# Eriksson College of Education

# MAED Educational Leadership Studies

# *Aspiring Administrator Preparation Network (AAPN)*

2026-2027 University Section



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## Austin Peay State University
## Welcome Students

Welcome to Austin Peay State University. Austin Peay combines the academic opportunities of a comprehensive university with the supportive environment of a smaller campus. Students can choose from a wide range of associate, bachelor's, master's, and doctoral programs that prepare them for academic success, career opportunities, and lifelong learning.

Learning at Austin Peay extends beyond the classroom through research opportunities, student organizations, leadership experiences, and community engagement. Located in Clarksville, one of Tennessee's fastest-growing cities, the University offers opportunities to connect with the local community while pursuing academic and professional goals.

Faculty and staff are committed to supporting student success and helping students make the most of their Austin Peay experience. We are pleased to welcome you to the Austin Peay community and wish you success in your academic journey.

## Austin Peay State University Mission

Austin Peay State University is a mission-driven, community-minded institution that provides transformational experiences through innovative, creative, and scholarly activities. The university welcomes and inspires a community of learners to make a positive impact regionally and globally.

## Austin Peay State University Vision

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

## Austin Peay State University: Strategic Plan

APSU Strategic Plan

## University Student Policies

### Student Handbook

This handbook contains policies, procedures, and student resources.
Student Handbook



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**Conduct & Behavioral Standards**

Student Code of Conduct and University Policies
Student Handbook Overview
Disciplinary Offenses
Academic and Classroom Misconduct
Corrective Actions
Procedures and Conflict of Interest

**Campus Life & Operational Policies**

Student Life and Housing
Other Non-Academic Grievances

**University Student Resources**

Student Life
Academic Services



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# Eriksson College of Education

# MAED Educational Leadership Studies

# *Aspiring Administrator Preparation Network (AAPN)*

2026-2027 College Section



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## Introduction

The Martha Dickerson Eriksson College of Education at Austin Peay State University provides academic programs that prepare candidates to teach Pre-K through high school as well as advanced graduate degree programs. The Department of Educational Specialties, housed in the Martha Dickerson Eriksson College of Education, offers a variety of degree programs, primarily at the graduate level. As a you seek a Master's degree in Curriculum and Instruction - Instructional Technology, you will have the opportunity to interact in classes with peers who are pursuing the same degree and with instructors who have had extensive teaching and scholarly experience in the area of instructional technology.

