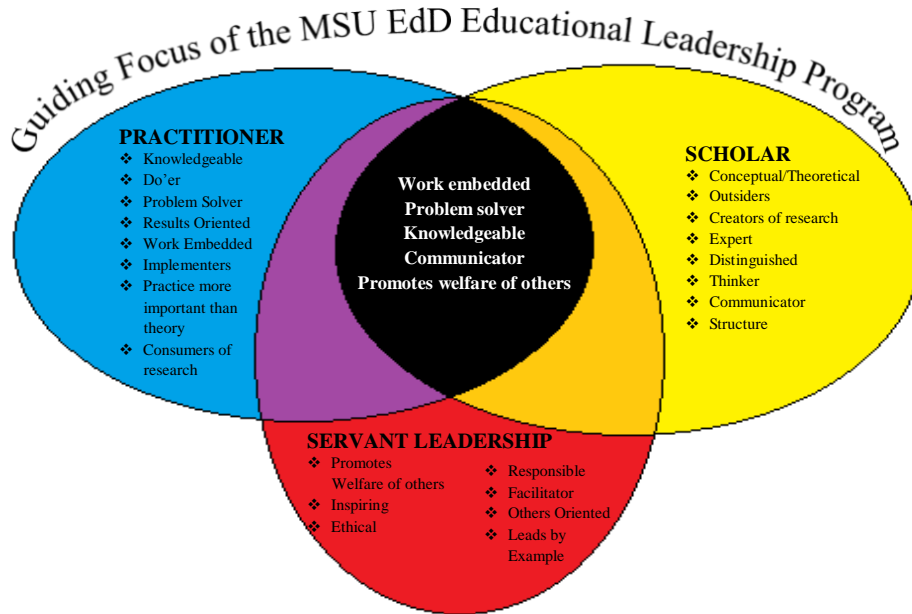


Morehead State University

College of Education

Department of Foundational and Graduate Studies in Education

Educational Leadership Doctoral Program Handbook



March 1, 2019 (revised)

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General Information

Introduction

This handbook is designed to provide information about the Educational Leadership Doctor of Education (EdD) at Morehead State University (MSU). Kentucky Administrative Regulation (13 KAR 2:11) defines the advanced practice doctorate as “a program of study beyond the master’s degree designed to meet the workforce and applied research needs of a profession.” MSU’s practitioner-focused program is designed to advance the skills of practitioner-scholars to enhance their leadership skills within their educational work environment. The program offers three specialization areas for candidates in the areas of Adult and Higher Education Leadership, Educational Technology Leadership, and P-12 Administrative Leadership. This handbook provides information about the doctoral program, policies, and procedures to help ensure success in the program.

Information

Graduate School

Toll free: 1-800-585-MSU1 (6781)

Web address: <http://www.moreheadstate.edu/graduate>

College of Education

1-606-783-2162

<http://www.moreheadstate.edu/education>

Department of Foundational and Graduate Studies in Education (FGSE)

1-606-783-2261

<http://www.moreheadstate.edu/fgse/>

Educational Leadership Educational Doctorate

<http://www.moreheadstate.edu/study/edd/>

Changes

Morehead State University reserves the right to change its academic regulations, policies, fees, and curricula without notice by action of the Kentucky Council on Postsecondary Education (CPE) and/or the Morehead State University Board of Regents. Material included in this doctoral handbook is based on information available at the time of publication. The provisions of this listing do not constitute an expressed or implied contract between Morehead State University and any member of the student body, faculty, or general public. The provisions of this doctoral handbook are not to be regarded as an irrevocable contract between the student and the University. The University reserves the right to make and designate the effective date of changes in University policies and other regulations at any time such changes are considered to be desirable or necessary.

Nondiscrimination Statement

Morehead State University is committed to providing equal educational opportunities to all persons regardless of race, color, national origin, age, religion, sex, sexual orientation, gender identity, gender expression, disabled veterans, recently separated veterans, other protected

veterans, and armed forces service medal veterans, or disability in its educational programs, services, activities, employment policies, and admission of students to any program of study. In this regard the University conforms to all the laws, statutes, and regulations concerning equal employment opportunities and affirmative action. This includes: Title VI and Title VII of the Civil Rights Act of 1964, [Title IX](#) of the Education Amendments of 1972, Executive Orders 11246 and 11375, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, Sections 503 and 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, and Kentucky Revised Statutes 207.130 to 207.240; Chapter 344 and other applicable statutes. Vocational educational programs at Morehead State University supported by federal funds include industrial education, vocational agriculture, business education, and the associate degree program in nursing. Any inquiries should be addressed to: Affirmative Action Officer, Morehead State University, 301 Howell-McDowell Administration Building, Morehead, KY 40351, 606-783-2097.

Strategic Plan

<http://www.moreheadstate.edu/About/Strategic-Plan>

(Approved by the Board of Regents on March 29, 2018)

Vision Statement

We aspire to be the best public regional university in the South.

Core Values

We strive to exemplify these core values in all that we do:

- PEOPLE come first and are treated with dignity and respect;
- LIFELONG LEARNING, SCHOLARSHIP and SERVICE;
- DIVERSITY and INCLUSION of people and thought;
- EXCELLENCE, HONESTY, INTEGRITY, and TRUST.

Morehead State University Mission Statement

As a community of lifelong learners, we will:

- Educate students for success in a global environment;
- Engage in scholarship;
- Promote diversity of people and ideas;
- Foster innovation, collaboration and creative thinking; and
- Serve our communities to improve the quality of life.

College of Education Conceptual Framework

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University strives to promote the flow of “Light to and from the Mountains” by engaging with communities of learners at all levels and in a variety of contexts including P-12 students, pre-service candidates and in-service educators, university faculty and staff, and community members. We deliver high quality educator preparation programs that are informed by relevant national and international scholarship. Appalachian research, literature, and experience is integrated throughout curricula to ensure that candidates are equipped with the knowledge and skills needed to improve the schools, quality of life, and communities in eastern Kentucky and beyond.

Four critical concepts have been identified to provide an intellectual framework and coherence to support candidates, colleagues, public school practitioners, and stakeholders in their understanding of the Unit’s commitment to engage multiple communities and to prepare educators who are equipped to bring a “Light to and from the Mountains.” These concepts are: Informed Decision-Making; Diversity and Holistic Education; Collaboration and Coalition Building; and Empowerment. The knowledge and skill set needed to empower educators to apply these concepts is developed as they move through their academic program. Five performance areas have been identified to guide the focus and context used in Unit decision-making and course and program outcome development and assessment. The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty first century skills needed to make an optimal contribution to “whole” student learning in educational settings.
- 2) Are competent in the collection and use of data to inform decision- making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions.
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school based partners and are empowered to improve the quality of education throughout this region and beyond.

Academic Policies

Tuition

As of Fall 2013, graduate tuition rates are the same for all students whether the class is offered online, hybrid, or face-to-face. Also, in-state and out-of-state students pay the same rate. University tuition rates can be found online at <http://www.moreheadstate.edu/tuition/>

Tuition Waiver

Questions about tuition waivers for MSU employees or spouse/dependent of an MSU employee should be directed to the Office of Human Resources –See here:

<http://www.moreheadstate.edu/hr/>. Questions about all other tuition waivers should be directed to the Office of Financial Aid –See here: <http://www.moreheadstate.edu/financialaid/>

Transfer Credit

A maximum of eighteen (18) semester hours of post-master's, graduate credit earned at another institution may be accepted toward meeting requirements for the Educational Leadership Doctoral Program provided. Students must request an official transcript be mailed to the Graduate School, 701 Ginger Hall, Morehead, KY 40351.

