2024	Spring I, 2025
EDUC 5760 (3)	Spring I, 2021	Spring I, 2022	Spring I, 2023	Spring I, 2024
EDUC 5750 (3)	Spring II, 2021	Spring II, 2022	Spring II, 2023	Spring II, 2024
EDUC 5730 (3)	Spring II, 2022	Spring II, 2023	Spring II, 2024	Spring II, 2025
EDUC 5700 (3)	Summer, 2021	Fall, 2021	Spring, 2022	Summer, 2022
EDUC 5714 (3)	Summer, 2021	Fall, 2021	Spring, 2022	Summer, 2022

Appendix B: Sample Schedule

Eriksson College of Education - Austin Peay State University

Master of Arts in Education Educational Leadership

This program is for persons wishing to obtain licensure in educational leadership. The coursework is aligned to the TN Instructional Leadership Standards (2018) and is designed to present theories, research, and job-embedded practices that prepare students to be transformational leaders in schools and districts. Students work with their Mentor Principal, professor, and Coaches to learn highly effective leadership content and skills as well as the application of these practices in the current school climate. This degree along with a passing Praxis SLLA 6990 score leads to a TN ILL-A license. Graduates of this program work as building-level, district-level, and state-level leaders as well as teachers with improved leadership skills. Courses may be taken in accelerated sequence of two each term to complete in one year, or one each term to complete the program in two years.

New Cohort Beginning Fall I 2022

Term	Courses - All courses are online.
Fall I	EDUC 5710
Fall I	EDUC 5780
Fall II	EDUC 5720
Fall II	EDUC 5740
Spring I	EDUC 5770
Spring I	EDUC 5760
Spring II	EDUC 5750
Spring II	EDUC 5730
Summer Term I	EDUC 5700
Summer Term I	EDUC 5714