## Mission

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

## Nondiscrimination Policy

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

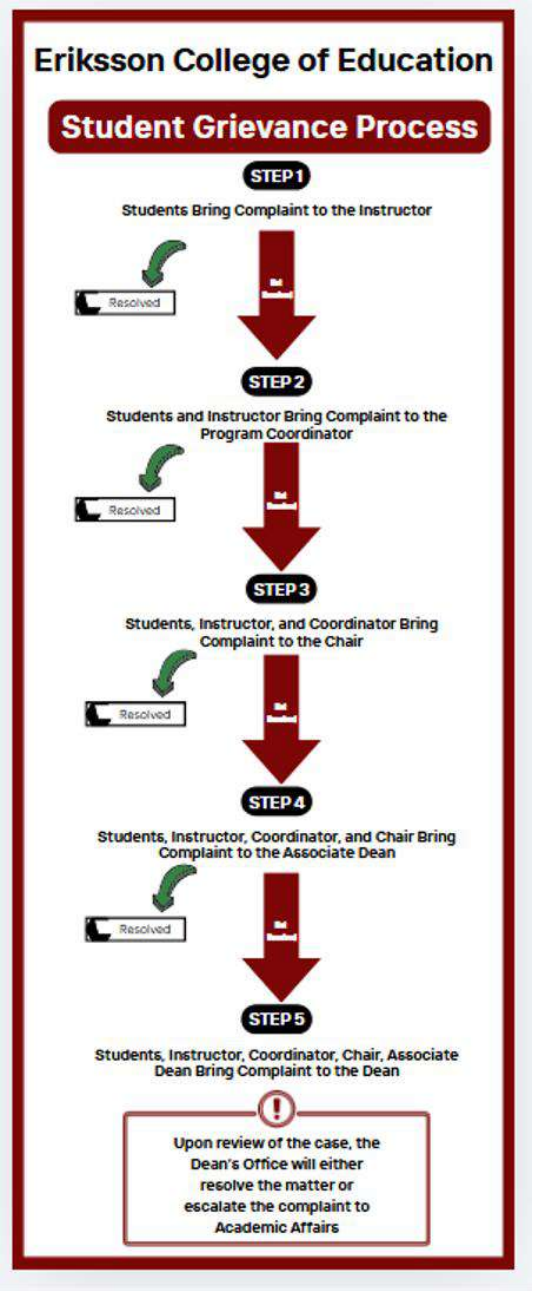
## Conceptual Framework

Consistent with the institutional vision and mission and with our heritage as an institution with a major commitment to quality teacher preparation, the vision of the teacher education unit at Austin Peay State University is to prepare highly qualified professionals who are knowledgeable and skilled in standards-based practice. Our goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of all learners. Our theme, "Preparing Professionals Through Standards-Based Practices" reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Specifically, these elements address: Knowledge: Enables professional educators to use their general and subject area knowledge to enable students to learn and communicate effectively with others. Also enables the use of

technological knowledge and collaborative techniques to foster active inquiry, problem solving, and performance skills among learners. Skill: Enables professional educators to use techniques and strategies to create learning environments that foster student intellectual, social, and personal development, use technology and collaborative learning strategies to foster active inquiry, problem solving, and performance skills among learners, and use reflection and outcome assessments to improve learning experiences. Disposition: Enables professional educators to create a climate of openness, inquiry, and support by using strategies that develop an atmosphere of acceptance and appreciation for diverse individuals and groups in the larger community. Allows for practice of behaviors that meet ethical and professional standards while striving for continuous personal improvement.

**Student Grievance Process**

https://canva.link/491elcahvr56kc1



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## Student Dispositions

| Criterion | Target (3) | Approaching (2) | Unacceptable (1) | Not Applicable / No Basis for Judgment |
|---|---|---|---|---|
| **Active Engagement**<br>• *Maintains purposeful and intensive involvement in the learning*<br>• *Invests time, effort, and focus to create and sustain intellectual and emotional connections with both peers and professors*<br>• *Pursues appropriate and effective communication with the professor*<br><br>**CAEP Alignment:** RA 1.1 – Leading and/or participating in collaborative activities with peers, colleagues, and faculty. | The graduate student shows ongoing and deep commitment to the learning. They work to establish and substantiate scholarly connections to peers and to the professor. In discussions, they consistently and meaningfully contribute. They actively participate in meetings as needed with the professor and purposively meet assignment deadlines. | The graduate student demonstrates adequate participation in discussions with occasional insightful contributions that establish academic connections with peers and the professor. They stay involved in the learning, accessing course materials with reasonable consistency. They engage in meetings with the professor as needed, show acceptable interest in academic support, and manage to meet assignment deadlines on most occasions. | The graduate student lacks earnest participation in discussions and in the learning in general. They inconsistently access course materials, frequently miss assignment deadlines, and maintain minimal or no communication with the professor. The graduate student's academic connections with peers and the professor are wanting. | |
| **Cultural Competence**<br>• *Demonstrates cultural respect, understanding, and equitable treatment for all individuals*<br>• *Responds respectfully to diverse opinions and lifestyles*<br>• *Supports and institutionalizes cultural knowledge*<br>• *Assesses and adapts norms, policies, and values* | The graduate student has a thorough understanding of and demonstrates considerations for cultural and equitable norms in their course assignments and scholarly discourse. The graduate student demonstrates genuine respect for the opinions and lifestyles of all and seeks and is | The graduate student's assignments and contributions to discussions in class represent a general understanding of cultural constructions, barriers, and needs. The graduate student requires prompts to go deeper in their consideration of those stakeholders that | The graduate student needs prompts and supports to identify cultural constructions, barriers, and needs in their course assignments and in class discussions. Cultural or equitable considerations are missing in their proposed solutions or assignments. Respect for diverse opinions and | |