1. The credit has been earned at an accredited graduate institution within 10 years of the date on which the graduate program requirements are completed;
2. The work is acceptable as credit toward a comparable program at the institution from which transfer is sought;
3. The courses to be transferred carry a mark of "B" or better; and
4. The courses are approved by the advisor, program department chair and the graduate dean. Approval may be based on the evaluation of an institution using these criteria: length of the instructional term, frequency and length of class sessions, availability of library services, course syllabus and/or statement of requirements and faculty member's qualifications; and the credit has been earned at an accredited graduate institution within ten (10) years of the date on which the graduate program requirements are completed.
5. Core Courses are not transferrable.

Transfer credits taken during the final semester of a program will delay program completion until official transcripts of the courses have been received in the Graduate School. To transfer a course, a course substitution form must be completed. Transfer credit does not compute in the MSU GPA. For more information: <http://moreheadstate.smartcatalogiq.com/en/2015-2016/Graduate-Catalog/Admissions-Fees-Financial-Aid-and-Housing/Admission-to-Graduate-Study/Transfer-Credit>

A course substitution/transfer form can be found at:

<http://www.moreheadstate.edu/MSU/media/Graduate-School/Course-Substitution-Form.pdf>

Courses Previously Completed at MSU

A maximum of twenty-four (24) semester hours of post-master's, graduate credit earned at MSU may be accepted toward meeting requirements for the Doctoral Program provided:

1. The courses are the same or equivalent to courses required in the EdD program;
2. The grade for the courses are a "B" or better; and
3. The courses are approved by the candidate's program chair, FGSE department chair and the Associate Vice President, Dean of the Graduate School.

Withdrawal Policy

Tuition, housing, and course fees may be credited to students who withdraw during certain time periods following the start of each term. All other fees are not refundable. Refund periods and amounts can be found here: [http://www.moreheadstate.edu/Administration/Accounting-Financial-Services/Billing-\(1\)/Credit-Refund-Policy](http://www.moreheadstate.edu/Administration/Accounting-Financial-Services/Billing-(1)/Credit-Refund-Policy)

Withdrawal Form: <http://www.moreheadstate.edu/getattachment/Academic-Services/Registrar/University-Withdrawal-Form.pdf.aspx?lang=en-US>

Note: If you believe that individual circumstances warrant exceptions from the published institutional policy and wish to appeal, contact us at 606-783-2019. If you received financial aid and are considering a withdrawal, contact us at 606-783-2019 to discuss a possible refund, credit and/or return of Title IV funds.

Academic Misconduct

All students at Morehead State University are required to abide by accepted standards of academic honesty. Academic honesty includes doing one's own work, giving credit for the work of others, and using resources appropriately.

See more at: <http://www.moreheadstate.edu/Student-Affairs/Dean-of-Students/Student-Handbook/Regulations,-Policies-and-Guides/Academic-Misconduct>

Faculty Guidelines for Dealing with Acts of Academic Misconduct

If a faculty member suspects that a student is guilty of a breach of the standards and chooses to pursue disciplinary action through University channels, the faculty member should:

1. Hold a conference with the student to attempt to address the problem.
2. If the student is determined to be guilty of the charge, the faculty member should issue the sanction. The sanction may include failure of a particular assignment or exam, failure of a particular class, or other appropriate disciplinary action.
3. If a sanction is imposed on the student, then the faculty member is expected to: Report in writing to the department chair the details of the incident, results of the student/faculty member conference, and the sanction issued. A copy of this report should be provided to the appropriate college dean and to the Assistant Vice President/Dean of Students. (The Assistant Vice President/Dean of Students is responsible for maintaining and safeguarding all University discipline records and ensuring confidentiality. A central record of all acts of academic dishonesty and plagiarism ensures that a student will be held accountable for subsequent violations.)
4. If the Assistant Vice President/Dean of Students has on file for particular student(s) previous violations of the code, this information is to be sent to the faculty member and department chair.
5. If the faculty member and department chair determine that the severity of the academic dishonesty or the fact or nature of previous violations by the same student(s) warrants further disciplinary action, a request for further action should be made in writing to the Assistant Vice President/Dean of Students. The Assistant Vice President/Dean of Students will review the submitted material and hold an investigative hearing with the student(s) involved. At this time, the Assistant Vice President/Dean of Students will determine if further disciplinary action is warranted.

6. The Assistant Vice President/Dean of Students will report in writing any additional disciplinary actions taken to the college dean, the department chair, the Provost, the faculty member making the charges, and the student(s) being charged.

Nothing in this policy shall prevent or prohibit the student(s) charged from making an appeal of the disciplinary action administered.

Academic Standing Criteria

To remain in good academic standing a student must have a grade of B or better in all required academic coursework. Failure to do so will result in the student being placed on academic probation. Students on academic probation will be prescribed an approved remediation plan and required to fulfill the terms of the remediation plan. Failure to do so will result in being dismissed from the program.

Leave of Absence Policy

There are times when a student may need, for whatever reason, to take a leave of absence from the EdD program. Should a student need to do so, he or she must inform the department chair and his or her Chair or initial advisor in writing. However, after an absence of three consecutive semesters and/or sessions (excluding Winter) without taking classes, students will be dropped from the EdD program. Students wishing to continue the program after that must reapply for admission to the EdD program.

Change of Specialization Program Policy

Students wishing to change from one specialization to another must reapply to the EdD program and to the specific specialization. Students may not simply transfer from one specialization to another. Any core EDD course completed will carry forward to the new specialization program.

Student Course Grade Grievance Procedure

When a student has an academic dispute with a faculty member over a grade, there are procedures that exist to resolve the complaint in the most satisfactory way for both the student and faculty member. If the complaint involves a final grade, the student must take the complaint to the faculty member within the first two weeks of the beginning of the following semester. This policy requires several steps to complete the process. The entire policy that outlines the process, along with forms that must be completed, may be found at the following url:

<http://www.moreheadstate.edu/Academic-Services/Academic-Affairs/Grade-Appeal-Process>

Doctoral Program Overview

Definition of Terms as Used in the EdD Handbook

1. **Student** – Term used for program participants until they pass their qualifying exams.
2. **Candidate** – Term used for program participants after they pass their qualifying exams.
3. **Initial Advisor** – The Initial Advisor is your assigned advisor upon entry into the doctoral program. This advisor guides you towards completing program requirements, such as course selection, prior to choosing a Chair for your capstone proposal.
4. **Chair** – The Chair serves as the student's/candidate's advisor for your qualifying exam, capstone proposal and project. He or she chairs all committee meetings and helps ensure that the student/candidate adheres to all program, department, college, and university policies and practices. (See more information regarding the Chair on page 25.)
5. **Doctoral Committee** – The student in consultation with his or her Chair forms the doctoral committee. The doctoral committee approves the emphasis area courses, reviews and approves the doctoral capstone project, and reviews and approves the doctoral capstone defense. The doctoral committee consists of no less than three members and no more than five members, including the chair. (See more information about the Doctoral Committee on pages 25-26.)
6. **Director of the Doctoral Program (aka Program Director)** – The Chair of the FGSE Department serves as the Director of the Doctoral Program.
7. **Qualifying Exam** – The qualifying exam is designed to assess the student's skills and readiness to move forward in the doctoral program. Composed of both a written and oral assessment, the qualifying exam requires the student to demonstrate a comprehensive understanding of critical aspects of their doctoral specialization (i.e., Adult and Higher Education Leadership, Educational Technology Leadership, and P-12 Administrative Leadership). The qualifying exam is taken the semester preceding expected entry into the first capstone semester.
8. **Capstone Proposal** – The first draft of the capstone proposal is completed in EDD 810 and EDD 811. The proposal should provide a comprehensive outline of the planned capstone. The proposal must include a discussion that reflects an understanding of current, related research. Please see the capstone proposal rubric for additional information.
9. **Capstone Project** – The capstone project is the final culmination of the EdD practice-oriented doctoral program and is designed to be a demonstration of a student's ability to carry out an inquiry in accordance with professional and academic standards of performance. Capstone projects should aim to enhance practice by seeking to resolve an issue or inquiry or otherwise contribute to the improvement of organizational or professional practices. It is a major research project that can take on various forms, including, but not limited to the following examples: a dissertation-like research project; a document describing systemic changes within an organization to improve its practice; a book of successfully implemented improvement strategies; a report that provides the identification and comparison of practices outside an organization to those within the organization to increase productivity; a new graduate level course to help develop the capacities of those within an organization; the creation of an instructional tool or model; or a report documenting the design of a new academic program to improve the capacity of the organization's clients.

