2018-2019

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Doctoral Student Handbook

Ed.D. in Educational Leadership

"Education is not preparation for life; education is life itself."
-*John Dewey*

APSU Student Quad

Austin Peay State University is an AA/EEO employer and does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Ms. Sheila Bryant, Director of Office of Equal Opportunity and Affirmative Action and Title IX Coordinator, 601 College Street, Clarksville, Tennessee 37044, 931-221-7178, **bryantsm@apsu.edu**.

Purpose Of Handbook

The purpose of this handbook is to provide information pertaining specifically to the doctoral program in Educational Leadership. This handbook contains information on admission policies, academic advising, program planning and curriculum, and requirements for completing the dissertation and graduation. The official Graduate School Catalog should be consulted for policies and procedures regarding graduate school at Austin Peay State University (APSU). It is the responsibility of the student to be familiar with the contents of the Graduate School Catalog. Read all program, department, college, and university memos and announcements as they appear. All changes will be communicated via your email and/or departmental website. All major university communications will be transmitted via your APSU email address.

Purpose Of Program

The doctoral program in Educational Leadership is offered in a hybrid format with courses that are conducted face-to-face and online. This program is designed for professionals working in school settings, higher education, non-profits, businesses, and military and government settings. Program faculty are committed to the creation and study of environments that promote lifelong learning for people of all ages, abilities, and backgrounds.

The program requires 60 hours of coursework, a comprehensive exam, and a dissertation. Students have the option of a licensure or non-licensure pathway. There are 39 hours of core courses, 9 hours of electives, and 12 hours of dissertation research. The program is designed for working professionals attending school part-time to complete the program within three years. All of the courses are offered either in the evening, online, or on Saturdays to accommodate working professionals.

Overview Of Program

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. The objectives of the program are to prepare leaders who:

- are inquiring, reflective practitioners;
- are competent in identifying and solving complex problems;
- understand the multitude of leadership and organizational theories and techniques related to their professional settings;
- value, encourage, and facilitate the professional development of self and others in their organization;
- value, understand, and support diversity in their organizations;
- make contributions to the profession; and
- make data-driven decisions.

Admission

Criteria for admission into the doctoral program in Educational Leadership are as follows:
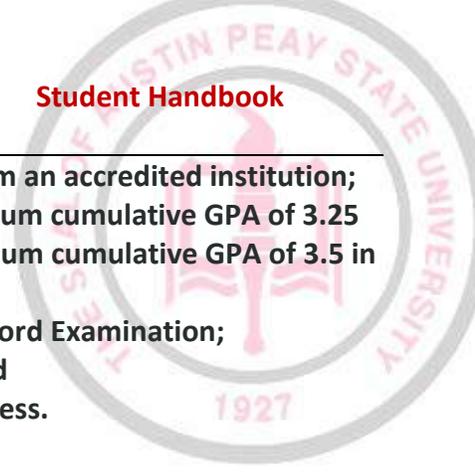
1. Evidence of an earned Master's Degree in any field from an accredited institution;
2. Official transcripts of graduate degree/s* with a minimum cumulative GPA of 3.25 for Master's Degree courses and, if applicable, a minimum cumulative GPA of 3.5 in all Educational Specialist Degree courses;
3. Official scores on the General Test of the Graduate Record Examination;
4. Interview with the doctoral admissions committee; and
5. An on-demand essay written during the interview process.

*Conferred degrees must be from nationally or regionally accredited institutions.

All students applying for admission to the College of Graduate Studies must request official transcripts sent directly to Graduate Admissions from the degree granting institution(s). Test scores must also be sent directly to Graduate Admissions from the testing agency.

Licensure Option

Students who are seeking beginning administrator licensure must submit an admission portfolio with the following additional components:

a. Three letters of support from current or former employer describing the applicant's potential as a leader;
b. Past job performance evaluations;
c. Personal philosophy of education;
d. A leadership assessment based on the TILS Standards;
e. Valid professional teaching certificate;
f. Successful teaching experience for a minimum of three years prior to taking the initial licensure class; and
g. An alternative interview (to #4 above) with a team consisting of members of the doctoral faculty and members of the community with knowledge of and/or experience in educational leadership.

Transfer Credits

The Ed.D. program allows 9 credit hours of transfer from another university. Applicants may petition the Program Coordinator for permission to transfer additional credits from a nationally or regionally accredited institution to apply toward their graduation requirements. However, a minimum of one-third of the semester credit hours of coursework must be earned at APSU to fulfill graduation requirements and to meet the university residency requirement.

Curriculum

Fall (6 hours)

Year One

EDUC 7000: Theories of Leadership (3 hours)
EDUC 7002: Technology Applications for Educational Leaders (3 hours)
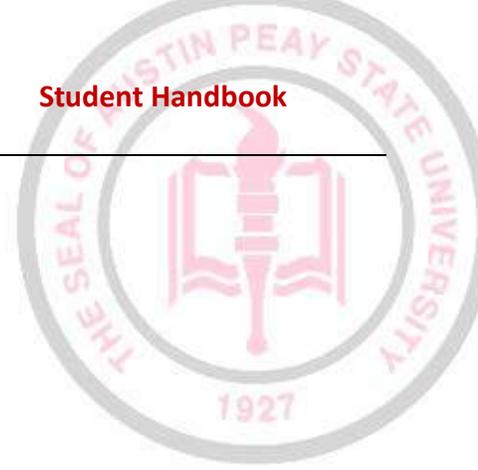
Spring (6 hours)

EDUC 7050: Qualitative Research (3 hours)
EDUC 7001: Theories of Educational Leadership (3 hours)

Summer (9 hours)

EDUC 7012: Social, Political, and Legal Issues (3 hours)
EDUC 7004: Organizational Development (3 hours)
EDUC 7011: Educational Policy (3 hours)

Fall (6 hours)

EDUC 7030: Educational Statistics I (3 hours)
EDUC 8005: Strategic Planning and Decision Making (3 hours)

Spring (6 hours)

EDUC 7031: Educational Statistics II (3 hours)
EDUC 8050: Quantitative Research (3 hours)

Summer (9 hours)

EDUC 8003: Team-Building and Group Dynamics (3 hours)
EDUC 8006: Program Planning and Evaluation (3 hours)
Elective (3 hours)

Fall (6 hours)

EDUC 8013: Dissertation I (6 hours)

Spring (6 hours)

EDUC 8014: Dissertation II (6 hours)

Summer (6 hours)

Electives (6 hours)

Year Two

Year Three

Courses

ONLINE   IN CLASS   HYBRID   IND. STUDY

EDUC 7000: Theories of Leadership (3 hours)
This course is a study of organizational leadership development throughout history. It examines leadership from an historical perspective and the influence that societal factors have had on the evolution of leadership. It examines traditional and

contemporary styles of leadership with an emphasis on the applicability of the theories to the various global organizational venues.

EDUC 7001: Theories of Educational Leadership (3 hours)
This course examines the most significant traditional and contemporary leadership theories pertaining to the educational leadership domain. The course is built around the synthesis and analysis of research in the metamorphosis from management of educational organizations: leadership, planning, change, administrative styles, decision-making, and informal organizations to an instructional leadership-centered domain.

EDUC 7002: Technology Applications for Educational Leaders (3 hours)
This course emphasizes the visionary leadership role of the leader as a proponent and consumer of technology who is committed to modeling the use and strengths of instructional technology. The educational leader is also one who can thoughtfully and strategically provide direction to the selection, use, and evaluation of constantly changing technologies. The course provides an in-depth analysis of administrative technologies and resources with significant opportunities for practical experience with related technologies.

EDUC 8003: Team Building and Group Dynamics (3 hours)
This course is structured on the basis of building organizational strengths through an analysis of team development strategies based on cooperation and consensus decision-making for the most positive outcomes for an organization. The course centers on the understanding and use of a variety of traditional and contemporary communication and group dynamics theories in working through the complex issues involved in making decisions where diverse groups of people are affected. The course makes use of exercises developed to employ various individual and group strengths and skills in practical simulations and scenarios that are relevant to developing organizational health through the involvement, cooperation and support of each individual as valued members of the group.

EDUC 7004: Organizational Development (3 hours)
This course will emphasize administrative behavior with special attention to planning and organizational improvement. The course is designed to analyze and synthesize the various patterns of organizational governance with an emphasis on management principles associated with organizational administration.

EDUC 8005: Strategic Planning & Decision-Making (3 hours)
This course examines the historical development of strategic planning with primary emphasis on the strategic planning process and its relationship to the improvement of organizations. The examination, synthesis and analysis of various types of disaggregated data are used to emphasize the relationship of data to making decisions beneficial to the organization.

EDUC 8006: Program Planning & Evaluation (3 hours)
This course focuses on the essential elements of program planning including design, delivery, implementation, and evaluation. Special emphasis is placed on the program implementation cycle and the importance of program evaluation to completing the

program implementation cycle. Equal emphasis is given to understanding the relationship between the elements of program planning and evaluation and the effects on organizational change.

EDUC 7011: Educational Policy (3 hours)
This course is an in-depth examination of the development and implementation of local, state and federal policy on educational organizations and how the laws and decisions impact the educational establishment at various levels. Special attention is given to the analysis of the forces which shape the thinking of policy-making bodies and the affects the policies have on the education systems, to include public, private, and higher learning institutions as well as the public. Additionally, the course takes a focused look at why policy and laws become a necessary component in the evolutionary development of education.

EDUC 7012: Social, Political, & Legal Issues (3 hours)
This course explores the purpose and function of politics at the local, state, and national levels as they influence and impact public education. Additionally, the course examines the various influences on public education including laws and statutes originating at the local, state and federal levels, employee rights and discipline, curriculum, student rights and discipline, special education, torts, contracts, religion, and diversity. The course is designed to provide opportunities for in-depth analysis of the legal, economic, and socio-political influences. These learning opportunities provide the theoretical framework for understanding how individuals and groups act within an organizational environment and how their behaviors are molded by their social and political influences.

EDUC 7030: Educational Statistics I (3 hours)
This course focuses on the use and interpretation of statistical methods as applied to the research analysis of educational problems. Topics include frequency distributions, measures of central tendency and variability, normal distribution, probability, correlation, linear regression, interval estimation, and hypothesis testing using t-test and chi-square. Special emphasis is given to student understanding and applicability of statistical software used in conducting comprehensive doctoral dissertation research.

EDUC 7031: Educational Statistics II (3 hours)
This course focuses on the use and interpretation of advanced statistical methods as applied to the research analysis of educational problems. Topics include one- and two-way analyses of variance, a priori and post hoc tests of significance, multiple regression, analysis of covariance, and an introduction to nonparametric testing. Special emphasis will be given to extending student understanding and applicability of statistical software used in conducting comprehensive doctoral dissertation research.

EDUC 7050: Qualitative Research (3 hours)
This course focuses on the assumptions, theories, and practice of qualitative research. Methods including interviewing, observation, and focus groups will be taught and practiced. In addition, the course examines appropriate communication of qualitative research results.