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| | | | | |
|---|---|---|---|---|
| *as they pertain to equity*<br><br>**CAEP Alignment:** RA 1.1 – Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive environments. | receptive to the interests and opinions of all stakeholders. The graduate student proposes solutions and suggestions that engage stakeholders and remove barriers at the university and in field-related institutions outside of the university. | may be impacted by their proposed instructional or leadership practices. A professional respect for diverse opinions and lifestyles is present. The graduate student's represented understanding of equity is developing. | lifestyles is neither consistent nor professional. | |
| **Ethical Agency**<br>• *Functions in line with accepted notions of right and wrong, professional standards, and societal laws*<br>• *Exemplifies honesty and integrity*<br>• *Complies with university and field-situated policies*<br>• *Progresses through the program understanding that faculty are adopting a presumption of confidence*<br><br>**CAEP Alignment:** RA 1.1 – Application of professional dispositions, laws and policies, codes of ethics, and professional standards. | The graduate student demonstrates a dedication to doing the right thing no matter the circumstance. They have a focus on honesty and follow university, district, and school-level policies in all their work. The graduate student understands that their academic journey is situated in the professor's belief and trust in the graduate student's competency and abilities; the graduate student acts accordingly. | The graduate student's demeanor presents as though they are operating within established constructs of right and wrong, professional standards, and societal laws. The graduate student seems to be honest and functioning within university and field-situated policies. The graduate student's understanding of the faculty's presumption of confidence in them is present but lacks deep effect on their progression through the program of study. | The graduate student's understanding of and adherence to professional standards are, at times, absent. The graduate student is negligent in maintaining the line between right and wrong, not always demonstrating honesty and integrity in their work or interactions with others. University and field-situated policies are often disregarded. The faculty's presumption of confidence in the graduate student is breached by the graduate student. | |
| **Reflective Practice**<br>• *Accepts responsibility for decisions and actions*<br>• *Engages in critical self-reflection* | The graduate student demonstrates self-awareness by examining the influence of their beliefs, biases, decisions, and actions on both | The graduate student describes their beliefs, biases, decisions, and actions but inconsistently recognizes how their beliefs, biases, decisions, | The graduate student may recall and summarize without reflection and self-awareness. Additionally, they may blame others for negative | |

| | | | | |
|---|---|---|---|---|
| • *Integrates feedback*<br>• *Makes both data-informed and evidence-based decisions*<br>• *Bridges theoretical and practical knowledge*<br>**CAEP Alignment:** RA 1.1 – Applications of data literacy and use of research and evidence to inform decision-making. | successes and failures. They comprehensively assess practice, articulating the connection between theoretical and practical knowledge. Their response to feedback is positive, seeking and incorporating feedback from diverse sources. Their decisions are informed by examining multiple sources of data and evidence and applying insights to improve student outcomes through improved practice. | and actions influence both successes and failures. They identify relevant theoretical knowledge but do not clearly connect to practice. Their response to feedback is mostly positive, but they apply the feedback inconsistently, either responding only to selected feedback or not applying feedback to new contexts. Their decisions are informed by examining limited data and evidence, but changes do not lead to significant improvements in outcomes. | outcomes or respond negatively or not at all to feedback. Any decisions are made intuitively or emotionally instead of based on data or evidence. They may convey some practical knowledge, but they do not make connections to theoretical knowledge. They do not demonstrate growth or positive changes in practice. | |
| **Scholarly Communication**<br>• *Utilizes professional tonality in all communication*<br>• *Employs the academic language and professional discourses of the discipline*<br>• *Displays enhanced verbal communication skills, including effective speaking and active listening*<br>• *Models person-first language*<br>• *Adjusts language and register for all stakeholders as appropriate*<br>**CAEP Alignment:** RA 1.1 – Application of | The graduate student's communication skills are highly developed, consistently professional in tone, and include the ability to speak and listen well. The graduate student incorporates the academic language and professional discourses of the discipline in their written work and in discussions in class. The graduate student always uses person-first language. They demonstrate the ability to tactfully adjust their language and | The graduate student's communications are mostly professional in tone. The graduate student is proficient in their use of professional discourse and discipline-specific academic language. The graduate student's speaking and listening skills are adequate, and person-first language is used in most cases. The graduate student shows the ability to adjust their language and register, although the adjustments | The graduate student's communications are unprofessional. The graduate student's language does not display the knowledge and beliefs that are acquired through scholarly work in their discipline. Verbal communication skills are weak, and the graduate student appears to have a single language and register for all situations. The graduate student must be reminded often to use person-first language in their | |



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| | | | | |
|---|---|---|---|---|
| professional dispositions and standards; collaborative engagement with stakeholders. | register to match and honor the needs of all stakeholders. | are not always made smoothly. | spoken and written work. | |
| **Scholarly Initiative**<br>• *Demonstrates a proactive pursuit of and persistence toward serious study*<br>• *Exhibits enthusiasm for learning*<br>• *Presents as a responsible intellectual self-starter, acting and taking charge without prompting while allowing others to lead when their leading may be more effective*<br>• *Asks questions out of a curiosity for venturing off the prescribed path toward knowledge as long as the new path aligns with the goals of the graduate program*<br>• *Requests feedback that identifies academic weaknesses*<br><br>**CAEP Alignment:** RA 1.1 – Application of professional dispositions appropriate to the field of specialization. | The graduate student presents as regarding all course work as valuable; they reflect, discuss, and write with a fervor for expanding knowledge. The graduate student seeks academic feedback and incorporates the feedback into future work. They go above and beyond required tasks, reaching for as much learning as possible. The graduate student's questions are inquisitive and demonstrate the student's pondering stance toward academic development. | The graduate student's focus toward scholarly development ebbs and flows. They show enthusiasm and take initiative at times, only to sometimes falter and compel others to finish the task. They appear to welcome and value feedback, but their application of feedback that addresses academic areas for growth is at times inadequate. | The graduate student shows signs of quiet quitting, putting in the minimum amount of academic effort required to complete the program while not appearing to value feedback and guidance toward personal scholarly growth. They ask for outside guidance and for others to take charge of the learning and only respond enough to prompting and guidance to pass courses and receive the degree. | |
| **Scholarly Responsibility**<br>• *Demonstrates sincere openness and responsiveness to the ideas of others* | The graduate student demonstrates a focus on learning and a sincere desire for understanding in their | The graduate student's focus is on learning but can be drawn away from time to time by problems that may arise along the graduate pathway. | The graduate student's interaction with others does not indicate a willingness to seek to understand before, or even | |

| | | | | |
|---|---|---|---|---|
| • *Supports positive and appropriate interaction, even in times of struggle*<br>• *Addresses and adjusts to graduate-level administration issues (scheduling, deadlines, bursar requirements, and more)*<br>• *Values communication that leads to learning and seeks to resolve conflicts that interfere with said communication*<br><br>**CAEP Alignment:** RA 1.1 – Leading and/or participating in collaborative activities with peers, colleagues, administrators, and community partners; application of professional dispositions and standards. | communication with graduate faculty and other students. They take an active role in determining the direction of their own studies and strive to recognize and acknowledge the scholarly contributions of others. Their efforts and attention concerning administrative issues or conflicts are appropriately directed, allowing the graduate student to expeditiously return to the desired focus on learning. | The graduate student's communication is appropriate but not always directed toward learning and knowledge. The graduate student responds to administrative issues but depends on others for support. | along with, seeking to be understood. In times of difficulty, they focus on and blame others rather than focusing on the issue that is interfering with their learning. The graduate student shows an ongoing inability to direct their efforts toward learning as the goal, instead allowing their attention to linger on obstacles and delays, regardless of how efficiently those are addressed by graduate faculty and staff. | |

## Course Syllabus Policy

Students should refer to the syllabus for each individual course for specific information regarding course requirements, assignments, grading policies, attendance expectations, required materials, deadlines, and instructor-specific procedures. While this handbook provides an overview of program requirements and expectations, the course syllabus serves as the official guide for all course-specific information. In the event of any discrepancy, the course syllabus shall take precedence for matters related to that course.