The completed capstone project must be defended in a public forum before the candidate's committee. This final capstone defense requires the candidate to provide an oral overview of the capstone and then respond to questions from any defense attendees, but specifically from his or her committee. The capstone must adhere to requirements provided in the EdD Handbook as well as the guidelines provided by the Graduate School.

Doctor of Education (EdD) Program Description

The Doctor of Education degree program offers students who have demonstrated superior scholastic ability and special interest and aptitude in educational leadership areas of Adult and Higher Education Leadership, Educational Technology Leadership, and P-12 Administrative Leadership to gain a terminal degree within the field. The doctoral program is designed to prepare candidates to become practitioner educational leaders within their schools, districts, colleges, universities, or organizations.

Description of Specializations

Adult and Higher Education Leadership

The Adult and Higher Education Leadership Specialization is designed for highly competent educational leaders who want to develop the capacity of individuals to plan, organize and carry through a variety of education and service programs to meet adult learners' needs in postsecondary and adult continuing education settings. Candidates will have a primary focus in Adult and Higher Education Leadership. Successful candidates will demonstrate their skill at applying various adult and/or higher education strategies to lessen or eliminate barriers and promote excellence throughout these fields of practice.

Educational Technology Leadership

The Educational Technology Leadership Specialization is designed for educational leaders interested in technology, instructional design, and curriculum design. Courses focus on advanced aspects of theoretical and practical applications of technology, instructional design, and curriculum development to enhance student learning and achievement. Graduates will offer curricular and technological leadership within their appropriate settings, focusing on values and ethics of technology, enhancing instruction, and learning with technology, and applying practical solutions to current educational/professional development issues.

P-12 Administrative Leadership

The P-12 Administrative Leadership specialization is primarily designed for public school and district leaders. Courses emphasize deep understanding of scholarly and theoretical foundations of learning through inquiry and analysis within public educational settings to improve opportunities for all students to learn at high levels. Candidates will be transformed through participation in the program through an in-depth focus on values and ethics as they relate to school leadership. Candidates will learn to identify systems-level barriers to opportunity for all students to learn at high levels and will learn to create, monitor, and evaluate change. Candidates will learn to frame proactive solutions to systematized gaps in educational achievement, thus better addressing the needs of all students.

Career Options

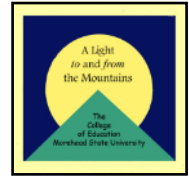
Individuals completing the EdD program at MSU will have the potential for a variety of job opportunities. Job opportunities for candidates in the P-12 Administrative Leadership specialization include principal, Director of Pupil Personnel, instructional supervisor, and superintendent. Opportunities for candidates in the Educational Technology Leadership specialization include educational curriculum, professional development, educational software companies, instructional design, distance learning coordination and district technology coordinators. Opportunities for candidates in the Adult and Higher Education Leadership specialization include myriad positions related to working with adults to further their education as well as career opportunities in post-secondary education.

Program of Study

The EdD program consists of a minimum of sixty (60) post-master's graduate hours. Each applicant's academic background and professional experience will be assessed at the time of admission and a detailed program plan will be designed to meet the candidate's professional objectives and goals. The specific selection of emphasis-area courses is based on an evaluation of the candidate's background, strengths, and career goals. With approval of their doctoral committee, students may be permitted to count up to 18 hours of applicable post-master's, previously completed coursework. Even though the EdD is planned to be a 60-credit-hour program, students may be required to take additional coursework to meet specific program goals if coursework requires prerequisite skills. Students will be admitted as a cohort and will be expected to stay on track in a part-time status averaging six credit hours per semester (including summers), completing the program in no less than three years.



Doctor of Education (EdD) Curriculum Map
Adult and Higher Education Leadership



Admission requirements:

The application process is a TWO-part process.

First, the applicant will complete and submit an application to the Graduate School with accompanying items listed below. The application will initially be reviewed by Ed.D. Faculty. To choose the most outstanding applicants, the Ed.D. Admission committee will make selections based on a holistic evaluation of the candidate's application file including:

1. Official transcripts of all undergraduate and graduate non-Morehead State University coursework.
2. Documentation of a master's degree from an institution accredited by a nationally recognized accreditation body.
3. Résumé or vita documenting years of related professional/leadership or educational technology, instructional design and training experience.
4. Letter of introduction/interest stating professional goals, leadership style, and educational philosophy.
5. Recommendation Letters: at least three reference letters are required from persons in positions to evaluate the applicant's potential for success in a doctoral program. At least one letter should be completed by a person who is or has been in a supervisory role or relationship with the applicant. Other letters should be completed by persons in positions to evaluate the applicant's professional or academic attributes. Recommendation letters may not come from MSU Ed.D. Faculty.
6. GRE, Miller Analogies Test (MAT), or GMAT scores including GRE writing score or on-demand writing sample (test scores optional).
7. International students and ESL students must meet university minimum TOEFL score or its equivalent.

Second, after the initial review, students who are considered likely potential candidates will be provided the opportunity to submit an on-demand writing sample and will be interviewed by an admissions committee composed of at least three members two of which must be Ed.D. faculty.

The deadline to submit all admission materials is April 1. Potential candidates will be invited to perform on-demand writing and engage in interviews during the last two weeks of April.

Program Core – 18 hours

EDD 801 Principles of Leadership: Service to Others¹

¹EDD 801 must be taken during the first semester.

EDD 810 Understanding and Conducting Research:
Effective Schools

EDD 811 Action Research and Grant Writing

EDD 804 Analysis and Synthesis: Problem-Framing and
Problem-Solving in Education

EDD 806 Educational Change: Change Theory, Futuring,
and Creative Planning

EDD 808 Legal and Ethical Issues and the Exercise of
Judgment in Education

Applied and Capstone Courses – 18 hours minimum

EDD 800 Doctoral Seminar²

*This one credit hour course must be taken each summer
for a total of 3 credit hours.

EDD 876 Directed Doctoral Study

EDD 899 Doctoral Capstone²

²EDD 899 requires all coursework to be completed before
enrolling.