EDUC 8050: Quantitative Research (3 hours)
This course examines theoretical and practical aspects of research in designing, conducting, analyzing, and interpreting experimental and quasi-experimental procedures for educational research and evaluation. The course includes a study of sampling methods, control methods, data collection, and communication of empirical results.

EDUC 8013: Dissertation (6 hours)*
This portion of the program is the practical application of all the previous course-work. The course is designed to allow students to develop a model proposal for the research project leading to a dissertation. Special attention is given to the guidance of students as they understand and apply the elements of dissertation writing including the components of a good proposal, analysis of research proposals, and student research projects. Doctoral candidates are expected to complete an acceptable draft format of Chapters I, II, and III as a culmination of this course followed by their dissertation proposal defense.

EDUC 8014: Dissertation (6 hours)
This course is dedicated to the development of the dissertation from proposal approval through data collection and analysis and the completion of the dissertation project that is the culminating activity for all doctoral programs. Doctoral candidates are expected to complete an acceptable draft format of Chapters IV and V in conjunction with course to be followed by their dissertation defense.

The course descriptions listed above are associated with the current curriculum of the doctoral program in Educational Leadership; nevertheless, all university curricula are subject to change. Should an adjustment to the curriculum be necessary, faculty will work with current students to mitigate impacts and to help them stay on schedule for a planned graduation date.

Faculty (and Key Contacts)

Dr. Prentice Chandler
Professor
Dean, Eriksson College of Education

Office: Claxton 210
Phone: (931) 221-7511
E-mail: chandlerp@apsu.edu

Ph.D., University of Alabama
Ed.S., University of Alabama
MA.Ed., University of North Alabama
B.S.Ed., University of North Alabama

Focus: Social Studies Education
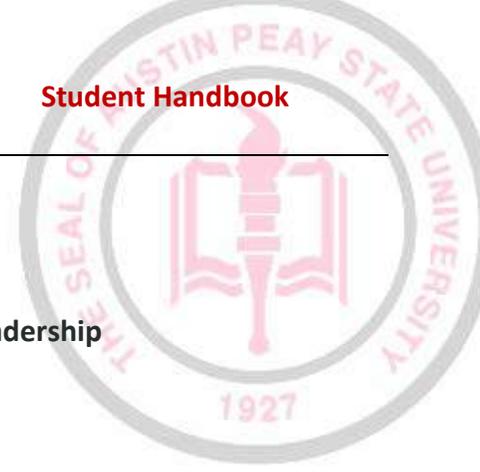
Dr. J. Gary Stewart
Professor
Program Coordinator, Doctoral Program in Educational Leadership

Office: **Claxton 323**
Phone: **(931) 221-6782**
E-mail: **stewartg@apsu.edu**

Ed.D., Vanderbilt University
Ed.S., Austin Peay State University
MA.Ed., Austin Peay State University
B.S., Austin Peay State University

Focus: Educational Leadership & Public School Administration

Dr. John McConnell
Assistant Professor, Department of Educational Specialties

Office: **Claxton 108**
Phone: **(931) 221-7757**
E-mail: **mcconnellj@apsu.edu**

Ph.D., University of Memphis
MAT, University of Memphis
B.S, University of Tennessee, Knoxville

Focus: Quantitative Research Methods and Statistics

Dr. Dana Christman
Associate Professor, Department of Educational Specialties

Office: Claxton 206
Phone:(931) 221-7517
E-mail: christmand@apsu.edu

Ed.D., Oklahoma State University
M.B.A., Thunderbird Graduate School of Global Management
B.S., Oklahoma State University

Focus: Higher Education Educational Leadership
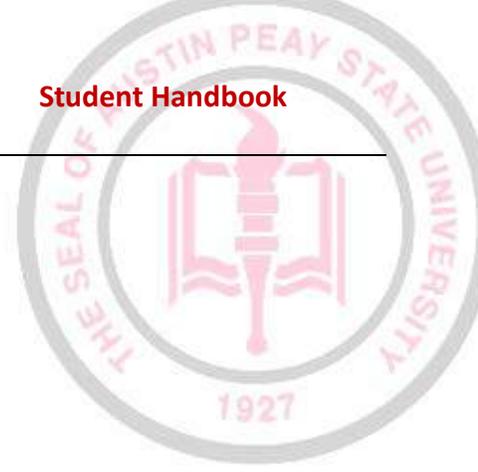
Dr. Thomas Buttery, Professor
Interim Chair, Department of Educational Specialties

Office: Claxton 112B
Phone:(931) 221-7542
E-mail: butteryt@apsu.edu

Ed.D., Indiana University
M.S., Indiana University
B.A., Kean University

Focus: Classroom Management

Dr. Anthony Sanders
Associate Professor, Department of Educational Specialties

Office: Claxton 307
Phone:(931) 221-7368
E-mail: sandersa@apsu.edu

Ph.D., University of Louisville
MA.Ed., Murray State University
B.S., Western Kentucky University

Focus: Educational Leadership

Dr. Teresa Starrett
Associate Professor, Department of Educational Specialties

Office: Claxton 208
Phone:(931) 221-7516
E-mail: starrettt@apsu.edu

Ed.D., University of North Texas
M.Ed., University of North Texas
B.S., University of North Texas

Focus: Educational Leadership
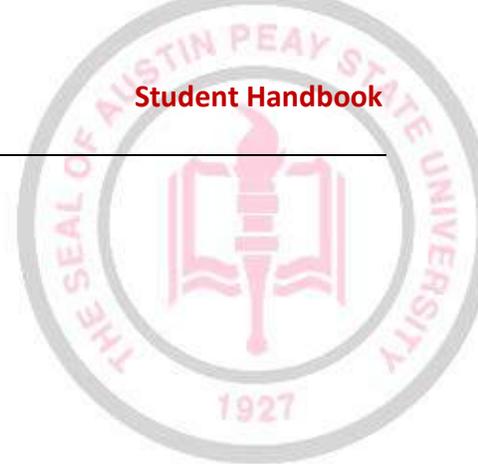
Dr. Joanna Zimmerle
Assistant Professor, Department of Educational Specialties

Office: Claxton 101A
Phone: (931) 221-7553
E-mail: zimmerlej@apsu.edu

Ed.D., Union University
Ed.S., Middle Tennessee University
M.Ed., Austin Peay State University

Focus: Instructional Technology and Educational Leadership

Student Testimonials

One of the advantages of choosing a program at APSU is the student-centric approach that is taken with instruction. The individualized needs of students are central to the doctoral program in Educational Leadership. Here are a few testimonials by former students of the College:

Jonathan Button

Austin Peay State University, 2016

"   I was shocked by the support I received from the education department. This support not only came while enrolled in the program; the college selected me as the recipient of the Carlette Jackson Hardin Scholarship for Research in Education. I also received significant support during my EdS field study from my committee and other faculty. "

Tracy Bettencourt

Austin Peay State University, 2015

"   At APSU, they have a lot of amazing technology that I can't afford at home and helps me learn through book scanners or screen readers or other resources that help me learn as well as anyone else. APSU gave me the same opportunity to succeed as any other student, and I would not change the experience there for anything in the world. "

Getting Started

EdD Form 7

Advising

We accepted into the Doctoral program in Educational Leadership, students will be assigned a faculty advisor during the first semester of the program. You and your advisor will stay in touch regarding your progress throughout the program. Faculty members are committed to the advising relationship; therefore, please do not hesitate to contact your advisor about any questions or concerns you may have. Communication is key to the success of your overall experience.

Doctoral program forms (see appendix A) are provided to students to help guide them through the program. An overview of Program Progression (**Ed.D. Form 7**) will be reviewed during a program orientation session prior to the start of coursework or during the first 2-3 months of the first semester.

Course Registration

Student progress through the doctoral program in Educational Leadership cohorts. The first cohort will consist of 20 students with an additional 15 students being added as a new cohort each fall semester. Students must commit to attending consecutive semesters (Fall, Spring, and Summer) in order to complete the coursework and other graduation requirements in a timely fashion. Course offerings will be on a predetermined timetable.

As part of the program, you will be informed of the courses to be completed during each semester. Plan to confirm registration for courses as early in the open registration period as possible. Should a student fall out of the sequence for undetermined reasons, they may have to reapply to reenter the program with a future cohort and then pick up in the sequence where they exited.

Expectations

Faculty members publish a syllabus and other supplemental materials outlining the specific requirements, assignments, and grading model for a particular course. These expectations are discussed in class and early in the semester. It is often the case that specific assignments are also discussed at other times during the semester. Most of our doctoral faculty use a course management system as a preferred instructional mode of delivery. Nonetheless, regular class attendance and active participation are assumed expectations.

Plan to notify your instructor in advance about any personal or professional conflict that may arise preventing you from being in attendance or that results in a delay in

Course-Level Expectations

your attendance for a given evening/weekend session. Should you be late for a class and/or miss a class entirely, you alone are responsible for catching up on all material missed.

Given that graduate students are expected to maintain a minimum GPA of 3.0, you should earn course grades of "B" or better. Grades of "C" or lower cannot count toward the doctoral degree, nor does a grade of "C" or lower meet eligibility requirement for the comprehensive exam. By the time all coursework is completed, the overall GPA must be 3.25 or higher.

In rare instances, a grade of "Incomplete" may be granted given a student's extraordinary circumstances. The submission of an "Incomplete" is at the sole discretion of the faculty member. If needed and granted, you are responsible for negotiating the arrangements that will clear up the "Incomplete" within the guidelines and requirements outlined in the Graduate Catalog. Ultimately, your course performance is your responsibility. Never hesitate to contact your instructor directly to discuss concerns or unanticipated circumstances that may impact your ability to fulfill one or more course expectations.

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). We provide these to you so that you may assess your own progression through the program, much like you would expect of those you lead or will lead at any given institution. Use the checkboxes on the following pages to keep track of your progress through the program.

The National Policy Board for Educational Administration approved the Professional Standards for Educational Leaders (PSEL) in 2015, and these standards served as the basis on which the SLOs for each core competency were ultimately developed. The PSELs can be found in **Appendix A**.