## Artificial Intelligence (AI) Use Policy

Austin Peay State University recognizes the growing role of Artificial Intelligence (AI) tools in education and professional practice. Students are expected to use AI responsibly, ethically, and in accordance with university policies, instructor expectations, and academic integrity standards. The use of AI for coursework may vary by program, course, and instructor; therefore, students must review course syllabi carefully for specific guidance regarding permitted or prohibited AI use. To

better understand APSU's expectations, policies, and best practices related to AI, students are required to review the official university guidance by accessing the link provided below.

**Please review the APSU AI Guidance and Expectations here:**

https://apsu.navexone.com/content/dotNet/documents/?docid=376&app=pt&source=browse&public=true

## Accreditation

The Martha Dickerson Eriksson College of Education at Austin Peay State University has been accredited by the National Council for Accreditation of Teacher Education (NCATE) for over sixty years. Our last accreditation was in 2014; the next accreditation visit, now conducted by the Council for the Accreditation of Educator Preparation (CAEP), will take place in 2021. Accreditation is the seal of approval that verifies quality in educator preparation.

# Eriksson College of Education

# MAED Educational Leadership Studies

## *Aspiring Administrator Preparation Network (AAPN)*

**2026-2027 Program Handbook**



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## MAED Educational Leadership Studies

## AAPN Program Philosophy

The MAED ELS - Aspiring Administrator Preparation Network (AAPN) aims to develop exceptional leaders to guide schools across the state of Tennessee. We aim to understand the needs of our schools and districts and the latest in leadership research, and -through our courses and coaching - cultivate leaders who can build schools that foster joyful learning and success for all students.

We ground our teaching and program in a set of principles that we believe all outstanding leaders must uphold in their practice:

- The school community should be student-centered, focused, and collaborative, with a commitment to high expectations for all members of the community.
- Leaders should empower and motivate faculty & staff to be passionate, persevere, be inclusive, and engage respectfully with all members of the school.
- Decisions about the use of resources, data, and assets should be based on a clear vision and plan and made with discernment and knowledge so that the leader can take judicious risks as they steer towards excellence.
- All interactions with school stakeholders should be grounded in respect and understanding and clear communication in all forms (listening, speaking, and writing).
- Strong leaders should know their own leadership strengths, be a persistent learner, display honesty and integrity, exhibit self-discipline, demonstrate understanding and humility, and model fairness.

## Program Structure

This program will follow the 8-week course schedule in the Fall and Spring semesters.

Please note that these dates are subject to change by APSU during the year. See the official academic calendar here: 2026 – 2027 Academic Calendar.

**Academic Schedule**

| | | |
|---|---|---|
| Fall A 2026 | August 24 – October 16 | 2 courses |
| Fall B 2026 | October 19 – December 11 | 2 courses |
| | | |
| Spring A 2027 | January 19 – March 12 | 2 courses |
| Spring B 2027 | March 15 – May 7 | 2 courses |
| | | |
| Summer I 2027 | June 1 - July 2 | 2 courses |

August 2027 TBA Graduation

## Course Schedule

*Your courses will meet for 7.5 weeks. You will take two courses at a time. Each course falls into one of three domains of administration in schools:*

| Term | Leadership | Instruction & Supervision | Operations |
|---|---|---|---|
| **Fall A** | Organizational Theory and Leadership Identity - EDUC 5710 | | School Law Policy, and Ethics – EDUC 5780 |
| **Fall B** | | Instructional Leadership in Teaching and Learning - EDUC 5740<br><br>Data and Decision-Making for School Improvement – EDUC 5720 | |
| **Spring A** | | School Program Administration and Leadership – EDUC 5770<br><br>Human Resources Leadership and Administration – EDUC 5760 | |
| **Spring B** | Leading Schools and Communities – EDUC 5730 | | Educational Resource Management – EDUC 5750 |
| **Summer I** | Research-Based Leadership for School Improvement – EDUC 5700 | | Schoolwide Interventions and Inclusive Practices – EDUC 5714 |

- The first 8 courses are 7.5 weeks long and will be delivered online through D2L. The final two are in Summer 2027 and are 4.5 weeks long.
- At the end of each course, credits will be earned toward your graduation from the program.
- Reading and studying the material in this program will be done on your own.
- Assignments will vary, but most will require you to learn about aspects of leadership in schools, report on your new learning, and then investigate how those function within your own school with reflections. Your administrator will be expected to facilitate these.
- You will also be assigned to a coach and a small group. Your coach/small group will meet once a month for 1.5-2 hours. It is mandatory that you participate in these, as there are grades associated with this.
- You will need to actively plan to meet with your mentor principal for a minimum of once a month.
- The framework of these courses is tied directly to the Tennessee Instructional Leadership Standards (TILS) and the TN Literacy Standards for Instructional Leader Programs. You will be introduced to these documents within your courses.
- There will be synchronous virtual calls as part of each course - these will be communicated with each class, and attendance is expected. There is an expectation of professionalism in an online learning environment, which is to be present, attentive, and actively engaged, with cameras on. If students are unable to attend, they will be given an alternative assignment.

## Required Courses (3 Hours Each)

Education 5700 - Research-Based Leadership for School Improvement
Education 5710 - Organizational Theory and Leadership Identity
Education 5720 - Data and Decision-Making for School Improvement
Education 5730 - Leading Schools and Communities
Education 5740 - Instructional Leadership in Teaching and Learning
Education 5750 - Educational Resource Management
Education 5760 - Human Resources Leadership and Administration
Education 5770 - School Program Administration and Leadership
Education 5780 - School Law, Policy, and Ethics
Education 5714 - Schoolwide Interventions and Inclusivity Practices

## Tennessee Instructional Leader License (ILL & ILL-A)

This program is approved by the Tennessee Department of Education for instructional leader preparation, one of the requirements to receive the initial instructional leader license (ILL). After you are registered for classes, you will apply for the ILL-A (for aspiring

administrators), which allows you to work as an assistant principal while enrolled in the program.

## Preparation for Praxis

Another requirement for the ILL in Tennessee is to receive a qualifying score on the Praxis SLLA 6990: School Leaders Licensure Assessment. To prepare for this test near the end of your program, become familiar with the test format by reviewing the School Leadership Series Information Bulletin and SLS Test Prep Materials. You will register and take this test on your own in the Spring or Summer semester of the program (test fee = $425).

## Austin Peay State University Web Resources

***You are an APSU student; please become familiar with these resources.***

APSU Home Page
APSU Student Handbook
Schedule of Classes
APSU Disability Student Success Services
APSU College of Education
APSU Woodward Library
Digital Learning Resources
General Student Resources
Distance Education: D2L Resources

## Roles in the AAPN Program

### Mentor Principal

The relationship between the mentor principal and the participant is critical to the participant's development as a leader. The mentor principal supports the participant's understanding of how leadership principles and strategies play out in their school building every day.

**Participant Expectations:**

- Schedule and plan a monthly meeting with your mentor principal. Your agenda should include:
    - Update your mentor on what you are learning in your classes and ask for reflections on how these ideas play out in their day-to-day life.
    - Ask your mentor for feedback on your leadership development.
    - Your courses will have specific questions and work for you to do with your mentor. Communicate those in advance and meet with your mentor

to record his/her responses and insights. You should *not* expect your mentor principal to write out responses for your course assignments.
    - As a developing leader, ask for opportunities to observe or practice school leadership.
- Work with your mentor principal to schedule and complete other assignments that require their support throughout the program. You are responsible for letting your mentor principal know what you need.
- If you are struggling to get your mentor principal's support, alert the program coordinator immediately.

**Mentor Expectations:**

- Meet monthly with your school leader candidate (they should initiate the scheduling).
    - Note: There is **no** expectation that you will respond to interview questions in writing for the candidate's coursework. Encourage your candidate to take notes or record interviews (with your permission) for course assignments.
- Support your participant in finding opportunities to complete other class assignments. These may include observing teachers, looking at grade books, sitting in on lead team meetings, etc.
- Reflect openly with your participant about your leadership and share your unique learnings and wisdom.
- Join one call at the end of the first semester (December-January scheduling window) with the participant and coach to discuss your participant's progress as a whole. Students receive a grade for this collaborative call.
- All Mentor Principals will sign a Mentor Principal Expectations acknowledgement prior to the start of the program.
- Raise any significant concerns with the program director immediately.

## Leadership Coach

Unique to this program, participants will be assigned a leadership coach to facilitate their journey. Each coach will work with participants in groups of 4-5, and this coaching "small" group will allow for a deeper dive into the content of the program. Coaches are highly successful and experienced principals - sitting or retired. These coaching sessions occur each month and are for a grade. This experience is not to work on your weekly assignments, but rather to participate in case studies, problems of practice, and other readings that are bridges to practice.

**Participant Expectations:**

- Join a monthly 1.5-2-hour virtual conference call with your coaching small group. These are mandatory meetings.
    - Bring your assignment from the coaching email to this meeting to the call and be prepared to discuss the problem, case study, or role-play assigned.
    - Coaches will ask you in advance to share a problem of practice from your own school, and they will select 1-2 to discuss each month. Coaches will lead a protocol to help the group understand and address those challenges.
    - If you are unable to attend your assigned time, coaches may offer an alternate session.
- At the end of the first semester, you will facilitate a scheduled phone call between your coach and mentor principal to discuss your progress as a whole. The program will provide you with questions to be discussed. This is also for a grade.
- Attendance is mandatory and will be a significant part of your grades. If you miss a session, the impact can be pivotal in your final grade. Please communicate with your coach. Failure to do so may result in a zero for this monthly assignment.

**Coach Expectations:**

- Plan a monthly 1.5-2 hour meeting with each coaching small group (4-5 participants). These meetings will include prepared assignments and a chance for participants to discuss challenges in their own schools.
- After the meetings, provide written feedback and a grade to each student based upon participation and any concerns you see. A form is provided.
- Be available for email questions or phone calls from participants about challenges they are facing.
- Participate in one call at the end of the first semester for each participant. This call will include the participant's mentor principal and will be a chance to have a more holistic conversation about the participant's progress.
- Attend leadership meetings with the AAPN team to provide updates and insights on learning materials and student progress monthly. You will also receive COE and program updates at this meeting.
- All coaching materials will be provided online, and it is your responsibility to access these monthly. You may reach out to the Lead Coach of the Coordinator for support.
- You will have a coaching window for each month and a deadline to submit grades.

- Please use the Master Calendar provided to schedule your coaching sessions around the synchronous instructor teaching times that have been reserved.

### Professors

You will have both APSU full-time professors and adjunct professors in the program. The curriculum and activities have been written by a course anchor, and all students will receive the same assignments and expectations in their D2L shells. We are intentional about rotating the instructional staff to give you insights and experience with a variety of high-impact leaders.

You will be invited to an online "Welcome Call" at the start of each term with the professor assigned to your specific class. This person will be your first contact for any questions or concerns. Their responsibilities are:

- Grade each assignment using a rubric and provide written feedback. Grading should be done in a timely manner so that participants receive feedback within a week of submitting assignments.
- Moderate discussion boards between participants to ensure there is ongoing communication and appropriate discussion. Ask challenging questions to push the conversation forward.
- Hold a weekly virtual office hour, published and available to students who want to ask questions or communicate. Provide alternative office hours as requested by students.
- Hold synchronous virtual class meetings as scheduled in D2L and take attendance.
- If participants have concerns about access to activities, emergencies, etc., they will directly communicate with the class professor.
- Decisions made by professors are based upon their professional judgment. This may vary from one instructor to the next.
- Instructors will respond to all specific participant needs and keep the program director informed of any bigger issues that arise.

## Assessment and Grading Policies

***Please read this carefully.***

Grades in your courses will be determined by the instructor for your course. This grading will include <u>all</u> work that you are asked to do - coaching conversations, written assignments, online meetings, and any other designated work product set forth.

A weekly assignment rubric is used for scoring. This is available in D2L. Please take notice of the categories and expectations. There may be expectations each week in addition to any specific instructions within the D2L assignment. (As you are responding to the

assignment or questions you will want to incorporate the required items in the weekly rubric.)