**Adult and Higher Education Leadership
Specialization –**

12 hours minimum

EDAH 671 History of Adult and Higher Education

EDAH 672 Philosophy of Adult and Higher Education

EDAH 673 International Adult and Higher Education

EDTC 682 Advanced Instructional Design

Alternative Areas of Emphasis – 12 hours minimum

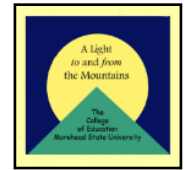
Courses will be selected for emphasis area in consultation with
the doctoral committee. The courses should align with the
candidate's long-term, professional goals and augment other
courses required for the EdD program.

Program Completion

1. Candidates must successfully complete and defend a doctoral capstone.
2. Candidates must successfully complete and defend a qualifying examination.
3. Candidates must file for completion at the beginning of their last semester. Forms are available through the Graduate Office www.moreheadstate.edu/gradstudents.
4. Candidates must have at least a 3.0 cumulative GPA.



Doctor of Education (EdD) Curriculum Map



Educational Technology Leadership

Admission requirements:

The application process is a TWO-part process.

First, the applicant will complete and submit an application to the Graduate School with accompanying items listed below. The application will initially be reviewed by Ed.D. Faculty. To choose the most outstanding applicants, the Ed.D. Admission committee will make selections based on a holistic evaluation of the candidate's application file including:

1. Official transcripts of all undergraduate and graduate non-Morehead State University coursework.
2. Documentation of a master's degree from an institution accredited by a nationally recognized accreditation body.
3. Résumé or vita documenting years of related professional/leadership or educational technology, instructional design and training experience.
4. Letter of introduction/interest stating professional goals, leadership style, and educational philosophy.
5. Recommendation Letters: at least three reference letters are required from persons in positions to evaluate the applicant's potential for success in a doctoral program. At least one letter should be completed by a person who is or has been in a supervisory role or relationship with the applicant. Other letters should be completed by persons in positions to evaluate the applicant's professional or academic attributes. Recommendation letters may not come from MSU Ed.D. Faculty.
6. GRE, Miller Analogies Test (MAT), or GMAT scores including GRE writing score or on-demand writing sample (test scores optional).
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Second, after the initial review, students who are considered likely potential candidates will be provided the opportunity to submit an on-demand writing sample and will be interviewed by an admissions committee composed of at least three members two of which must be Ed.D. faculty.

The deadline to submit all admission materials is April 1. Potential candidates will be invited to perform on-demand writing and engage in interviews during the last two weeks of April.

Program Core – 18 hours

EDD 801 Principles of Leadership: Service to Others¹

¹EDD 801 must be taken during the first semester.

EDD 810 Understanding and Conducting Research: Effective Schools

EDD 811 Action Research and Grant Writing

EDD 804 Analysis and Synthesis: Problem-Framing and Problem-Solving in Education

EDD 806 Educational Change: Change Theory, Futuring, and Creative Planning

EDD 808 Legal and Ethical Issues and the Exercise of Judgment in Education

Applied and Capstone Courses – 18 hours minimum

EDD 800 Doctoral Seminar²

*This one credit hour course must be taken each summer for a total of 3 credit hours.

EDD 876 Directed Doctoral Study

EDD 899 Doctoral Capstone²

²EDD 899 requires all coursework to be completed before enrolling.

Educational Technology Leadership Specialization – 12 hours minimum

EDTC 681 Individualized Learning Systems

EDTC 653 Needs Assessment and Program Evaluation

EDTC 682 Advanced Instructional Design

EDTC 645 Advanced Multimedia Design

Alternative Areas of Emphasis – 12 hours minimum

Courses will be selected for emphasis area in consultation with the doctoral committee. The courses should align with the candidate's long-term, professional goals and augment other courses required for the EdD program.

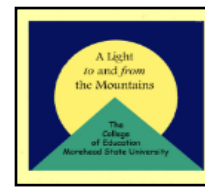
Program Completion

1. Candidates must successfully complete and defend a qualifying examination.
2. Candidates must successfully complete and defend a doctoral capstone.
3. Candidates must file for completion at the beginning of their last semester. Forms are available through the Graduate Office www.moreheadstate.edu/graduate.
4. Candidates must have at least a 3.0 cumulative GPA



Doctor of Education (EdD) Curriculum Map

P-12 Administrative Leadership



Admission requirements:

The application process is a TWO-part process.

First, the applicant will complete and submit an application to the Graduate School with accompanying items listed below. The application will initially be reviewed by Ed.D. Faculty. To choose the most outstanding applicants, the Ed.D. Admission committee will make selections based on a holistic evaluation of the candidate's application file including:

1. Official transcripts of all undergraduate and graduate non-Morehead State University coursework.
2. Documentation of a master's degree from an institution accredited by a nationally recognized accreditation body.
3. Résumé or vita documenting years of related professional/leadership or educational technology, instructional design and training experience.
4. Letter of introduction/interest stating professional goals, leadership style, and educational philosophy.
5. Recommendation Letters: at least three reference letters are required from persons in positions to evaluate the applicant's potential for success in a doctoral program. At least one letter should be completed by a person who is or has been in a supervisory role or relationship with the applicant. Other letters should be completed by persons in positions to evaluate the applicant's professional or academic attributes. Recommendation letters may not come from MSU Ed.D. Faculty.
6. GRE, Miller Analogies Test (MAT), or GMAT scores including GRE writing score or on-demand writing sample (test scores optional).
7. International students and ESL students must meet university minimum TOEFL score or its equivalent.

Second, after the initial review, students who are considered likely potential candidates will be provided the opportunity to submit an on-demand writing sample and will be interviewed by an admissions committee composed of at least three members two of which must be Ed.D. faculty.

The deadline to submit all admission materials is April 1. Potential candidates will be invited to perform on-demand writing and engage in interviews during the last two weeks of April.

Program Core – 18 hours

EDD 801 Principles of Leadership: Service to Others¹

¹EDD 801 must be taken during the first semester.

EDD 810 Understanding and Conducting Research:

Effective Schools

EDD 811 Action Research and Grant Writing

EDD 804 Analysis and Synthesis: Problem-Framing and Problem-Solving in Education

EDD 806 Educational Change: Change Theory, Futuring, and Creative Planning

EDD 808 Legal and Ethical Issues and the Exercise of Judgment in Education

Applied and Capstone Courses – 18 hours minimum

EDD 800 Doctoral Seminar²

*This one credit hour course must be taken each summer for a total of 3 credit hours.

EDD 876 Directed Doctoral Study

minimum (minimum)

EDD 899 Doctoral Capstone²

²EDD 899 requires all coursework to be completed before enrolling.

P-12 Administrative Leadership Specialization – 12 hours

EDIL 641 School Superintendent

EDIL 649 School Systems Administration

EDIL 659 Strategic Planning in Education

EDIL 639 (Intentional) Planning for Student Learning

Alternative Areas of Emphasis – 12 hours minimum

Courses will be selected for emphasis area in consultation with the doctoral committee. The courses should align with the candidate's long-term, professional goals and augment other courses required for the EdD program.

Total Hours – 60 hours

Program Completion

1. Candidates must successfully complete and defend a qualifying examination.
2. Candidates must successfully complete and defend a doctoral capstone.
3. Candidates must file for completion at the beginning of their last semester. Forms are available through the Graduate Office www.moreheadstate.edu/graduate.
4. Candidates must have at least a 3.0 cumulative GPA.

Description of EdD Core Courses

EDD 800 - Doctoral Seminar. (1-0-1) III. *Pre-requisite: Admission to the Educational Leadership EdD program.* Series of presentations by graduate students, visiting lecturers, and members of graduate faculty on problems and issues confronting the specialization areas of the educational leadership doctoral program. This course is taken three times throughout the program giving each student a total of three hours credit for EDD 800.