The program's core competencies and SLOs are as follows:

Leadership Theory and Practice

Program-Level Expectations

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. (Aligns with PSEL 1.a)

Student Learning Outcome 1

Student Learning Outcome 2
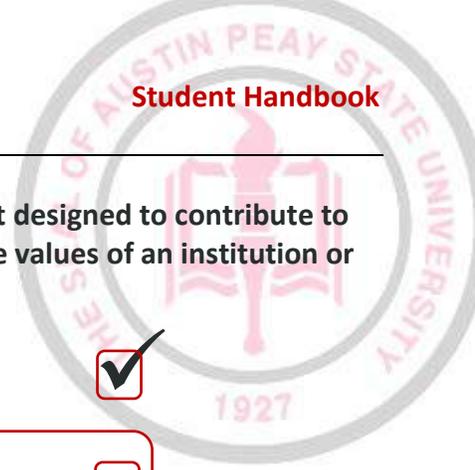
Student is able to use methods of continuous improvement designed to contribute to and assess the achievement of the mission, vision, and core values of an institution or organization. (Aligns with PSEL 10.b)

SLO is

Course and its Formative Assessment

introduced
- EDUC 7000: Theories of Leadership
- Comparative Leadership Matrix

emphasized
- EDUC 7001: Theories of Educational Leadership
- School Improvement Plan (Theoretical Grounding)

reinforced
- EDUC 7002: Tech Applications for Educational Leaders
- School Improvement Plan (Technology Component)

achieved
- EDUC 8003: Team Building and Group Dynamics
- School Improvement Plan (Team Component)

Summative Assessment: School Improvement Plan

Organizational Analysis

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. (Aligns with PSEL 9.c)

SLO is

Course and its Formative Assessment

introduced
- EDUC 7004: Organizational Development
- Organizational Needs Assessment

Student Learning Outcome 3

emphasized
- EDUC 8005: Strategic Planning and Decision Making
- Strategic Plan

achieved
- EDUC 8006: Program Planning and Evaluation
- Grant Proposal

Summative Assessment: Grant Proposal
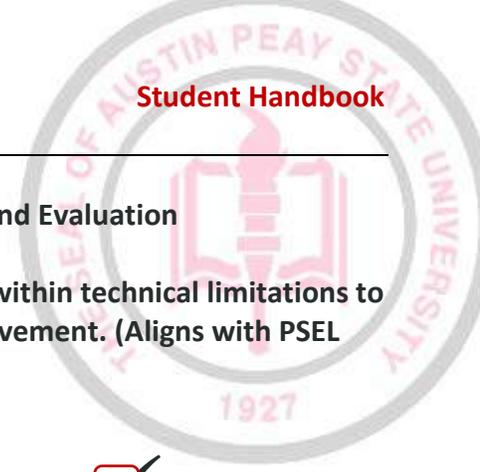
Data-Driven Decision Making Through Research, Inquiry, and Evaluation

Student is able to use assessment data appropriately and within technical limitations to monitor institutional or organizational progress and improvement. (Aligns with PSEL 4.g)

Student Learning Outcome 4

SLO is ✓

Course and its Formative Assessment

introduced
- EDUC 7030: Educational Statistics I
- Draft of Chapter III of Dissertation

emphasized
- EDUC 7031: Educational Statistics II
- Draft of Chapter IV of Dissertation

reinforced
- EDUC 8013: Dissertation I
- Dissertation Propsal

achieved
- EDUC 8014: Dissertation I
- Completed Dissertation

Summative Assessment: Dissertation

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. (Aligns with PSEL 10.g)

✓

Student Learning Outcome 5

SLO is

Course and its Formative Assessment

introduced
- EDUC 7050/8050: Qualitative/Quantitative Research
- Draft of Chapters I-II of Dissertation

emphasized
- EDUC 8013: Dissertation I
- Dissertation Proposal

achieved
- EDUC 8014: Dissertation II
- Completed Dissertation

Summative Assessment: Dissertation
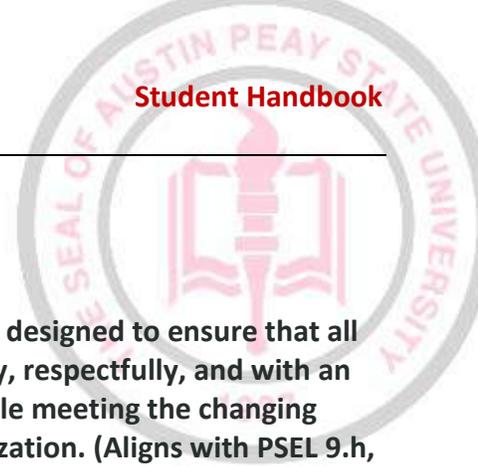
Analysis of Educational Policy

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. (Aligns with PSEL 9.h, 1.e)

Student Learning Outcome 6

SLO is

introduced

Course and its Formative Assessment ✔

• EDUC 7011: Educational Policy
• Policy Analysis Matrix ☐

achieved

• EDUC 7012: Social, Political, and Legal Issues
• Case Study Analysis ☐

Summative Assessment: Diversity Plan ☐

Tips

Planning

- **Get comfortable with your syllabi and come up with a plan of action to stay on track with the assignments.**
- **Keep a calendar on your phone to remember important dates.**
- **Color code each class on your calendar to organize your obligations.**
- **Keep notes from readings and assignments for future use.**
- **Have a post-it note on your computer/phone with your instructors' contact information and help desk numbers.**

Involvement

- **Get involved in course discussions.**
- **Make an effort to get to know your instructors and members of your cohort.**
- **Be open and honest and do not be afraid to ask for help.**
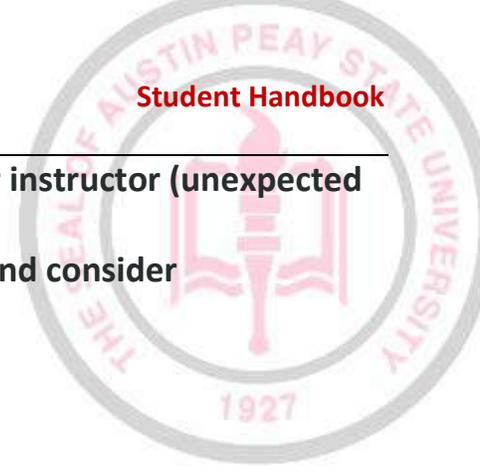
- Keep an open line of communication with your instructor (unexpected things may happen).
- Make deep connections with fellow students and consider collaborating with them on research.
- **Ask a lot of questions!**

Research
- Make course assignments serve multiple purposes, both for your coursework and your dissertation.
- **Set aside a designated time and place to write.**
- **Establish deadlines early in the process.**
- **Ask for feedback early and often.**
- **Find out what your committee wants and expects from your work.**
- **Take time off when you need it.**
- **Claim writing time by learning to say no.**
- **Celebrate accomplishments as you go.**

Student Engagement

The College and its faculty is committed to encourage and support greater involvement of our students in the academic professional organizations most closely affiliated with our doctoral program. For example, we encourage engagement in:

Graduation Requirements

A doctoral degree is different from a Master's or an Educational Specialist degree in many ways. One significant difference is the expectation that as you progress through your doctoral program, you are joining the scholarly community of your field. Surveys completed in recent years confirm that many doctoral students are engaged in various *occupational-based* professional organizations. Faculty readily acknowledge the job relevant value of these experiences and applaud your investments of time and other resources. We also applaud the many employers who often support your engagement in these type organizations and activities. Nevertheless, we want to encourage another layer of engagement in professional organizations – greater involvement in *academic-based* professional organizations.

The College and its faculty is committed to encourage and support greater involvement of our students in the academic professional organizations most closely affiliated with our doctoral program. For example, we encourage engagement in:

- American Educational Research Association
- Mid-South Educational Research Association
- Association of Teacher Education
- Southeastern Regional Association of Teacher Education
- *Tennessee Educational Leadership* Journal

Engagement in this sense may include holding *membership* in one or more professional organizations, *participating* in the various conferences/meetings sponsored by these organizations, and *presenting* papers/research in these settings or in their journals.

There are external funds to assist students with the financial expenses associated with conference participation and presentation. Additionally, the department, college, and university often make funds available for graduate students who are presenting at academic conferences/meetings. All department graduate students will receive emails notifying them of financial support opportunities and deadlines associated with these opportunities. Please talk with your advisor for more information and to ask any questions about getting engaged in scholarly activities.

The process leading to the doctoral degree in this program is divided into three major phases: coursework, a comprehensive exam, and a dissertation. Each step in the process is important; however, completing the dissertation often proves to be the most challenging.

Coursework

The program consists of 60 hours beyond a master's or other graduate degree. The program includes (a) courses on leadership theory and practice (12 hours); (b) courses on organizational analysis (9 hours); (c) courses on the analysis of educational policy (6 hours); (c) research and statistics courses (12 hours); (d) 9+ hours of coursework related to the student's elective interests; and (e) 12+ hours of dissertation work.

EdD
Form 1

EdD
Form 5

Licensure
Option

Taking into consideration that the program is designed for students who are employed full time, the doctoral program in educational leadership has built in supports to help students through the program. A typical semester includes enrollment in two or three courses shared by other students in the same cohort, and courses typically meet one day a week and/or in "hybrid" format in the fall/spring semesters. Summer courses are similarly delivered but over a shorter and more compact duration. Whenever possible, courses may be entirely online. Students continually enrolling three semesters per year should be able to complete all coursework within three calendar years.

During the student's first semester of enrollment, the program coordinator will discuss program requirements using the Program Planning Worksheet (Ed.D. Form 1) and appoint a doctoral faculty member to serve as the student's program advisor (in some cases, the program coordinator may also be the advisor). This doctoral faculty member will advise the student on a proposed program of study.

After the student is formally admitted into the doctoral program and has been assigned a program advisor, the student must contact the program advisor to arrange a meeting to discuss a tentative program of study. The program advisor will coordinate with the program coordinator to complete the official Program of Study Form (Ed.D. Form 5). This form will be placed in the student's doctoral file located in the program coordinator's office and an official copy will be filed with the Registrar's Office. The student will also be provided a copy.

If you need to add a course or possibly delete a course that cannot be scheduled, the program advisor will coordinate with the program coordinator to complete the necessary form for the approved change to occur. The program coordinator will submit the form to the Registrar's Office.

Course requirements for both options, licensure and non-licensure, are the same. However, for the beginning administrator license, students must meet additional requirements that are based on a 2008 Tennessee State Law which governs administrator licensure programs in all institutions of higher education in the state of Tennessee. These requirements include:

- completing at least three years of successful teaching in a P-12 classroom prior to the start of the leadership licensure classes;
- being recommended by two active duty administrators who are willing to serve as mentors throughout the program;
- completing 300 hours of an approved field-based experiential assignment with two or more active duty public school administrators; and
- passing the PRAXIS 6990 test for Beginning Administrators.

To ensure students receive adequate advising and are progressing through the program, there will be monthly meetings with the program coordinator and/or program advisor, or more often as needed. During the summer, there will be noncredit seminars on writing and other aspects of dissertation completion. Finally, there will be

scheduled, biweekly meetings with the doctoral committee chair (via phone, videoconference, or in person) during EDUC 8013 and 8014, when the bulk of the dissertation will be finalized.

Comprehensive Exam

A student becomes a doctoral "candidate" after successfully passing the comprehensive exam, which consists of a written portion and an oral portion. The comprehensive exam may be taken after all core coursework has been successfully completed, typically when the student is registered for EDUC 8013.

A comprehensive exam is an assessment that covers the program's four core competencies and their associated student learning outcomes. Performance on the written exam is assessed on a pass-fail basis by the student's doctoral committee (please see below for information on the doctoral committee). In the event of a failure, the committee makes recommendations for remediation. Then the student must undergo an oral exam of selected questions or topics (e.g., those requiring remediation, in case of a failure) taken from the written exam.

If a student does not pass the exam, his or her program advisor may recommend that the student be permitted to prepare for reexamination. In this event, the program advisor, using the recommendations made by the doctoral committee, will develop a remediation plan that may include independent study, additional coursework, or both. The student may take the comprehensive exam a maximum of two times. A second failure of any portion of the exam will result in the student's dismissal from the doctoral program.

