



BELLARMINE UNIVERSITY
IN VERITATIS AMORE

Doctor of Education, Ed.D. Program

The Bellarmine University Annsley Frazier Thornton School of Education offers the Doctor of Education (Ed.D.) degree with superintendent certificate focuses on developing highly skilled education leaders who will act as “change agents” in improving the education of children living in poverty circumstances. The Ed.D. program coursework is focused on preparing candidates with advanced knowledge in educational research practices, assets and challenges of children living in high poverty contexts, and an understanding of innovative education solutions. Additionally, the Ed.D. program is designed for applicants who have successfully completed an Ed.S. degree without a superintendent endorsement (candidates with a superintendent endorsement should consider our traditional Ph.D. program). This Ed.D. program consists of an additional 36 hours of coursework at the doctoral level which, when combined with the 30 credit hours of the Ed.S. program, gives each candidate a total of 66 hours beyond a master’s degree.

The goal of this program is to prepare candidates who have successfully completed the Ed.S. degree and are seeking both superintendent certification and a doctoral degree. The program is designed to prepare educational leaders who, by employing continuous reflection of their own practice and advanced knowledge of educational research, will use their expertise to improve student learning and achievement by working in formal and informal ways with district personnel and the larger community to augment the professional skills of colleagues, to strengthen the culture of the district through learning communities, and to improve the quality of instruction through research and data-based decision-making.

A candidate in this program will be challenged to reflect continuously upon: leadership components, coaching and mentoring, analysis of assessment data to impact instruction and district leadership and operational systems, strategies for closing the achievement gap through instructional best practices, the need to address equity and diversity in schools, and collaborative efforts to include colleagues, parents, and the community in comprehensive efforts for school and district improvement. Furthermore, the Ed.D. candidate will promote the success of each student by ensuring a leader-driven management and leadership style that provides the resources necessary for a safe, efficient, and effective learning environment built on equity, adequacy and equality.

PROCEDURE FOR ADMISSION

1. Submit online application at <http://www.bellarmino.edu/applyNow> and pay the \$40 application fee unless a BU alumna/e. If so, please use promo code: BUALUMFREE.
2. A current resume (Note: At least two (2) years' experience as a principal, supervisor, guidance counselor, DPP, DoSE, school business administrator, vocational school coordinator, or coordinator/administrator/supervisor of district-wide services is required).
3. A copy of valid state issued Professional Teaching Certificate.
4. A copy of Kentucky Administrative Certification.
5. Successful completion of an Ed.S. degree.
6. Minimum cumulative GPA of 3.50 on a 4.0 scale for all graduate work.
7. Documentation of an approved research and sponsorship contract with a district/agency.
8. Final official transcript(s) from each college or university attended should be mailed to the Office of Graduate Admission and should not be marked "Issued to Student." If any transcript(s) or undergraduate degree(s) is from an international institution, you must provide an official copy to be evaluated by the Bellarmine International Programs Office. The Office of Graduate Admission reserves the right to request a certified copy of the original transcript(s).
9. Three recommendations from individuals who are former professors or who have supervised the applicant in a school setting. One recommendation must come from the applicant's current immediate supervisor. All recommendations must be related to the professional environment.
10. Responses to the four essay questions below:
 - Teachers are leaders; a school principal is a leader of leaders. As you look at your leadership experiences in your administrative experiences or role, how would you describe your roles and how these experiences are foundational in preparing you for the role of a school superintendent?
 - Select one book that you have read on the topic of leadership. Identify the title and author and explain how you think the author's message relates to P-12 school district leadership.
 - There are many challenges facing today's school leaders. In Kentucky the challenge of meeting Annual measurable outcomes (AMO) through the impact of the district leader on student achievement is critical and challenging. Describe how you will use your knowledge of curriculum, instruction and assessment to accomplish student achievement and expected district learning outcomes?
 - A school principal and district administrators assume many roles in a school and/or district: learner, leader, mentor, supervisor, manager, politician, and advocate are but a few. From these seven roles, choose the three that you think are most important and provide evidence of how you have successfully served in these three roles.
11. The Educational Autobiography
12. A collaborative interview between the applicant, a School of Education representative and appropriate school district personnel will be arranged. A successful interview is required for an

admission decision.

INTERNATIONAL APPLICANTS

Please complete the items under Procedure for Admission and submit the following:

Language Proficiency. All students are expected to have appropriate English-language proficiency to be admitted to the university. The language proficiency is required to ensure students are adequately prepared and well positioned to succeed.

Financial Affidavit. All applicants must provide a financial affidavit certifying the ability to fund the cost of attending Bellarmine University for one academic year. Figures must be expressed in United States currency.

EDUCATIONAL AUTOBIOGRAPHY

Using standard margins, double spacing, and 12-point font, complete an educational autobiography and personal goal statement. Include your own educational background; work experiences; a discussion of your strengths and weaknesses; factors leading to your decision to pursue certification as a school principal; your academic, intellectual, and professional objectives; and your commitment to your professional development at Bellarmine University. This document is an important part of the application review process. You should take great care to produce a thoughtfully planned and well written statement. Your work should be limited to 1000 words.