EDD 801 - Principles of Leadership: Service to Others (3-0-3) On Demand *Pre-requisite: Admission to the Educational Leadership EdD program.* This course is designed to introduce students to the study and application of servant leadership, including concepts and tools that allow the serving leader to empower and equip all stakeholders of the organization. The content includes what role self-leadership plays in effectively leading others, and how personal core values and ethical modeling drives the guiding principles of the organization, thus growing capacity, health, and the freedom to be innovative.

EDD 804 - Analysis and Synthesis: Problem –Framing and Problem Solving in Education (3-0-3) On Demand *Pre-requisite: Admission to the Educational Leadership EdD program.* This course provides an advanced study of organizational leadership for a world that is always evolving. It will help students understand that solutions to problems are grounded on the interaction of the school leader’s knowledge of theory with the political and social processes in which the institution is immersed.

EDD 806 - Educational Change: Change Theory, Futuring, and Creative Planning (3-0-3) On Demand *Pre-requisite: Admission to the Educational Leadership EdD program.* In an attempt to prepare students with the skills, knowledge and attitude to lead initiatives to take P-12 student learning to heights never before accomplished (perhaps never imagined), this course provides advanced study on educational change to include change theory and the gathering of objective and empirical data to inform scenario and succession planning, which reflect creative planning.

EDD 808 - Legal and Ethical Issues: The Exercise of Judgment in Education (3-0-3) On Demand *Pre-requisite: Admission to the Educational Leadership EdD program.* This course provides an advanced study of state and federal laws that affect the administration of schools, students, and personnel. This advanced course in school law will focus on legal and ethical issues that are likely to be encountered by school leaders. This course seeks to equip our graduates with a sound legal and ethical background that will enable them to serve our citizens in exemplary fashion.

EDD 810 - Understanding and Conducting Research: Effective Schools (3-0-3) On Demand – *Pre-requisite: Admission to the Educational Leadership EdD program.* This course provides advanced study on quality of applied educational research and the development and application of effective educational research designs aimed at eliminating barriers to student learning.

EDD 811 - Action Research and Grant Writing. (3-0-3) On-Demand *Pre-requisite: Admission to the Educational Leadership EdD program and successful completion of EDD 810.* This class is designed to provide educators with practical skills in the use of action research and grant writing to address educational concerns. Specific topics include defining the educational problem, developing a literature review, designing a pilot project, and developing grant proposals.

EDD 876 - Directed Doctoral Study. (1 to 6 hours) On Demand. *Pre-requisite: Admission to the Educational Leadership EdD program.* Guided study of a professional problem through field experience or practicum. Students must submit a plan describing the nature of the study prior to starting. The study should be linked to the student's prior program research. Chair approval required.

EDD 899 - Doctoral Capstone. (1 to 12 hours; no more than 6 hours at a time) On Demand. *Pre-requisite: Admission to the Educational Leadership EdD program.* Final capstone project for doctoral candidates. Completion of all doctoral coursework requirements must be met before enrolling in this course.

Description of Adult and Higher Education Leadership Specialization Courses

EDAH 671 - History of Adult and Higher Education (3-0-3)

This course examines how adult and higher education has been fostered in the past relative to cultural conditions.

EDAH 672 - Philosophy of Adult and Higher Education (3-0-3)

This course is a study of the philosophies of adult & higher education as they have developed from ancient times to the present.

EDAH 673 - International Adult and Higher Education (3-0-3)

This course provides an overview of the foundations, definitions, purposes, frameworks, functions and issues of international adult and higher education in an era of internationalization and globalization.

EDTC 682 - Advanced Instructional Design (3-0-3)

This course explores instructional design models focused on social interaction, learner centering, collaboration, and facilitation. Additionally, participants will investigate modern instructional design models for 21st century education and training.

Description of Educational Technology Leadership Specialization Courses

EDTC 681 - Individualized Learning Systems (3-0-3); On Demand. Introduction to basic individualized learning systems; how they are designed, produced, and utilized. Candidates shall design and produce examples of learning activity packets and programmed instructional materials. Technological applications for individualizing learning such as programmers and portable computers will also be covered.

EDTC 653 – Needs Analysis and Program Evaluation (3-0-3); On Demand. This course covers multiple approaches and methodologies for needs and analysis as well as writing analysis reports and program evaluations.

EDTC 682 - Advanced Instructional Design (3-0-3); On Demand. *Prerequisite: Master's Degree; waived for Adult and Higher Education students.* This course explores instructional design models focused on social interaction, learner centering, collaboration, and facilitation. Additionally, participants will investigate modern instructional design models for 21st century education and training.

EDTC 645 - Advanced Multimedia Design (3-0-3); On Demand. This course is focused on applying the principles of instructional design and multimedia development to create multimedia projects designed for learning.

Description of P-12 Administrative Leadership Specialization Courses

EDIL 639 – (Intentional) Planning for Student Learning (3 hrs.); I. This course is a combination of clinical field experience and class experience focusing on the role and responsibility of the superintendent as it relates to planning for student learning. The field experiences will be with cooperating school administrators who must be approved by the faculty of the instructional leadership program. Candidates will be required to record a minimum of 22 hours of field experience and participate in online instructor-developed exercises.

EDIL 641 - School Superintendent (3-0-3); II. The role of the superintendent, conflicts, challenges. The course is designed for administrators dealing with the basic functions, duties, responsibilities, and the problems or current issues confronting today's practicing school superintendent. The course includes administrative routine, organizations, fiscal affairs, legislation, support services, communication, evaluation and accountability, and instructional leadership.

EDIL 649 - School Systems Administration (3-0-3); III. This focuses on school system operations, management of finances, auxiliary services, human resources, federal and state programs, facilities, and instructional support.

EDIL 659 - Strategic Planning in Education (3-0-3); I. The course focuses on the development of planning, implementation, and leadership skills needed to direct strategic decision-making within educational settings.

Admissions

Application Process and Admission Requirements

The application process is a TWO-part process.

First, the applicant will complete and submit an application to the Graduate School with accompanying items listed below. The application will initially be reviewed by Ed.D. Faculty. To choose the most outstanding applicants, the Ed.D. Admission committee will make selections based on a holistic evaluation of the candidate's application file including:

1. Official transcripts of all undergraduate and graduate non-Morehead State University coursework.
2. Documentation of a master's degree from an institution accredited by a nationally recognized accreditation body.
3. Résumé or vita documenting years of related professional/leadership or educational technology, instructional design and training experience.
4. Letter of introduction/interest stating professional goals, leadership style, and educational philosophy.
5. Recommendation Letters: at least three reference letters are required from persons in positions to evaluate the applicant's potential for success in a doctoral program. At least one letter should be completed by a person who is or has been in a supervisory role or relationship with the applicant. Other letters should be completed by persons in positions to evaluate the applicant's professional or academic attributes. Recommendation letters may not come from MSU EdD Faculty.
6. GRE, Miller Analogies Test (MAT), or GMAT scores including GRE writing score or on-demand writing sample (test scores optional).
7. International students and ESL students must meet university minimum TOEFL score or its equivalent.

Second, after the initial review, students who are considered likely potential candidates will be provided the opportunity to submit an on-demand writing sample and will be interviewed by an admissions committee composed of at least three members two of which must be EdD faculty.

Additionally, applicants will need to complete the MSU graduate application found at <http://www.moreheadstate.edu/Admissions/Graduate/Apply-Now>.

Application Deadline

The deadline to submit all admission materials is April 1. Potential candidates will be invited to perform on-demand writing and engage in interviews during the last two weeks of April.

Edd Orientation

Applicants selected for the program will participate in an 18 clock-hour classroom, face-to-face Edd induction seminar the month of June immediately following their selection into the program. This orientation provides critically important information regarding how to be a successful doctoral student. This orientation session counts for one hour of EDD 800. A candidate takes EDD 800 three (3) times for a total of three (3) credit hours in the program.

Admission Criteria

Edd Admissions Checklist and Scoring Rubric Admissions Checklist

Required Documents:

- Completed graduate application
- Official transcripts of all undergraduate and graduate non-Morehead State University coursework
- Documentation of a master's degree from an institution accredited by a nationally recognized accreditation body
- Résumé or vita documenting years of related professional/leadership or educational technology, instructional design and training experience (3 page maximum)
- Letter of introduction/interest stating professional goals, leadership style, and educational philosophy
- Recommendation Letters: at least three reference letters are required from persons in positions to evaluate the applicant's potential for success in a doctoral program. At least one letter should be completed by a person who is or has been in a supervisory role or relationship with the applicant. Other letters should be completed by persons in positions to evaluate the applicant's professional or academic attributes. Recommendation letters may not come from MSU Ed.D. Faculty.
- GRE, Miller Analogies Test (MAT), or GMAT scores including GRE writing score or on-demand writing sample (optional)
- International students and ESL students must meet university minimum TOEFL score or its equivalent. Completed graduate application
- Documentation of previous statistical methodology, research related coursework or evidence of use and application of data-informed decision making to determine possible need for statistical methodology coursework

Admissions Rubric

Admissions Criteria	Minimal 1 point	Average 2 points	Outstanding 3 points	Score
Master's Degree from accredited institution: required				yes/no
Graduate degree grade point average				
Years of related professional/leadership or educational technology, instructional design and training experience				
GRE or MAT test scores (GRE: Quantitative Reasoning and Verbal Reasoning) Optional				
On-demand writing Score (Completed as a part of interview process)				
Letter of introduction/interest stating professional goals, leadership style, and educational philosophy.				
Recommendation forms				
Résumé				
On-Campus Interview				

Rubric Quality Indicators

- Graduate degree grade point average
 - 3.0 considered minimal
 - 3.2 considered average
 - 3.5 or above considered outstanding
- Related professional/leadership or educational technology, instructional design, and training experience
 - No experience: considered minimal
 - 3 years experience: considered average
 - 5 years experience: considered outstanding
- Score reports
 - GRE V + Q below 288 considered minimal (MAT 50 (raw score))
 - GRE V + Q of 288 - 297 considered average
 - GRE V + Q above 297 considered excellent
- Analytical Writing score or sample¹ (Note: Applicants who do not have a GRE analytical writing score will be asked to submit an on-demand writing sample.)
 - GRE analytical writing score of 2.0 or below: Displays serious weaknesses in analytical writing. The writing is seriously flawed in at least one of the following ways: serious lack of analysis or development; lack of organization; serious and frequent problems in sentence structure or language usage, with errors that obscure meaning. Writing is considered minimal.
 - GRE analytical writing score of 2.5 to 3.0: Displays some competence in analytical writing skills, although the writing is flawed in at least one of the following ways: limited analysis or development, weak organization; weak control of sentence structure or language usage, with errors that often result in vagueness or lack of clarity. Writing is considered average to below average.
 - GRE analytical writing score of 3.5 or higher: provides competent analysis of complex ideas; develops and supports main points with relevant reasons and/or examples; is adequately organized; conveys meaning with reasonable clarity; demonstrates satisfactory control of sentence structure and language usage but may have some errors that affect clarity. Writing is considered excellent.

¹ Quality indicator for GRE Analytical Writing modified from ETS GRE report categories.

Letter of Introduction

The importance of the letter of introduction cannot be overstated. Applicants should use the letter of introduction to reflect their desire to be involved in a doctoral program designed to create practitioner scholars. The letter should state professional goals, experiences related to the EdD specialization to which the applicant is applying. The letter should also include the applicant's leadership and educational philosophy once again focusing on appropriate EdD specialization. A holistic evaluation will be made of the applicant's letter of introduction/ considering indications of dispositions, personal educational philosophy, evidence of ability to improve organizational practices, written communication skills, and use of best practices. These criteria will be holistically scored to reflect educational leadership ability and potential as well as an assessment of the applicant's prospective success in the EdD program.

Letter of Introduction/Interest Evaluation Criteria

- A "minimal" score reflects evaluator concerns about the person's dispositions, stated beliefs, record of behaviors or potential for success in the program.
- An "average" score is an indication that the evaluator believes the person's dispositions, stated beliefs, and record of behaviors indicate significant potential for success in the program.
- An "outstanding" score is an indication that the evaluator believes the person's dispositions, stated beliefs, and record of behavior indicates a very high probability for success in the program.

Recommendation Forms

At least three reference letters are required from persons in positions to evaluate the applicant's potential for success in a doctoral program. At least one letter should be completed by a person who is or has been in a supervisory role or relationship with the applicant. Other letters should be completed by persons in positions to evaluate the applicant's professional or academic attributes. Recommendation letters may not come from MSU Ed.D. Faculty.

- **Adult and Higher Education Leadership Specialization**
 - To be completed by professional colleagues or university faculty who are familiar with the candidate's leadership ability. At least one letter should discuss leadership ability specific to the applicant's interests as expressed in the letter of introduction/intent.
- **Educational Technology Leadership Specialization**
 - At least one to be completed by professional familiar with candidate's use of technology, instructional design, and training; others to be completed by professional colleagues or university faculty who are familiar with the candidate's leadership ability.
- **P-12 Administrative Leadership Specialization**
 - At least one to be completed by immediate or up-line supervisor; others to be completed by professional colleagues or university faculty who are familiar with the candidate's leadership ability.

Recommendation Evaluation Criteria

- A "minimal" score indicates that at least one of the recommendations reflects concerns about the person's dispositions, stated beliefs, record of behaviors or potential for success in the program.
- An "average" score is an indication that none of the recommendations reflect any significant concerns about the person's dispositions, stated beliefs, and/or record of

behaviors. Further, the recommendations should indicate significant potential for success in the program.

- An “outstanding” score is an indication that the recommendation forms suggest the person’s dispositions, stated beliefs, and record of behaviors point toward a very high probability for success in the program.

Resume

The resume will be holistically evaluated to determine how the applicant’s past educational and work experiences have established a basis for continued development of higher-level leadership skills.

- A “minimal” score indicates concerns about the applicant’s past educational and work experiences as reflections of potential for success in the program.
- An “average” score is an indication that the applicant’s past educational and work experiences reflect significant potential for success in the program.
- An “outstanding” score is an indication that the applicant’s past educational and work experiences point toward a very high probability for success in the program

Interviews

Individual and/or group interviews will be conducted by three (3) members with a minimum of two EdD faculty members. Applicants will be interviewed either in person or via distance. A holistic evaluation will be made of the applicant during the interviews considering dispositions, personal leadership philosophy, evidence of ability to improve student achievement using effective student-centered teaching/learning practices, communication skills, use of best practices, and integrated use of technology. These dispositions, stated beliefs, and record of behaviors are holistically scored to reflect leadership ability and potential as well as an assessment of the applicant’s prospective success in the EdD program.

- A “minimal” score reflects faculty concerns about the applicant’s dispositions, stated beliefs, record of behaviors or potential for success in the program.
- An “average” score is an indication that faculty believe the applicant’s dispositions, stated beliefs, and record of behaviors indicate significant potential for success in the program.
- An “outstanding” score is an indication that evaluators believe the applicant’s dispositions, stated beliefs, and record of behaviors indicates a very high probability for success in the program.

Doctoral Program Process

Initial Program Review

Once admitted to the program, doctoral students are assigned an initial advisor who is a faculty member in the doctoral specialization the student is pursuing. The FGSE Department Chair assigns initial advisors. The initial advisor provides an initial point of contact and advising as the student begins the program. This initial advisor serves as the student's advisor until the Chair is chosen and approved.

Chair

The chair serves in a critical role in the doctoral student's/candidate's program. The chair mentors, advises, chairs committee meetings, and ensures the required policies regarding the student's/candidate's program are met. The chair:

- Is selected by the student and should be done in the second year of study.
- Must have full graduate faculty status.
- Teach in the doctoral specialization the student is pursuing.

Once initially identified by the student, the student must get the approval of the faculty member to serve as the chair. If the faculty member agrees, the student completes and submits a Declaration of Chair Request (see Appendix) to the department chair who will then finalize the process.

The Doctoral Committee

The doctoral committee is an integral part of the learning experience for doctoral students/candidates. The doctoral committee approves the emphasis area courses, reviews and approves doctoral capstone projects, and reviews and approves the final doctoral capstone defense. The following requirements must be met for the doctoral committee.

- The doctoral committee shall consist of no less than three members and no more than five members, including the chair.
- The chair, who serves as the doctoral committee chair, must have full graduate faculty status at MSU and be a faculty member within the candidate's specialization.
- All doctoral faculty committee members shall have at least associate graduate faculty status at MSU.
- The committee shall have at a minimum two full-time MSU faculty members.
- If, at any time, a committee chair leaves MSU or a MSU full-time faculty position within the department, that person is no longer eligible to chair the committee. However, the person may still serve on the committee as an outside/practitioner member. The same rule applies for any other committee member who leaves MSU or a full-time faculty position: They will only be eligible to serve as an outside/practitioner member on the committee.
- The committee shall have one member who is a practitioner in the field or organization the candidate belongs to and is selected by the candidate in consultation with the chair.

The doctoral student has the right to petition their Chair and/or the Program Director for a change of a doctoral committee member. The petition should include the student's/candidate's name, the chair's name, the reasons why the request is being made, the name of the faculty

member the student/candidate would like to serve as their new committee member, and whether or not the faculty member has agreed to serve as a committee member. The Program Director will consider the validity of the request and, if approved, complete the change process. If the change request involves the Program Director, the faculty member shall recuse him or herself and identify another EdD faculty member to assist in the process.

Qualifying Exam

The Qualifying Exam is designed to provide a checkpoint of the knowledge and skills developed through the formal coursework and completed before beginning the capstone courses. Students must be in good academic standing in order to take the Qualifying Exam. The Qualifying Exam consists of both a written and oral component. The Qualifying Exam is considered the mid-point of the doctoral program and should be taken before the doctoral student begins their capstone semesters. Successful passing of the Qualifying Exam by the student is required before the capstone courses EDD 899 can be taken. Students may register for EDD 899 before passing the Qualifying Exam. However, if the Qualifying Exam has not been successfully completed within the first three weeks of the semester in which the student is registered for EDD 899, the student will be dropped from the course and be responsible for applicable fees and tuition.

Registration

The student will work with his or her chair to complete the Recommendation for Doctoral Qualifying Examination form. The form should be submitted to the department chair no less than two weeks prior to the scheduled Qualifying Examination.

Requirements

The chair will complete and submit the Qualifying Exam Completion Form with a passing vote by the majority of the committee before the candidate can complete the doctoral capstone courses.

Program Completion

Capstone Proposal

Throughout the doctoral program, students/candidates will be engaged in identifying and framing problems and conducting research on a variety of topics, many of which impact student learning. Students/Candidates should have on-going conversations with other doctoral candidates and faculty members about areas of interest. These areas of interest are distilled down until a capstone focus is determined.

Some candidates may choose to focus their capstone work on a particular school, district, or organization. When that happens, the capstone project places the doctoral candidates in the role of an analyst-adviser management consultant to the district/organization for which the project is intended. Candidates may engage with a number of individuals in that district/organization to ensure full understanding of the barriers and opportunities related to the capstone project. An individual representing the district/organization serves on the capstone committee and will evaluate the accuracy, usefulness, and professionalism of the capstone product for their district/organization purposes.

Students in the EdD program have the option to collaborate in a group of no more than three students on a capstone project. The capstone is the culminating experience in the doctoral

program, and as such, even though a group of students may address differing aspects of the same topic, each student needs to be able to stand on his/her own as a practitioner/scholar. Each student needs to demonstrate the ability to formulate a research question and study it as well as the ability to write and disseminate knowledge at a doctoral level. As such, collaboration on a joint capstone project indicates that the students may research differing aspects of the same issue, but each student will have their own research question to answer and will be required to write and defend their own capstone proposals and capstone reports. In a joint capstone project, each capstone proposal should define, in detail, the level of collaboration, how the collaboration with another student will take place and what resources can or will be shared between collaborators. With the committee chair's permission, joint capstone project proposal defenses and final defenses may be held jointly, but at the same time, it is not required. It is strongly suggested that students in a joint capstone project all have the same committee chair, and as much as possible, the same committee memberships. Students working jointly on a capstone project will work with their committee chair to determine the exact parameters to outline the responsibilities of the members and details of the joint project.

A review and approval/disapproval of this plan will be a part of the capstone proposal approval process.

Approval

Doctoral students will develop a capstone project proposal during EDD 810 and EDD 811 and submit the proposal to their doctoral committee for review. Upon approval of the capstone project proposal the Approval for Doctoral Capstone Proposal form will be completed, signed and submitted to the FGSE Department Chair.

The capstone proposal must be approved no later than three weeks into EDD 899.

The capstone proposal will include the following: 1) statement of problem/questions to be answered, 2) description of district/organization in which the capstone project will be completed, 3) description of related research which will inform the capstone project, 4) procedures/methodology of how the project will be completed, and, if appropriate, and 5) description of the collaboration structure.

Capstone Project

Candidates will receive specific capstone instructions in EDD 810 and 811. See your Chair for more specific questions.

To provide the needed flexibility required for the variety of capstone projects that doctoral candidates will complete, the following information reflects basic requirements and guidance to help ensure quality capstone projects.

Purposes of the Capstone Project

A foundational goal of the Morehead State University EdD program is to develop educational leaders who will gain an understanding of transformational leadership and research-based instructional practices and will learn how to collect data and analyze relevant research in order to translate findings into actions that improve the opportunity for all students to learn at a high

level. However, we hope the program will do much more than simply give the students/candidates a set of new skills to use. We hope that the program will provide an opportunity for small cohort groups to become expert practitioners who learn the power of collaboration and synergy by being immersed in a program with a variety of learning communities. Working with MSU faculty, it is anticipated that doctoral candidates will address significant educational challenges being faced by educational leaders.

Because the capstone project is to be the culminating experience for the degree, the project should reflect the work of a practitioner scholar who has a unique understanding of problem framing and problem solving, especially in educational settings.