Doctoral candidates may register for EDUC 8014 when they have received a passing score on both the written and oral exams and have completed the Comprehensive Exam Schedule and Evaluation Form (**Ed.D. Form 3**).

EdD Form 3
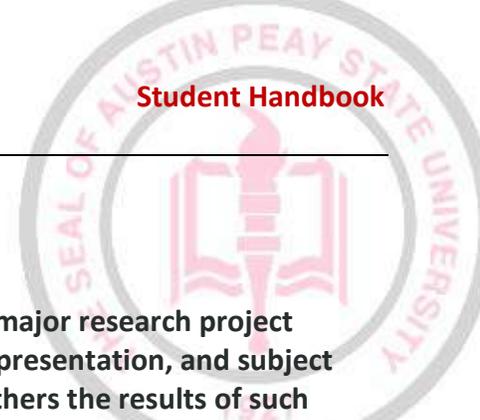
Dissertation

The dissertation represents the culmination of an original major research project completed by the candidate. The organization, method of presentation, and subject matter of the dissertation are important in conveying to others the results of such research. An electronic copy of the dissertation, prepared according to the guidelines in the most recent APSU Manual for the Preparation of Theses, Field Study Reports, and Dissertations (Appendix C), must be submitted to and accepted by the College of Graduate Studies.

Choosing A Topic

Your first consideration is to choose a topic that is relevant to educational leadership. Within that framework, choosing your general topic of interest should not be too difficult. Since your dissertation will require original research, you might want to choose a subject that relates to your present work. In other words, let your current teaching or administrative work serve as a laboratory for your research.

You may also decide on a topic by reading other dissertations and articles on various topics related to educational leadership. Discussions with your classmates and/or professors may also indicate current hot topics in the field.

Once you have a topic, you may have to refine and narrow your topic in order to make it a researchable problem. Many of your professors will require papers and readings in your courses. If possible, use these opportunities to review the literature related to your dissertation interest. Narrowing your topic may require some serious contemplation and outside guidance.

Some questions to consider when choosing a topic:

- Is this the type of problem that can be effectively solved through the process of research?
- Is the problem significant?
- Is the problem a novel one?
- Is research on the problem feasible?
- Am I competent to plan and carry out a study of this type?
- Are pertinent data accessible?
- Will I have the necessary financial resources to carry on this study?
- Will I have the time to complete the project?
- Will I have the courage and determination to pursue the study in spite of any difficulties?

A dissertation is expected to be a unique contribution to the literature in your field. Ultimately, it should make a substantive difference. A dissertation is a scholarly inquiry that contributes to knowledge or practice in education. If your research is provocative enough, you will be able to generate journal articles for the academic community for some time after your degree is earned.

EdD Form 4

Choosing A Doctoral Committee
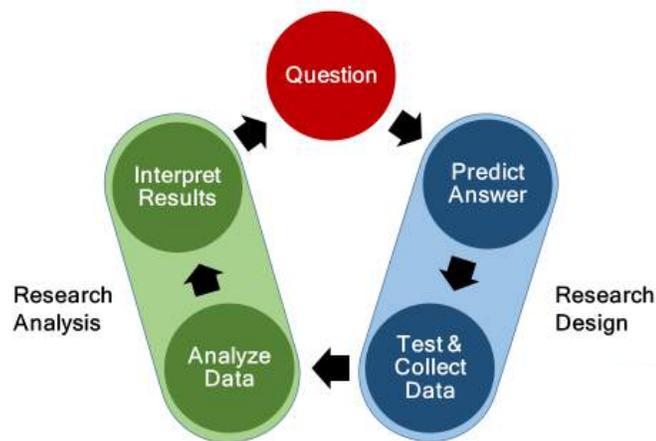
As you begin taking your doctoral courses, consider which professors you would like to ask to serve on your doctoral committee, which will guide and evaluate your dissertation research. You will not be able to officially form your doctoral committee until after you have passed 21 required core credit hours, but you can begin the decision-making process at any time.

Serving on a doctoral committee requires considerable time, effort, and commitment on a faculty member's part and often leads to a lifelong relationship with the student. Committee members may publish with their students and often are instrumental in helping them develop their careers by writing references and supporting them in their job applications.

When you have a tentative dissertation topic and doctoral committee in mind, start the Topic and Committee Selection Form (Ed.D. Form 4) with the program coordinator. Indicate one faculty member to be your proposed chair. This person may or may not be the same person as your program advisor. Your chair should have the credentials and a research interest in your area of study. Discuss this selection with the program coordinator for approval.

Meet with your proposed committee chair. If the proposed chair is unable or unwilling to serve, return to the program coordinator to discuss alternatives. If the proposed chair accepts this role, then work with the chair to formalize the composition of the committee. The usual committee size is four members, including the chair. Three of your committee members must be regular, full-time faculty members teaching in the program. The candidate may have one committee member from outside the Eriksson College of Education, but this person must hold a doctoral degree. All members of the candidate's doctoral committee must be selected so that relevant emphasis of the dissertation topic is fully represented. All doctoral committee members from APSU must hold current doctoral faculty status.

If you select an individual who is not an APSU faculty member, the candidate must have the outside committee member submit the necessary form to the program coordinator, who will submit the form to the Dean of the College of Graduate Studies.

The doctoral committee should be diverse in its academic background, university status, and expertise. Qualities that should be represented are a strong expertise in statistics and research design, background in your content area, and strong editing skills. As far as you can, try to achieve a balance of personalities and skills on the committee. The program coordinator and your doctoral committee chair may have helpful recommendations.

Doctoral committee members in the Eriksson College of Education have different expectations about reviewing and editing proposals and completed dissertations. It is very important to clarify these expectations with the chair and each committee member prior to initiating work on the dissertation.

The doctoral candidate should ask the committee members to serve on the doctoral committee. Personally contact all of the individuals that you and your chair have decided upon and ask them if they would be willing to serve. In the event that a candidate is unable to secure the necessary membership for the doctoral committee, it may be necessary for the program coordinator or the department chair for the Department of Educational Specialties to intervene and secure the necessary committee membership for the candidate.

Once the candidate has secured the necessary membership for his or her doctoral committee, the candidate, in consultation with the program coordinator, will complete the Topic and Committee Selection Form (Ed.D. Form 4) and submit it to the candidate's committee chair and other committee members for the necessary signatures.

EdD Form 4

The candidate will develop a research prospectus under the guidance of the doctoral committee. Once the committee agrees on the research prospectus, the candidate must fill out the Research Prospectus Form (Ed.D. Form 8) and submit it to the committee and program coordinator for approval.

EdD Form 8

Upon approval of your research prospectus, you will start to develop your dissertation proposal, which includes the first three chapters of your dissertation. Doctoral committee members ordinarily are provided a minimum of three weeks (during which classes are in session) to review drafts of dissertation proposals. This time is needed for the committee to review the draft in detail prior to the proposal defense date. If the document is significantly flawed, then the concerns are usually communicated to the chair and to you prior to a proposal defense. This is to help you prepare for the concerns that will be raised during the defense. However, not all concerns or questions will be provided to you prior to the defense. There will be items that are only brought up during the defense.

Therefore, it is important to get feedback from your committee members about your proposal prior to your proposal defense. Send your final draft to each committee member at least a month before the proposal defense and follow up with a phone call or email to discuss your work. Issues or problems can be discussed prior to the formal

proposal defense and the proposal can be revised before the defense and resubmitted to the committee members.

Doctoral committee members provide "quality control" over the dissertation research. In some cases, it may be necessary to postpone the proposal defense if there are major problems. This is an important responsibility of the committee. They may determine that the research is not ready to move forward. It is important to recognize the value of diverse opinions in the dissertation process; intellectual stimulation is dependent upon it. Constructive criticism and feedback are part of the process. Moreover, committee members have both the right and responsibility to raise objections and seek changes to a dissertation proposal that does not meet expectations of the field.

The candidate's chair will advise the student when they are ready for their defense. Once the candidate's chair has given permission to schedule the defense, the date, time, and location will be determined in consultation with the other committee members. The candidate is responsible for contacting each committee members to determine what date and time work for them.

At least four weeks before your defense date, you should have your dissertation proposal ready for your committee, so the final draft can be developed. Contact each of your committee members and let them know that you are working on your final draft and that it is ready for review, and you will send them a copy. Incorporate the suggested comments into your final draft. Ask your committee members if they would like a print or electronic copy. Three weeks before the scheduled defense date, deliver to campus (or mail) a hard copy of your final draft to each of your doctoral committee members.

Develop a 20-minute oral presentation for your committee members. Spend time rehearsing your presentation. Be prepared to answer questions and defend your decisions concerning the design of your study after the 20-minute oral presentation. Once you have successfully defended your research proposal, submit the Dissertation Proposal Status Form (Ed.D. Form 8) to the program coordinator.

Now that you are ready to conduct your study, complete the APSU required Collaborative Institutional Training Initiative (CITI) and file an application with APSU's Institutional Review Board (IRB). You cannot begin data collection until you have successfully completed this training and received notice from the IRB that your application has been approved. Plan your data collection accordingly.

Conduct your research and complete your dissertation. Even if you complete all the required dissertation credit hours prior to completing your dissertation, you must maintain matriculation in the doctoral program by continually enrolling in EDUC 8015, 8016, etc., until the dissertation has been completed and successfully defended.

Once your dissertation is completed, schedule a date, time, and location to defend your completed dissertation. Work with your committee to schedule your dissertation defense and deliver your dissertation in the same manner that you followed for your proposal.

EdD
Form 8

Proposing the
Dissertation

Completing the Dissertation

EdD Form 9
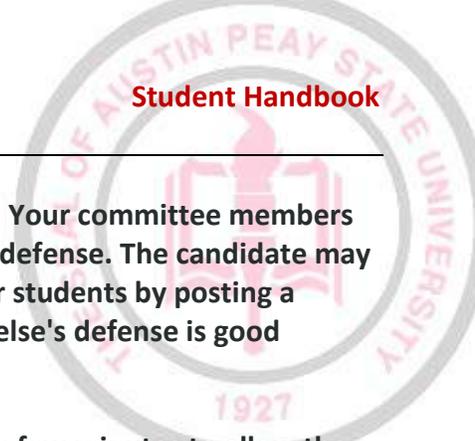
Attendance at dissertation defenses are traditionally open. Your committee members and any other interested individuals may attend your final defense. The candidate may want to invite the Educational Leadership faculty and other students by posting a notice in the department. By the way, attending someone else's defense is good preparation for your own.

Traditionally, the candidate is asked to leave the room for a few minutes to allow the committee members to discuss any revisions that need to be made. The committee may decide that another defense is necessary at a later time. At the end of the defense, the candidate may

be told that his/her defense has been successful but there are some revisions that must be made to the dissertation before it is submitted to the program coordinator. The committee may recommend that once the changes have been made, only the chair will have to approve the dissertation. In that case, the committee will not have to meet again. Committee members may then sign off on your dissertation's signature page.

Once all your revisions have been made, make sure all the appropriate signatures are on the signature page of your dissertation and submit an electronic copy of it and the Dissertation Defense Status Form (Ed.D. Form 9) to the program coordinator. There are additional steps necessary to bind your manuscript after successful completion of your dissertation. Consult with the program coordinator on how to do this.

Help Index
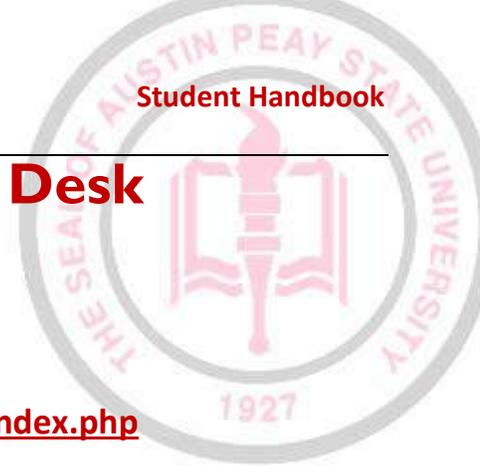
Distance Education Support Desk

Phone: (931) 221-6625
E-mail: d2lhelp@apsu.edu

http://www.apsu.edu/online/technical-support/index.php

Information Technology Help Desk

Phone: (931) 221-HELP (4357)
E-mail: helpdesk@apsu.edu

http://www.apsu.edu/information-technology/index

Student Counseling Services

Phone: (931) 221-6162

http://www.apsu.edu/health-and-counseling/

Disability Services

Phone: (931) 221-6230 or 931-221-6278 (TTY)
E-mail: disabilityservices@apsu.edu

http://www.apsu.edu/disability/

Tutoring Services

Phone: (931) 221-6550

http://www.apsu.edu/asc/
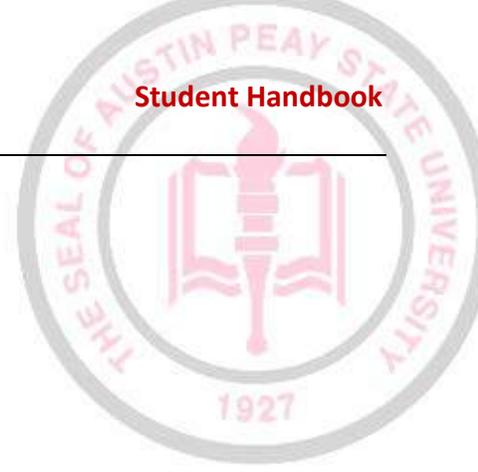
TRiO SSS

Phone: **(931) 221-6142 (call) or 931-368-TRIO (text)**
E-mail: **triosss@apsu.edu**

http://www.apsu.edu/sss/

Helpful Texts

Navigating the Doctoral Journey: A Handbook of Strategies for Success **by Amanda J. Rockinson-Szakiw and Lucinda S. Spaulding**

The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation
by Carol M. Roberts

The Literature Review: Six Steps to Success
by Lawrence A. Machi and Brenda T. McEvoy

The Education Dissertation: A Guide for Practitioner Scholars
by Dan W. Butin

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. Austin Peay State University prepares students to be engaged and productive citizens, while recognizing that society and the marketplace require global awareness and continuous learning.
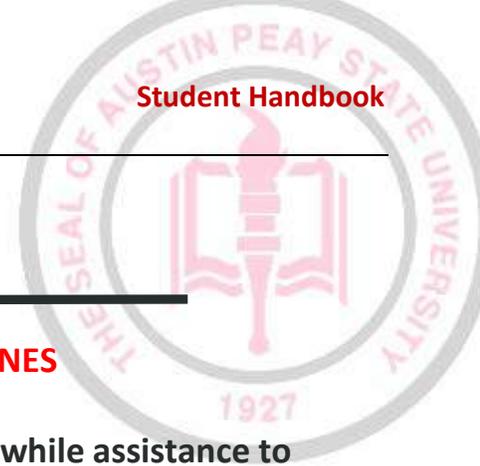
APSU POLICIES AND GUIDELINES

The following information links will provide worthwhile assistance to doctoral students and will enlighten you about policies, procedures, and guidelines that are appropriate to every phase of the doctoral journey. These are provided for you to read and become familiar with in case a question or an issue should arise requiring knowledge of these services.

The following links will provide you with information about the following policies and guidelines:

1. **Acceptable Use of Information Technology Resources Policy**

2. **Guidelines for Use of APSU Computer Labs**

3. **Illegal Downloading**

4. **Smoking Policy**

5. **Inclement Weather Policy**

6. **Student Medical Emergencies**

7. **Discrimination, Harassment, and Affirmative Action**

8. **Drug and Alcohol Policy**

9. **Campus Police: 931-221-7786 (Shasteen Building) –**

   http://apsu.edu/police

10. **Student Counseling Services: 931-221-6162 (Ard 202)**

11. **Boyd Health Services: 931-221-7107 (Ard 104)**

12. **Student Affairs: 931-221-7341 (Morgan University Center 206)**

Policies & Guidelines can also be found online:

https://www.apsu.edu/student- affairs/student-handbook/apsu-policies-guidelines.php

Additional Resources for Doctoral Students

- **Academic Affairs (Provost) The Office of Academic Affairs works to provide support, professional development and research opportunities to the many faculty members in those colleges, and we believe in providing students with the resources they need to succeed once they leave campus:**

  http://www.apsu.edu/academic-affairs/index.php

- **AP Bookstore:**

  http://apsu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeI d=88631&catalogId=10001&langId=-1

- **AP Self Service Web Self Service Allows students to access their class registration, schedule, personal records, and more:**

  https://apbrss5.apsu.edu/prod/twbkwbis.P_GenMenu?name=homepage

- **Bursar Addresses concerns related to Student Account Services, APSU funds, and more:**

  http://www.apsu.edu/student-account-services/index.php

- **Business Office Accounting Services provides and maintains the official accounting records and related systems of internal control in accordance with accounting principles, University policies and the requirements of the Board of Trustees, the federal government, and external funding sources:**

  http://www.apsu.edu/accounting-services/index.php

- **Campus Police:**

  http://www.apsu.edu/police/index.php

- **Center for Service Learning Exists to support and encourage the collaboration between APSU and the needs of the community through curricular and co- curricular programming. Our vision is to provide the space and opportunity for students to become active citizens from the classroom into their community by making their mark on the world:**

  http://www.apsu.edu/volunteer/index.php

- **Child Care Center The Austin Peay State University Little Govs Child Learning Center serves children of APSU students, alumni, staff and faculty as well as children in the community:**
  http://www.apsu.edu/clc/index.php

- **Code of Conduct:**
  https://www.apsu.edu/student-affairs/student-handbook/index.php

- **Confirming Classes:**

  http://www.apsu.edu/registrar/resources/confirm.php

- **Dean of Students:**
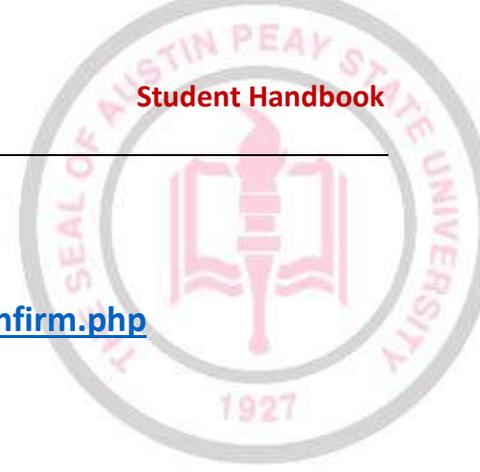
  https://www.apsu.edu/student-affairs/dean-of-students/

- **Decision/Support & Institutional Research:**

  http://www.apsu.edu/dsir/index.php

- **Desire to Learn (D2L) Portal for students to access their course content provided by instructors:**

  https://elearn.apsu.edu/

- **Disability Services Mission is to ensure access for students with disabilities to all curricular and co-curricular opportunities offered by Austin Peay State University:**

  http://www.apsu.edu/disability/index.php

- **Distance Education Empowers faculty and students to effectively employ emerging technologies and research based teaching practices to facilitate greater access to high quality and flexible higher education pathways:**

  http://www.apsu.edu/online/index.php

- **EEO & Affirmative Action Office** The mission of this Office is to coordinate and help lead institutional efforts toward creating and maintaining a campus environment that serves the needs of all students by being diverse, inclusive, pluralistic and not only free from discrimination and harassment but hospitable: http://www.apsu.edu/eoaa/index.php

- **Exam Schedule:**

  http://www.apsu.edu/registrar/examschedule.php

- **Financial Aid Office:**
  http://www.apsu.edu/financialaid/index.php

- **Graduate Admissions:**

  http://www.apsu.edu/grad-studies/general-admission-requirements.php

- **Graduate Bulletin:**

  http://www.apsu.edu/registrar/bulletins.php

- **Grants, Research, & Sponsored Programs:**
  https://www.apsu.edu/grants/

- **Grievance & Complaint Procedures:**
  http://www.apsu.edu/governance/committees/nonacademic_grievance.php

- **Help Desk:**

  http://www.apsu.edu/information-technology/helpdesk/index.php
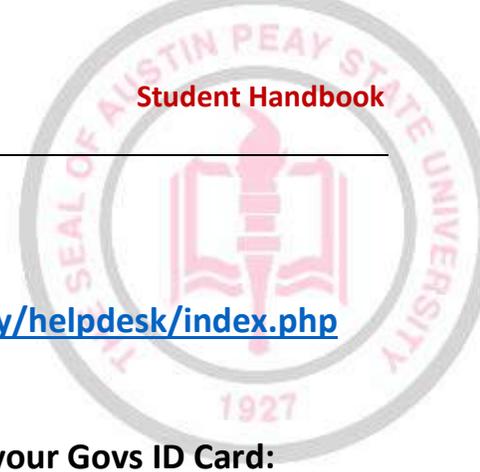
- **ID Cards Addresses all concerns in relation to your Govs ID Card:**

  http://www.apsu.edu/govscard/index.php

- **Information Technology:**

  http://www.apsu.edu/information-technology/index.php

- **Institutional Research:**

  http://www.apsu.edu/dsir/index.php

- **Office of the Registrar Maintains student academic records and coordinates registration:**

  http://www.apsu.edu/registrar/

- **OneStop Provides student access to a wide variety of resources such as their email, records, D2L, and more:**

  https://onestop.apsu.edu/

- **Online Learning Resources:**

  http://www.apsu.edu/online/index.php
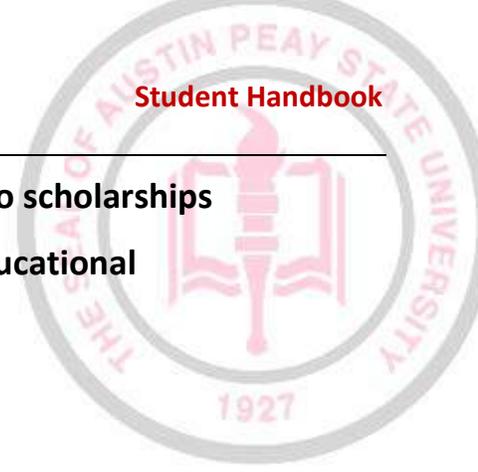
- **Scholarships Provides information in regards to scholarships available to students to aid in funding their educational endeavors:**

    http://www.apsu.edu/scholarships/

- **Student Counseling Services Offers a variety of direct care services to students, including individual counseling, couples counseling, and group support to help meet students emotional and mental health needs:**

    http://www.apsu.edu/health-and-counseling/counseling/

- **Student Health Services Provides high quality and affordable healthcare to the APSU community:**

    http://www.apsu.edu/health-and-counseling/boyd-health- services/

- **Testing Center:**

    http://www.apsu.edu/testing/

- **Transcript Request Provides step by step instructions for requesting a transcript either online or via mail:**
    http://www.apsu.edu/registrar/transreqt.php

- **Transfer Evaluations:**

    https://www.apsu.edu/registrar/transfer/

- **Tuition and Fees Provides a breakdown of fees associated with attending the university as well as in-state and out-of-state tuition details:**

  http://www.apsu.edu/student-account-services/tuition_and_fees/

- **Woodward Library: www.https://library.apsu.edu**

- **Writing Center Falls under the Academic Support Center, enlisted to help students achieve their education goals:**

  http://www.apsu.edu/asc/
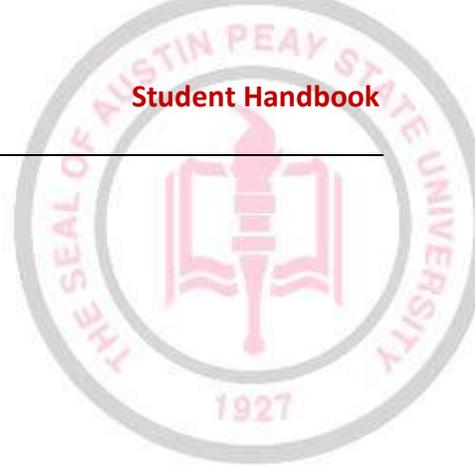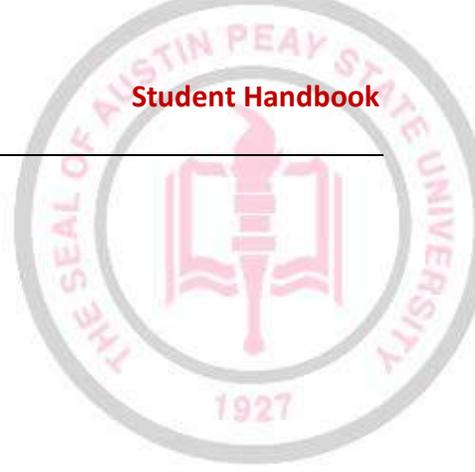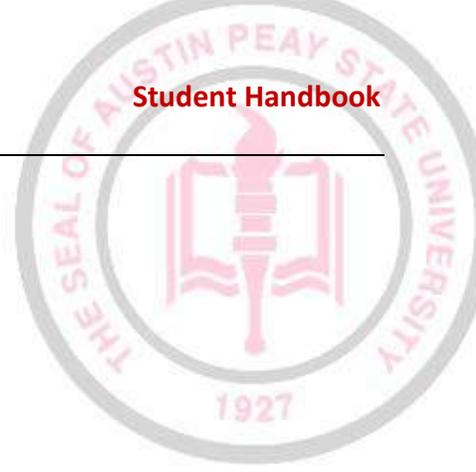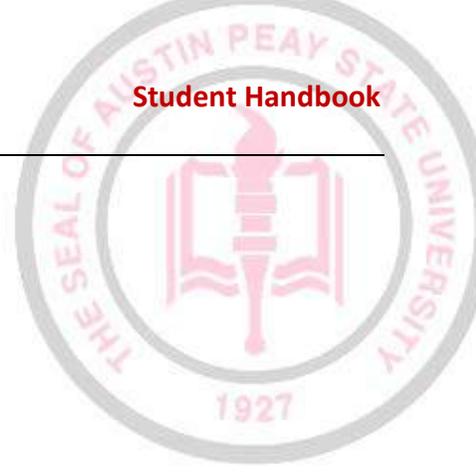
Appendices

Appendix A – Professional Standards for Educational Leaders

Appendix B – Doctoral Program Forms

   EdD Form 0 – Program Progression

   EdD Form 1 – Program Planning Worksheet

   EdD Form 2 – Program of Study

   EdD Form 3 – Topic and Committee Selection

   EdD Form 4 – Comprehensive Exam Schedule and Evaluation

   EdD Form 5 – Research Prospectus Approval

   EdD Form 6 – Dissertation Proposal Status

   EdD Form 7 – Dissertation Defense Status

STANDARD 1.   Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective Leaders:

a) Develop an educational mission for the school to promote the academic success and well-being of each student.
b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Course	Name	a	b	c	d	e	f	g
EDUC 7000	Theories of Leadership	■		■		■	■	
EDUC 7001	Theories of Educational Administration	■		■	■	■	■	■
EDUC 7002	Technology Applications for Educational Leaders	■						
EDUC 7004	Organizational Development		■		■			
EDUC 7011	Educational Policy		■		■	■		
EDUC 7012	Social, Political, & Legal Issues					■		
EDUC 7030	Educational Statistics I		■					
EDUC 7031	Educational Statistics II		■					
EDUC 7050	Qualitative Research		■		■			
EDUC 8003	Team-Building & Group Dynamics	■	■			■	■	
EDUC 8005	Strategic Planning & Decision-Making		■		■	■		■
EDUC 8006	Program Planning & Evaluation		■		■			
EDUC 8013	Dissertation I		■		■			
EDUC 8014	Dissertation II		■		■			
EDUC 8050	Quantitative Research		■		■			

STANDARD 2.   Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective Leaders:

a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Course	Name	a	b	c	d	e	f
EDUC 7000	Theories of Leadership	X	X		X	X	X
EDUC 7001	Theories of Educational Administration	X	X		X	X	X
EDUC 7002	Technology Applications for Educational Leaders						
EDUC 7004	Organizational Development						
EDUC 7011	Educational Policy	X	X	X	X		
EDUC 7012	Social, Political, & Legal Issues			X	X		X
EDUC 7030	Educational Statistics I						
EDUC 7031	Educational Statistics II						
EDUC 7050	Qualitative Research	X	X				
EDUC 8003	Team-Building & Group Dynamics	X	X	X	X	X	
EDUC 8005	Strategic Planning & Decision-Making						
EDUC 8006	Program Planning & Evaluation						
EDUC 8013	Dissertation I						
EDUC 8014	Dissertation II						
EDUC 8050	Quantitative Research	X	X				

Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective Leaders:

a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
h) Address matters of equity and cultural responsiveness in all aspects of leadership.

Course	Name	a	b	c	d	e	f	g	h
EDUC 7000	Theories of Leadership							X	X
EDUC 7001	Theories of Educational Administration	X	X	X		X	X	X	X
EDUC 7002	Technology Applications for Educational Leaders								
EDUC 7004	Organizational Development								
EDUC 7011	Educational Policy	X	X	X			X		
EDUC 7012	Social, Political, & Legal Issues	X	X		X	X			
EDUC 7030	Educational Statistics I								
EDUC 7031	Educational Statistics II								
EDUC 7050	Qualitative Research								
EDUC 8003	Team-Building & Group Dynamics	X	X	X	X		X	X	
EDUC 8005	Strategic Planning & Decision-Making							X	X
EDUC 8006	Program Planning & Evaluation								
EDUC 8013	Dissertation I								
EDUC 8014	Dissertation II								
EDUC 8050	Quantitative Research								

STANDARD 4.   Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well- being.

Effective Leaders:

a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

e) Promote the effective use of technology in the service of teaching and learning.

f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Course	Name	a	b	c	d	e	f	g
EDUC 7000	Theories of Leadership							
EDUC 7001	Theories of Educational Administration	■		■				
EDUC 7002	Technology Applications for Educational Leaders	■	■	■	■	■	■	■
EDUC 7004	Organizational Development	■					■	■
EDUC 7011	Educational Policy	■	■					
EDUC 7012	Social, Political, & Legal Issues							
EDUC 7030	Educational Statistics I						■	
EDUC 7031	Educational Statistics II					■		■
EDUC 7050	Qualitative Research	■	■					
EDUC 8003	Team-Building & Group Dynamics							
EDUC 8005	Strategic Planning & Decision-Making	■						
EDUC 8006	Program Planning & Evaluation	■					■	■
EDUC 8013	Dissertation I	■	■			■	■	■
EDUC 8014	Dissertation II	■	■			■	■	■
EDUC 8050	Quantitative Research	■	■					

STANDARD 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective Leaders:

a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
e) Cultivate and reinforce student engagement in school and positive student conduct.
f) Infuse the school's learning environment with the cultures and languages of the school's community.

Course	Name	a	b	c	d	e	f
EDUC 7000	Theories of Leadership	🟩					
EDUC 7001	Theories of Educational Administration	🟩	🟩	🟩	🟩	🟩	🟩
EDUC 7002	Technology Applications for Educational Leaders						
EDUC 7004	Organizational Development						
EDUC 7011	Educational Policy				🟩		
EDUC 7012	Social, Political, & Legal Issues						
EDUC 7030	Educational Statistics I						
EDUC 7031	Educational Statistics II						
EDUC 7050	Qualitative Research						
EDUC 8003	Team-Building & Group Dynamics						
EDUC 8005	Strategic Planning & Decision-Making	🟩	🟩	🟩	🟩	🟩	🟩
EDUC 8006	Program Planning & Evaluation						
EDUC 8013	Dissertation I						
EDUC 8014	Dissertation II						
EDUC 8050	Quantitative Research						

STANDARD 6.   Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

Effective Leaders:

a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Course	Name	a	b	c	d	e	f	g	h	i
EDUC 7000	Theories of Leadership						X		X	X
EDUC 7001	Theories of Educational Administration			X	X		X	X	X	X
EDUC 7002	Technology Applications for Educational Leaders									
EDUC 7004	Organizational Development	X	X		X	X				
EDUC 7011	Educational Policy				X	X				X
EDUC 7012	Social, Political, & Legal Issues									
EDUC 7030	Educational Statistics I									
EDUC 7031	Educational Statistics II									
EDUC 7050	Qualitative Research				X	X				X
EDUC 8003	Team-Building & Group Dynamics			X			X	X		
EDUC 8005	Strategic Planning & Decision-Making									
EDUC 8006	Program Planning & Evaluation	X	X		X	X				
EDUC 8013	Dissertation I				X	X				X
EDUC 8014	Dissertation II				X	X				X
EDUC 8050	Quantitative Research				X	X				X

STANDARD 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote *each s*tudent's academic success and well-being.

Effective Leaders:

a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
c) Establish and sustain a professional culture of engagement and commitment to   shared vision, goals, and objectives pertaining to the education of the whole child;   high expectations for professional work; ethical and equitable practice; trust and   open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
h) Encourage faculty-initiated improvement of programs and practices.