Your work will include:

- Written reflection assignments
- Job-embedded tasks
- Theoretical writing assignments
- Discussion board posts and peer responses
- Coaching conversations
- Participation in online activities
- Use of APA and graduate-level writing

| Grade | Descriptors | Percent Scale |
|---|---|---|
| A | Excellent | **95-100%** |
| B | Satisfactory | **88-94**% |
| C | Unsatisfactory | **80-87**% |
| D | Unsatisfactory Failing | **70-79**% |
| F | Unsatisfactory Failing | **0-69%** |

## AI Statement of Expectations

The nature of the AAPN (MAED ELS) Program is to prepare educators to think critically in complex situations and utilize the research, laws, and best practices in leading schools. While generative AI tools are complementary in many aspects of education, within the framework of this master's in educational leadership, it is expected that **all process work, drafts, and final submissions be exclusively the student's work.** Developing strong competencies in the skills associated with this licensure program is paramount to success in the career of educational leadership. All assignments should be fully prepared by the student. **Therefore, the use of generative AI tools to create or revise any submitted responses will be considered a violation and considered plagiarism.**

In contrast to generative AI policy for creating content, students may use online tools to correct their grammar, spelling, punctuation, and mechanics to meet the expectations of

academic writing and APA 7th edition. Please direct any questions to the Graduate Coordinator.

Your instructors reserve the right to engage in conversations with students regarding any questions we may have about your work.

## APSU Grade Policy

*Please review the APSU Graduate Bulletin for 2026-27 to read detailed university grade policies. Some highlights are provided below.*

A student who earns a grade of "D" or "F" in a graduate course in his or her program of study will not receive credit for that course.

To complete the program, the student will be required to register for and retake the failed courses at their own expense the following year to graduate.

## Good Standing

Students are in good standing if their overall cumulative grade point average is 3.0 or higher. Good standing indicates only that the student is meeting the minimum retention standard.

## Academic Probation: GPA

When a graduate student's cumulative GPA falls below 3.0, he or she will be placed on academic probation. Every semester thereafter, the student must earn a minimum term/semester grade of 3.5, and the student will remain on academic probation until the cumulative GPA reaches 3.0 or better. When the student's cumulative GPA returns to 3.0 or higher, the student's academic status will return to "Good Standing." If the student fails to earn a minimum term/semester grade of 3.5 while on probation, he or she will be placed on academic suspension. No grades of "D" or "F" are allowed in a student's program of study. A minimum GPA of 3.0 is required to earn a graduate degree at APSU.

## Late Work Policy

All assignments must be turned in by the due date in D2L. All events must be participated in as scheduled. **In the event of an emergency, the student must communicate to request and receive written permission from the professor to turn in an assignment late, on an agreed-upon due date.**

For assignments that are submitted late without prior communication with the professor, points will be deducted as follows:

**One day late**: 10 points from scored work
**Two days late**: 20 points from scored work
**Three days late**: 30 points from scored work
**Four days late**: 40 points from scored work
**Five or more days late**: zero for the assignment

### Professional Dispositions Assessment

Professional dispositions are the values, commitments, and habits of mind that shape how advanced program students (Department of Educational Specialties) in the College of Education engage with their learning, their peers, and the broader field. Beyond content knowledge and technical skill, candidates are expected to demonstrate active engagement, cultural competence, ethical agency, reflective practice, scholarly communication, scholarly initiative, and scholarly responsibility throughout their program of study. These dispositions are assessed using a common rubric and are aligned with CAEP Standard RA 1 (Content and Pedagogical Knowledge). Faculty use this rubric to provide ongoing, constructive feedback, and candidates are expected to demonstrate growth toward the Target level across each disposition as they progress through the program. View the COE Advanced Programs Professional Dispositions Rubric here.

## Questions and Concerns

If you have questions about assignments, curriculum, access to links, or anything related to instruction, please contact the professor for your course.

If you have questions about the program, please contact Dr. Christi Maldonado.

**Dean of the Eriksson College of Education**
Dr. John McConnell

**Department Chair of Educational Specialties**
Dr. Andrea Lee

**Graduate Coordinator of MAED in Ed Leadership**
Dr. Christi Maldonado
maldonadoc@apsu.edu

**Please follow this link to acknowledge receipt of this handbook.**

**AAPN Program Handbook Acknowledgement Form**