CONTACT INFORMATION

For more information on the program, you may contact Jordan Wiehebrink, Graduate Admission Officer, at 800.274.4723 x8245, 502.272.8245 or jwiehebrink@bellarmine.edu. You may also contact the Office of Graduate Admission at 800.274.4723 x7200, 502.272.7200 or gradadmissions@bellarmine.edu.

PRIORITY APPLICATION DEADLINE

Priority applications for the fall semester cohort should be submitted by July 15. Completed applications submitted after this date will be considered on a space available basis.

TUITION AND FEES

The 2016-2017 academic year tuition cost will be \$800 per credit hour.

Funding Assistance

School districts may apply tuition supports for this program, please contact your school district's personnel specialist. As a degree seeking student in the Ed.D. program, students should be eligible for

federally supported forms of student aid. Financial aid questions should be directed to the Financial Aid Office at Bellarmine University (finaid@bellarmine.edu or 502.272.7300).

ED.D. COURSE DESCRIPTIONS

EDUG 801 Professional Ethics and Social Change (3)

This course is an exploration of ethical principles applied in education contexts. Focuses on some of the more important moral issues facing educators serving students living in poverty predicaments. Included are ethical theories, moral reasoning strategies, and a survey of Catholic social teaching.

EDRE 802 Statistics in Educational Research II (3)

This course reviews one- and two-way analysis of variance, a priori and post hoc tests of significance and assumptions, an introduction to multiple linear regression, power analysis, and calculation and interpretation of effect size. Emphasis on student acquisition of practical intermediate univariate analytic and interpretative skills with extensive utilization of computer applications for statistical analysis.

PREREQUISITES: EDRE 801 or permission of instructor.

EDRE 804 Qualitative Research Methods (3)

This course is an exploration of the issues, procedures, and problems of conducting qualitative research in educational settings, review of qualitative methods such as ethnography, case study, and grounded theory designs. PREREQUISITE: EDRE 802 or permission of instructor.

EDRE 805 Advanced Topics in Research (3)

This course provides an advanced study of a selected area of quantitative or qualitative research. Offered in individual or small group settings, possible areas of study may include multiple regression models, sampling/survey methods, multivariate methods, in-depth treatment of important practical issues encountered in conducting qualitative research in educational settings utilizing methods such as case study, ethnography or mixed-method designs. PREREQUISITES: EDRE 804 and permission of major advisor.

LITR 835 Applied Change Leadership in Literacy Education: High Poverty Urban and Rural Settings (3)

This course is an application of change leadership principles learned in prior coursework in educational entities serving high concentrations of children living in poverty circumstances. Particular emphasis is given to urban and rural areas. PREREQUISITES: EDUG 700, EDUG 802 or permission of the instructor.

EDAD 851 The School Superintendent: Principles of Leadership (3)

This course examines the concepts associated with school leadership including looking through the lens of the Interstate School Leadership Licensure Consortium (ISLLC) standards.

EDAD 852 The School Superintendent: District Planning & Development (3)

This course examines the planning functions necessary to improve 21st century schools. Systems for in-depth study include but are not limited to instruction, cultural responsiveness, technology, strategic planning, systems data and assessments, change and leadership. Prerequisite: Admission to the Ph.D. program or permission of the departmental chair.

EDAD 853 The Impact of Collaboration and Communication on the School Superintendent (3)

This course reviews the impact of collaboration and communication systems of an effective and efficient organization or school system. This course explores inter-district and intra-district communication systems as well as the process of developing successful collaborative initiatives with the community and/or school board of trustees. Prerequisite: Admission to the Ph.D. program or permission of the departmental chair.

EDAD 854 The School Superintendent: Leadership and Planning Functions (3)

This course provides the candidate clinical experiences in the system and management functions of the practicing superintendent. The candidate will identify leadership and planning systems and actively participate in management functions such as professional development, intervention planning, and grant acquisition. Prerequisite: Admission to the Ph.D. program or permission of the departmental chair.

EDAD 855 The School Superintendent: Leadership and the Reflective Organization (3)

This course provides the candidate insights into the reflective responsibility of a school superintendent. The candidate will investigate 21st century organizational renewal initiatives and the role of the reflective superintendent as a catalyst for school system improvement and growth. Prerequisite: Admission to the Ph.D. program or permission of the departmental chair.

Bellarmino University admits qualified students of any age, gender, gender identity, sexual orientation, race, disability, color, religion, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of age, gender, gender identity, sexual orientation, race, disability, color, religion, or national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs. Bellarmino University will not tolerate any form of sexual misconduct, which includes, but is not limited to, sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, rape or retaliation arising out of any of the above acts, as more fully defined in the Bellarmino Sexual Discrimination and Misconduct

Policy in the Student and Employee Handbooks. Bellarmine University is an equal opportunity employer.

6/13/2016