Course	Name	a	b	c	d	e	f	g	h
EDUC 7000	Theories of Leadership								
EDUC 7001	Theories of Educational Administration	🟩	🟩	🟩	🟩	🟩		🟩	
EDUC 7002	Technology Applications for Educational Leaders								
EDUC 7004	Organizational Development								
EDUC 7011	Educational Policy						🟩		
EDUC 7012	Social, Political, & Legal Issues								
EDUC 7030	Educational Statistics I								
EDUC 7031	Educational Statistics II								
EDUC 7050	Qualitative Research								
EDUC 8003	Team-Building & Group Dynamics		🟩	🟩	🟩			🟩	
EDUC 8005	Strategic Planning & Decision-Making								
EDUC 8006	Program Planning & Evaluation	🟩					🟩		🟩
EDUC 8013	Dissertation I								
EDUC 8014	Dissertation II								
EDUC 8050	Quantitative Research								

STANDARD 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective Leaders:

a) Are approachable, accessible, and welcoming to families and members of the community.
b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
e) Create means for the school community to partner with families to support student learning in and out of school.
f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
g) Develop and provide the school as a resource for families and the community.
h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
i) Advocate publicly for the needs and priorities of students, families, and the community.
j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Course	Name	a	b	c	d	e	f	g	h	i	j
EDUC 7000	Theories of Leadership										
EDUC 7001	Theories of Educational Administration	✓	✓	✓	✓	✓		✓	✓		✓
EDUC 7002	Technology Applications for Educational Leaders										
EDUC 7004	Organizational Development										
EDUC 7011	Educational Policy						✓			✓	
EDUC 7012	Social, Political, & Legal Issues	✓	✓	✓	✓	✓	✓	✓			✓
EDUC 7030	Educational Statistics I										
EDUC 7031	Educational Statistics II										
EDUC 7050	Qualitative Research										
EDUC 8003	Team-Building & Group Dynamics										
EDUC 8005	Strategic Planning & Decision-Making	✓	✓	✓	✓			✓			✓
EDUC 8006	Program Planning & Evaluation										
EDUC 8013	Dissertation I										
EDUC 8014	Dissertation II										
EDUC 8050	Quantitative Research										

STANDARD 9. Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective Leaders:

a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
e) Protect teachers' and other staff members' work and learning from disruption.
f) Employ technology to improve the quality and efficiency of operations and management.
g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
j) Develop and manage productive relationships with the central office and school board.
k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Course	Name	a	b	c	d	e	f	g	h	i	j	k	l
EDUC 7000	Theories of Leadership												
EDUC 7001	Theories of Educational Administration	✓	✓	✓							✓		
EDUC 7002	Technology Applications for Educational Leaders	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
EDUC 7004	Organizational Development	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
EDUC 7011	Educational Policy							✓					✓
EDUC 7012	Social, Political, & Legal Issues								✓				
EDUC 7030	Educational Statistics I												
EDUC 7031	Educational Statistics II												
EDUC 7050	Qualitative Research												
EDUC 8003	Team-Building & Group Dynamics										✓	✓	
EDUC 8005	Strategic Planning & Decision-Making			✓									
EDUC 8006	Program Planning & Evaluation			✓									
EDUC 8013	Dissertation I												
EDUC 8014	Dissertation II												
EDUC 8050	Quantitative Research												

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective Leaders:

a) Seek to make school more effective for each student, teachers and staff, families, and the community.
b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Course	Name	a	b	c	d	e	f	g	h	i	j
EDUC 7000	Theories of Leadership		X	X		X	X				X
EDUC 7001	Theories of Educational Administration	X	X	X		X					X
EDUC 7002	Technology Applications for Educational Leaders		X						X		
EDUC 7004	Organizational Development				X		X		X	X	X
EDUC 7011	Educational Policy		X		X				X	X	
EDUC 7012	Social, Political, & Legal Issues										
EDUC 7030	Educational Statistics I				X		X		X	X	
EDUC 7031	Educational Statistics II				X			X	X		
EDUC 7050	Qualitative Research		X		X	X				X	X
EDUC 8003	Team-Building & Group Dynamics		X		X						
EDUC 8005	Strategic Planning & Decision-Making	X	X	X		X		X		X	
EDUC 8006	Program Planning & Evaluation				X			X		X	X
EDUC 8013	Dissertation I		X		X			X		X	X
EDUC 8014	Dissertation II		X		X			X		X	X
EDUC 8050	Quantitative Research		X		X	X			X	X	

AUSTIN PEAY State University

Program Progression
Eriksson College of Education
Department of Educational Specialties
Educational Leadership Doctoral Program

P. O. Box 4545
Clarksville, TN 37044
Office: 931.221.7511

Student Information

A#	Date:
Last name:	First Name:
Email address:	Phone Number:

Instructions

Forms in **bold** must be completed as students progress through the program and submitted to the program coordinator to ensure and document progression through the program. Please pay close attention to the processes and timelines associated with the program as failure to comply with these may slow progress and/or delay program completion.

Program Progression

1. Apply online to request admittance into the EdD program through the College of Graduate Studies.

2. Meet with the program coordinator to review the program components, complete the **Program Planning Worksheet (Form 1)**, and submit it to the program coordinator. This worksheet serves as a planning document and does not represent an official program of study.

3. Once the program worksheet is finished, the **Program of Study (Form 2)** should be completed and submitted to the program coordinator in the first term or before completion of 12 hours.

4. Upon completion of 21 required core credit hours, declare a dissertation topic and, using the **Topic and Committee Selection Form (Form 3)**, work with the program coordinator to select a committee chair. In collaboration with the committee chair, select two other committee members, one of whom is outside the Martha Dickerson Eriksson College of Education and holds a doctoral degree, to serve on your dissertation committee. Submit the Topic and Committee Selection Form (Form 3) to the program coordinator.

5. Upon completion of the required EDUC core course credit hours and at least one third of your electives, work with your committee to prepare for your comprehensive exam. You will also need to schedule your exam (both written and oral sections) using the **Comprehensive Exam Schedule and Evaluation Form (Form 4)**. Your chair will work with the program coordinator to create and submit your comprehensive exam questions. You will take your comprehensive exam on a designated day and submit your responses to the committee chair and program coordinator.

6. Upon passing the comprehensive exam, obtain committee approval of your research prospectus. Submit the **Research Prospectus Approval Form (Form 5)** to the program coordinator.

Submit this completed form via email to stewartg@apsu.edu

7.   Upon approval of your research prospectus, develop and defend your dissertation proposal, which includes the first three chapters of your dissertation. Submit the **Dissertation Proposal Status Form (Form 6)** to the program coordinator.

8.   Upon approval of your dissertation proposal, complete the APSU required Collaborative Institutional Training Initiative (CITI) and file an application with APSU's Institutional Review Board (IRB). You cannot begin data collection until you have successfully completed this training and received notice from the IRB that your application has been approved. Plan your data collection accordingly.

9.   Conduct your research and write your dissertation. Even if you complete all the required dissertation credit hours prior to completing your dissertation, you must maintain matriculation in the doctoral program by continually enrolling in EDUC 8015, 8016, etc. until the dissertation has been completed and successfully defended.

10.   Once your dissertation is completed, schedule a date, time, and location to defend your dissertation. Work with your committee chair to schedule your dissertation defense.

11.   Upon defense of your dissertation, your committee chair will submit the **Dissertation Defense Status Form (Form 7)** to the program coordinator. There are additional steps necessary to bind your manuscript after successful defense of your dissertation. Consult with the program coordinator on how to do this.

12.   Apply for graduation.

Note: Although the above steps are meant to be accurate and up-to-date, please continually check the Educational Leadership Doctoral Program website for the latest information.

Student Signature

I understand the steps necessary for program progression in the doctoral program and how failure to comply with these may slow my progress and/or prevent my program completion.

_____   _____
Student Signature   Date

Program Planning Worksheet

Eriksson College of Education P. O. Box 4545
Department of Educational Specialties Clarksville, TN 37044
Educational Leadership Doctoral Program Office: 931.221.7511

Student Information

A#	Date:
Last name:	First Name:
Email address:	Phone Number:

Instructions

The student and program coordinator should complete this planning worksheet during an advising session. After completing this worksheet, the student and program coordinator will need to complete a formal Program of Study (Form 2) and submit it to the College of Graduate Studies for official approval.

Plan of Study

Licensure ☐ Non-Licensure ☐

Required Core Courses	Term (Please Check)	Credit
EDUC 7000 Theories of Leadership	Fall ☐ Spring ☐ Summer ☐ 20__	3
EDUC 7001 Theories of Educational Leadership	Fall ☐ Spring ☐ Summer ☐ 20__	3
EDUC 7002 Technology Applications for Educators	Fall ☐ Spring ☐ Summer ☐ 20__	3
EDUC 7004 Organizational Development	Fall ☐ Spring ☐ Summer ☐ 20__	3
EDUC 7011 Educational Policy	Fall ☐ Spring ☐ Summer ☐ 20__	3
EDUC 7012 Social, Political, & Legal Issues	Fall ☐ Spring ☐ Summer ☐ 20__	3
EDUC 7030 Educational Statistics I	Fall ☐ Spring ☐ Summer ☐ 20__	3
EDUC 7031 Educational Statistics II	Fall ☐ Spring ☐ Summer ☐ 20__	3
EDUC 7050 Qualitative Research	Fall ☐ Spring ☐ Summer ☐ 20__	3
EDUC 8003 Team Building & Group Dynamics	Fall ☐ Spring ☐ Summer ☐ 20__	3
EDUC 8004 Strategic Planning & Decision-Making	Fall ☐ Spring ☐ Summer ☐ 20__	3
EDUC 8006 Program Planning & Evaluation	Fall ☐ Spring ☐ Summer ☐ 20__	3
EDUC 8050 Quantitative Research	Fall ☐ Spring ☐ Summer ☐ 20__	3
Electives (at least 9 graduate credits beyond a 30-hour Master's)		
1._____	Fall ☐ Spring ☐ Summer ☐ 20__	3
2._____	Fall ☐ Spring ☐ Summer ☐ 20__	3
3._____	Fall ☐ Spring ☐ Summer ☐ 20__	3

Notes: 1. At least 51 hours of this program (including 12 dissertation credits) must be earned at APSU. The EdD program requires a minimum of 60 hours beyond the Master's degree.
2. The student will translate coursework to the Program of Study Form (Form 2) and submit it to the program coordinator in the first term or before completion of 12 hours.
3. The student should declare a dissertation topic and select a committee chair and two other members upon completing 21 required EDUC core credits.
4. Upon completion of required EDUC core coursework and at least one third of the electives, the student and chair should schedule a comprehensive exam using the Comprehensive Exam Schedule and Evaluation Form (Form 4). The College of Graduate Studies will accept Form 4 as Admission to Candidacy.

_____ _____ _____ _____
Student Signature   Date   Program Coordinator Signature   Date

Submit this completed form via email to stewartg@apsu.edu

Revised 11-2016

![Austin Peay State University logo]

Program of Study
Eriksson College of Education   P. O. Box 4545
Department of Educational Specialties   Clarksville, TN 37044
Educational Leadership Doctoral Program Office: 931.221.7511

Student Information

A#	Date:
Last name:	First Name:
Address:	
Email address:	Phone Number:

Program of Study

Licensure ☐ Non-Licensure ☐

Required Core Courses (39 credit hours)	Term (Please Check)	Grade	Credit
7000 Theories of Leadership	Fall ☐ Spring ☐ Summer ☐ 20__		3
7001 Theories of Educational Leadership	Fall ☐ Spring ☐ Summer ☐ 20__		3
7002 Technology Applications for Educators	Fall ☐ Spring ☐ Summer ☐ 20__		3
7004 Organizational Development	Fall ☐ Spring ☐ Summer ☐ 20__		3
7011 Educational Policy	Fall ☐ Spring ☐ Summer ☐ 20__		3
7012 Social, Political, & Legal Issues	Fall ☐ Spring ☐ Summer ☐ 20__		3
7030 Educational Statistics I	Fall ☐ Spring ☐ Summer ☐ 20__		3
7031 Educational Statistics II	Fall ☐ Spring ☐ Summer ☐ 20__		3
7050 Qualitative Research	Fall ☐ Spring ☐ Summer ☐ 20__		3
8003 Team Building & Group Dynamics	Fall ☐ Spring ☐ Summer ☐ 20__		3
8004 Strategic Planning & Decision-Making	Fall ☐ Spring ☐ Summer ☐ 20__		3
8006 Program Planning & Evaluation	Fall ☐ Spring ☐ Summer ☐ 20__		3
8050 Quantitative Research	Fall ☐ Spring ☐ Summer ☐ 20__		3
Electives* (9+ credit hours)			
	Fall ☐ Spring ☐ Summer ☐ 20__		3
	Fall ☐ Spring ☐ Summer ☐ 20__		3
	Fall ☐ Spring ☐ Summer ☐ 20__		3
Optional:	Fall ☐ Spring ☐ Summer ☐ 20__		3
Optional:	Fall ☐ Spring ☐ Summer ☐ 20__		3
Dissertation (12+ credit hours)			
8013 Dissertation	Fall ☐ Spring ☐ Summer ☐ 20__		6
8014 Dissertation	Fall ☐ Spring ☐ Summer ☐ 20__		6
8015 Dissertation Continuation (as needed)	Fall ☐ Spring ☐ Summer ☐ 20__		1
8016 Dissertation Continuation (as needed)	Fall ☐ Spring ☐ Summer ☐ 20__		1
* The EdD program requires a minimum of 60 hours beyond the Master's degree. Of these credits, 51 credits must be earned at APSU; 9 credits may be either earned at APSU or transferred. Transfer credit may only count toward electives.			

_____   _____   _____   _____
Student Signature   Date   Program Coordinator Signature   Date

Submit this completed form via email to stewartg@apsu.edu

Revised 11-2016

Topic and Committee Selection

Eriksson College of Education
Department of Educational Specialties
Educational Leadership Doctoral Program

P. O. Box 4545
Clarksville, TN 37044
Office: 931.221.7511

Student Information

A#	Date:
Last name:	First Name:
Email address:	Phone Number:

Instructions

The purpose of this form is for students to discuss their proposed dissertation topic and chair with the program coordinator. This form also records possible committee members that students have explored with their proposed committee chair. By submitting this form to the program coordinator, students will assist the program coordinator in approving the committee chair and members.

1. Indicate your tentative dissertation topic and proposed chair. Discuss this with the program coordinator for approval.
2. Meet with your proposed committee chair. If the proposed chair is unable or unwilling to serve, return to the program coordinator and begin a new Form 3. If the proposed chair accepts this role, then work with the chair to identify possible committee members and ask the chair and other members to sign this form. The fourth committee member can be outside the Eriksson College of Education but must hold a doctorate.
3. Finally, attain approval from the program coordinator.

Proposed Dissertation Topic and Committee Chair

Tentative Dissertation Topic:

_____   _____   _____
Name of Proposed Chair   Signature   Date

Proposed Committee Members

_____   _____   _____
Name of Second Committee Member   Signature   Date

_____   _____   _____
Name of Third Committee Member   Signature   Date

_____   _____   _____
Name of Fourth Committee Member   Signature   Date

Program Coordinator Approval

_____   _____
Program Coordinator Signature   Date

Submit this completed form via email to stewartg@apsu.edu

Comprehensive Exam Schedule/Evaluation

Eriksson College of Education	**P. O. Box 4545**
Department of Educational Specialties	**Clarksville, TN 37044**
Educational Leadership Doctoral Program	**Office: 931.221.7511**

Student Information

A#	Date:
Last name:	First Name:
Email address:	Phone Number:

General Information

It is the responsibility of the committee chair to coordinate the administration of the comprehensive exam. The exam is divided into two sections, written and oral. The written exam should be scheduled collaboratively with the committee and the student. In addition to the questions (up to six) developed by the committee, the written portion must include the following questions one and two:

1. In terms of maximizing your leadership knowledge, skills, and disposition, please provide an assessment of your growth including any significant changes in your capacity to lead. For areas you indicate as growth, cite specific supporting evidence. For areas needing further growth, provide evidence of planning to enhance these areas.

2. Relative to your expertise as a knowledgeable and critical consumer of research, assess your ability to review, analyze, and evaluate data and research. Cite specific areas and associated evidence of your research strengths. For areas needing further development, provide evidence of planning to enhance these areas.

Each semester, one day will be scheduled for the written portion of the exam. On the selected day, the student must make arrangements to take the exam and submit either a paper or electronic copy of their responses to both the committee chair and program coordinator. The student must sign and submit the statement on page 2 of this form with the completed responses. Responses will be provided to each committee member for evaluation. Responses needing elaboration will be brought up during the oral exam. Please see the Educational Leadership Doctoral Program Handbook for additional requirements related to this exam.

Comprehensive Exam Schedule

Page 1 of this form should be completed by the student and committee chair upon completion of the 39 required core EDUC credits and at least one third of the program electives. Page 2 must be completed and submitted by the student along with completed written exam responses. Page 3 should be completed by the committee chair after the student has completed both written and oral sections of the exam and the committee has evaluated the student's performance. As each is completed, all EdD Form 2 pages should be submitted to the program coordinator.

Comprehensive Exam Schedule

Written Exam   **Oral Exam**

Date of Exam: _____   Date of Exam: _____

Student Information

A#	Date:
Last name:	First Name:
Email address:	Phone Number:

Honor Statement

On my honor as an APSU Doctoral Student, I have not received aid from other students or faculty while completing my written exam. The ideas presented in my written exam reflect my own or I have accurately cited the work of others if they were used to support my responses. My signature below indicates that I understand my failure to abide by this honor statement will lead to my dismissal from the APSU Doctoral Program.

_____   _____

Student Signature   Date

Student Information

A#	Date:
Last name:	First Name:
Email address:	Phone Number:

Comprehensive Exam Evaluation

Scoring Guide for Written Exam: 1 – Needs Elaboration, 2 – Pass, 3 – Excel with High Distinction
Please indicate your evaluation of each written exam question:

	Name	Q1*	Q2*	Q3	Q4	Q5	Q6	Q7	Q8
Chair:									
Member:									
Member:									
Member:									

*Note: Questions 1 and 2 are set for all doctoral students. See Page 1 for guidelines. An oral exam will not be necessary if student receives no scores less than 2.

Scoring Guide for Oral Exam: 1 – Fail, 2 – Pass, 3 – Excel with High Distinction
Please indicate your evaluation of the oral exam:

	Name	Oral Exam
Chair:		
Member:		
Member:		
Member:		

*Note: A student will not "qualify" as a doctoral candidate with any score less than 2.

Comprehensive Exam Overall Evaluation: ☐ FAIL   ☐ PASS

Committee Signatures

_____   _____
Committee Chair Signature   Date

_____   _____
Second Committee Member Signature   Date

_____   _____
Third Committee Member Signature   Date

_____   _____
Fourth Committee Member Signature   Date

Submit this completed form and any attachments via email to stewartg@apsu.edu

Research Prospectus Approval

Student Information

A#	Date:
Last name:	First Name:
Email address:	Phone Number:

Instructions

Please use the outline below to describe your planned dissertation topic. Create additional pages as needed. Provide the prospectus to your committee members. After committee members have reviewed the document, provided feedback, and signed this form, submit a copy of this cover page, your prospectus, and the committee feedback and signature page to the program coordinator.

Research Prospectus

1.   Proposed Title:

2.   Statement of the Problem:

3.   Purpose of the Study:

4.   Support for the Study:

5.   General Research Questions:

6.   Research Hypotheses:

Submit this completed form and any attachments via email to stewartg@apsu.edu

Committee Information

Committee Chair:	
Second Committee Member:	
Third Committee Member:	
Fourth Committee Member:	

Instructions

Please review the above research prospectus and provide feedback below. Your signature denotes that you have read the prospectus and have indicated that the student may proceed with developing Chapters I, II, and III, and scheduling the defense of the dissertation proposal. Your signature does not indicate approval of the dissertation proposal.

Committee Chair Feedback

Feedback for the Student:

_____   _____
Committee Chair Signature   Date

Second Committee Member Feedback

Feedback for the Student:

_____   _____
Second Committee Member Signature   Date

Third Committee Member Feedback

Feedback for the Student:

_____   _____
Third Committee Member Signature   Date

Fourth Committee Member Feedback

Feedback for the Student:

_____   _____
Fourth Committee Member Signature   Date

AUSTIN PEAY State University

Dissertation Proposal Status

Eriksson College of Education
Department of Educational Specialties
Educational Leadership Doctoral Program

P. O. Box 4545
Clarksville, TN 37044
Office: 931.221.7511

Student Information

A#	Date:
Last name:	First Name:
Email address:	Phone Number:

Dissertation Proposal

Proposal Defense Date:

Title of Dissertation Proposal:

☐   Approved with no substantive changes required

☐   Conditional upon revisions made by candidate and approval by committee chair; reschedule of defense not necessary

☐   Conditional upon revisions made by candidate and approval by committee; reschedule of defense necessary

☐   Unapproved

Committee Signatures

_____   _____
Committee Chair Signature   Date

_____   _____
Second Committee Member Signature   Date

_____   _____
Third Committee Member Signature   Date

_____   _____
Fourth Committee Member Signature   Date

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Revised 11-2016

Austin Peay State University

Dissertation Defense Status
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Office: 931.221.7511

Student Information

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Email address:	Phone Number:

Dissertation Defense

Dissertation Defense Date:

Title of Dissertation:

☐   Approved with no substantive changes required

☐   Conditional upon revisions made by candidate and approval by committee chair;
reschedule of defense not necessary

☐   Conditional upon revisions made by candidate and approval by committee; reschedule
of defense necessary

Committee Signatures

_____   _____
Committee Chair Signature   Date

_____   _____
Second Committee Member Signature   Date

_____   _____
Third Committee Member Signature   Date

_____   _____
Fourth Committee Member Signature   Date

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