Guiding Principles

The following guiding principles are incorporated in the core courses of the EdD program and should be reflected in the capstone project:

- Use systemic change theory and effective communication to develop and implement a shared vision of providing opportunities for all students to learn at high levels.
- Frame and solve problems from a systems approach using creativity and futuring processes.
- Apply a personal code of ethics and deep understanding of legal issues to use in the exercise of judgment in the student/candidate's field of study.
- Recognize the characteristics of high performing organizations and be able to demonstrate effective leadership strategies that result in developing a system-wide culture and climate conducive to high expectations for all students
- Consume research by identifying research applicable to their professional careers and workplace, evaluating the quality of research, and ascertaining if the research findings could have an impact on their work setting.
- Recognize, define, and develop plans for action research and grant opportunities related to the candidate's work situation.
- Research educational problems related to the candidate's work situation as well as design and implement solutions to the problem as a doctoral capstone project.
- Write and/or present scholarly papers for a variety of audiences.

Examples of Capstone Projects

The following items and descriptions are intended solely for illustrative purposes. Students may propose projects other than those listed here for their own capstones.

- Design a performance-based pay program for public school teachers.
- Analyze a district's use of time, evaluate its impact on student achievement, and make recommendations for improvement.
- Compare and contrast a university's operating policies and procedures with a benchmark institution of similar size and characteristics. Develop a comprehensive report that shows resource savings while not negatively impacting services.
- Evaluate adult education by comparing it to world class programs found both within and outside the U.S. Develop recommendations, including potential legislation that would entail a systemic examination of an adult education program.
- Compare and contrast highest achieving and lowest achieving districts paying careful attention to strategies to reduce the achievement gap.

- Evaluate the use of available resources (e.g., human, fiscal, time, technology, physical) of five of the top performing schools in the U.S. and recommend how their use of resources can be incorporated into schools.
- Develop a district technology plan that will ensure full use of all available technology.
- Evaluate the impact of site-based decision making on student learning and make recommendations for affirmation or revision to applicable statutes, regulations, and policies.
- Analyze technology use in the organization to develop action plans for use of technology as well as needed training in the use of the technology.
- Develop specialized technology and design solutions to address organizational issues related to instruction.

Writing Convention

Doctoral capstone project documentation must follow current APA formatting requirements and any additional formatting requirements established by Morehead State University and the FGSE Department.

Completion of the Capstone Project and Program

Before completion of the program, students will be notified by their chair and by the graduate school of key dates. These dates include: the deadline to apply for graduation, deadline to order a cap and gown (for the graduation ceremony) the deadline to file for a capstone defense, deadline to submit the first 10 capstone pages and Vita, deadline to have a defense, and the process for submission of the final capstone project to the Graduate School. Missing any of these key submissions may prevent a student from completing the program that semester and/or walking in the graduation ceremony. These dates change every year; therefore, students are responsible for paying attention to these notices from the graduate school and their chair.

Defense

Final capstone defenses are open to the public and, when scheduled, are included on the University calendar. The doctoral candidate may choose either to attend the defense on campus or attend via distance. This decision should be done in consultation with the entire doctoral committee. The final decision remains with the student alone. If a student chooses to defend via distance, then the student takes full responsibility for the logistical and technical aspects of a defense via distance. If the student attends via distance, anyone may attend the defense, but no one may be physically present in the room with the candidate at the time of the defense.

After the candidate's presentation, a time will be provided for questions from the committee and the public attendees. The committee may, by consensus, dismiss the public attendees and finish the defense process which may include additional questioning in a private session with the candidate. Upon the conclusion of the private questioning, the candidate will be excused to allow for a private discussion among the members of the committee. The outcome of the defense will be determined by the voting consensus of the committee.

Archiving of Capstone Project

Morehead State University will archive and make accessible all completed doctoral capstones as well as make them available to other appropriate agencies in appropriate forms as approved by

Morehead State University. The doctoral candidate will retain all other ownership rights to the copyright of their work and retain the right to use their capstone project in future works (e.g., articles, books) all or part of the work. Doctoral candidates shall also register the copyright for their work.

Graduation

Graduation Deadlines

All finishing doctoral candidates must complete the graduation completion form provided by the Morehead State University Graduate School (see <http://www.moreheadstate.edu/Academic-Affairs/Undergraduate-Education-and-Student-Success/Registrar/Graduation-Information/Apply-for-Graduation>) and must submit all appropriate forms by deadlines established by the Graduate School.

Academic Regalia

Graduate regalia can be purchased through the Morehead State University Bookstore (<http://www.bookstore.moreheadstate.edu>) located in the Adron Doran University Center.

Additional Resources

APA Formatting Resources

Publication Manual of the American Psychological Association
Purdue Online Writing Lab APA Style Formatting
(<http://owl.english.purdue.edu/owl/resource/560/01/>)

Registering online for classes

1. Go to www.moreheadstate.edu
2. Click on Students from the menu at the top of the page
3. Log in to MyMoreheadstate
4. Select "Student", then "Academic Profile", then "Self-Service" from the menu
5. Select "Student Planning"
6. Select "Plan & Schedule" page
7. Choose the type of registration:
 - Search and register for sections
Use this option if you would like to look for sections, add them to your preferred list of sections and then register for them.
 - Express registration
Use this option if you know the exact subject, course number, and section of the sections for which you wish to add to your preferred list and then register. (Example: MATH*152*001).
 - Register for previously selected sections
Use this option if you have already placed sections on your preferred list and would like to now register.

Students will be automatically enrolled for EDD courses. Students should contact their advisor or chair to alter/modify their EDD course schedule.

Camden-Carroll Library Resources

The Camden-Carroll Library has a wide variety of resources within the physical library and online. You can access library services by going to <https://research.moreheadstate.edu/home>.

Kentucky Virtual Library

Open seven days a week, 24 hours a day, the Kentucky Virtual Library (KYVL) is dedicated to supplying all Kentuckians with a comprehensive and dynamic collection of information resources. We strive for equitable access to quality library and information resources for all Kentuckians. We see ourselves as partners to Kentucky's educational institutions and are here to support information literacy and lifelong learning. You can access the Kentucky Virtual Library by going to <http://www.kyvl.org>.

Appendix

Request for Chair

EDD PROGRAM 503 GINGER HALL, MOREHEAD KY 40351

Student's Name _____ Date: _____

E-mail Address: _____ Telephone #: (_____)_____

Edd Program Specialization Area:

Adult & Higher Education Educational Technology P12 Leadership

1. Has this faculty member agreed to assume this role? Yes _____ No _____

Faculty Member's signature (new Chair): _____

<p style="text-align: center;">INFORMATION BELOW TO BE COMPLETED BY THE EDD DIRECTOR</p>

For how many doctoral students/candidates does the requested faculty member serve as Chair? _____

Recommended action: _____

EDD Director: _____

Change of Chair

FGSE DEPARTMENT OFFICE 503 GINGER HALL, MOREHEAD KY 40351

Student's Name _____ Chair's Name _____

Name of Person Making Request _____

E-mail Address: _____ Telephone #: (_____) _____

EdD Program Specialization: _____ Date: _____

Reason for request of change: _____

2. Name of faculty member requested to assume the chair's role: _____

3. Has this faculty member agreed to assume this role? Yes _____ No _____

4. New Chair Signature: _____

<p style="text-align: center;">INFORMATION BELOW TO BE COMPLETED BY THE FGSE DEPARTMENT CHAIR</p>
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5. For how many doctoral students/candidates does the current faculty member serve as Chair? _____

6. For how many doctoral students/candidates does the requested faculty member serve as Chair? _____

Recommended action: _____

Department Chair: _____ Date: _____