Professional Education Unit
Foundational and Graduate Studies in Education

Doctoral Seminar
EDD 800 001
Summer 2011

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Course Description: EDD 800 Doctoral Seminar. (1-0-1) III. *Pre-requisite: Admission to the Educational Leadership Ed.D. program.* Series of presentations by graduate candidates, visiting lecturers, and members of graduate faculty on problems and issues confronting the track areas of the educational leadership doctoral program.

Required Field Experience Hours: N/A

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

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 need to make an optimal contribution to "whole" student learning in education 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.

Student Learning Outcomes (SLOs):

By the end of this course, the candidate will have:

1. Experienced a series of guest lectures that address current research and issues within the field of education
2. Collaborated with faculty, guest lecturers, and candidates within the cohort on relevant issues in educational leadership
3. Analyzed current educational leadership resources and paradigms that can have impact in their own organizations
4. Presented in a roundtable format their current capstone project development
5. Mastered key concepts and strategies in creating positive personal and organizational change

Assignment Descriptions:

Program: Ed.D. Ed Leadership Track **EDD 800 Summer Seminar**	
Assessment (point value)	**Description**
[Participation and Activities, 100 pts.]	Participation is a large portion of the course. You are expected to be engaged in the various discussions and collaborations each day.
[Roundtable Presentation, 100 pts.]	Day 1 presentation (each candidate).
[Attendance and Reflections, 100 pts.]	Participants are welcome (and encouraged) to submit daily reflections on Blackboard related to the presentations each day. Attendance all three days is mandatory.

Grading Scale:

A =100%-90%
B = 89%-80%
C = 79%-70%
D = 69%-60%
E = 59% and below

Required Textbooks:

No required textbook for this course. Pre-assignment to read from Dr. Joe Murphy's published work on ed leadership.

Selection of online course readings located on BlackBoard.

Course Evaluation:

Grades will be posted on the BlackBoard gradebook, which is available to each participant.

Attendance Policy:

Participants are expected to attend and contribute to the daily activities that occur for each of the required days of the summer seminar.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the Internet when appropriate credit is not given. The policy is located at:
http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188,www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols athttp://www.moreheadstate.edu/emergency

EDD 800 – Summer Seminar

Monday, June 27

Adrian Doran Student Center, Third Floor; Crager Room

8:30-9:00 Light Breakfast/ Sign In

9:00-10:00 Welcome (Dr. Cathy Gunn, MSU Dean, College of Education)

Charge (Dr. Karla Hughes, MSU Provost)

10:00-10:15 Networking: Ice Breakers

10:15- 12:00 Stephen Downes (Riggle Room)
Open Educational Resources and Personal Learning Environments

12:00-1:00 LUNCH (on your own)

1:00-4:00 Roundtables: 30 minute presentations from Cohort I members. (Crager Room)

(Ten minutes of this time will be left for peer review feedback)

5-6 cohort members per table

Appoint a facilitator and recorder

Break 2:15-2:30

- Can be in poster format, Powerpoint, etc.
- If you have copies to share, please bring 35.
- Be prepared to share or define: the problem statement that your capstone will address; research that supports the problem; the conceptual framework that will guide your capstone (if one exists); what question(s) you hope to have answered through your capstone; what impact this project will have on transforming our work; and lastly, be prepared to defend how this capstone will take something "ordinary…and transform it into something extraordinary."
- Some of you are thinking of writing a book. You may wish to share a chapter(s) you have written, the book chapter topic outline, etc. Be prepared to explain the "take away message of the book", and what audience might benefit from this book. Be able to support you work through research.

EDD 800 – Summer Seminar

Tuesday, June 28

Adrian Doran Student Center: Crager Room

8:30-9:00	Light Breakfast
9:00- 12:00	Dr. Joe Murphy, Vanderbilt University (Crager Room)
12:00-1:00	LUNCH (on your own)
1:00-2:15	Dr. Joe Murphy
2:15-2:30	BREAK/Snacks
2:30-4:00	Dr. Joe Murphy

4:15-6:00 Thinking about publishing? We will have:

Representatives from the publishing/self-publishing business to share with you the "how to," and the pros and cons of each. (Copyright information, amazon.com, who owns the intellectual property, contracts, out of pocket expenses, etc.). How about publishing an article in a scholarly journal? What is the process for submitting something? MSU faculty and staff are invited to join us.

EDD 800 – Summer Seminar

Wednesday, June 29

Adrian Doran Student Center: Crager Room

8:30-9:00	Light Breakfast
9:00-10:00	Dr. Jerry Johnson Ohio University, Athens, Ohio (CERA- Center for Educational Research in Appalachia)
10:00-12:00	Craig Robinson (Leadership Coach and Organizational Health Specialist)
12:00-1:30	Lunch Provided: (Heritage Room)
	Slide Show Presentation
1:30- 3:00	Craig's Charge
3:00-3:15	BREAK/Snacks
3:15-4:00	Wrap Up/Next Steps

ISLLC Standards: .

Standard One

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

A. Collaboratively develop and implement a shared vision and mission
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C. Create and implement plans to achieve goals
D. Promote continuous and sustainable improvement
E. Monitor and evaluate progress and revise plans

Standard Two

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

Standard Three

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

A. Monitor and evaluate the management and operational systems
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard Four

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

A. Collect and analyze data and information pertinent to the educational environment
B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
C. Build and sustain positive relationships with families and caregivers
D. Build and sustain productive relationships with community partners

Standard Five

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

A. Ensure a system of accountability for every student's academic and social success
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
C. Safeguard the values of democracy, equity, and diversity
D. Consider and evaluate the potential moral and legal consequences of decision-making
E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard Six

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

A. Advocate for children, families, and caregivers
B. Act to influence local, district, state, and national decisions affecting student learning
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies