

BELLARMINE UNIVERSITY
IN VERITATIS AMORE

ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION

Ph.D. in Education & Social Change

The Bellarmine University Annsley Frazier Thornton School of Education offers the Doctor of Philosophy (Ph.D.) degree in Education and Social Change focusing on the development of highly skilled professionals who will act as change agents in improving the education of children and adults coming from high poverty circumstances. The degree qualifies graduates to work in a variety of vocations including but not limited to public and private school administration, careers in higher education, educational research, and leadership of not-for-profit agencies. Areas of concentration include Literacy Education, Special Education, Educational Leadership, and Higher Education Administration (tentatively beginning Spring 2013). An “individualized plan” option is also possible for persons wishing to have a more customized experience to suit particular career goals. At the heart of the new Ph.D. program is a commitment to improve learning and social justice for some of the world’s most challenged children and adults.

The Ph.D. in Education and Social Change is an affordable 60-hour, cohort-based program attracting students nationally and internationally because of its social justice paradigm rooted in the Catholic tradition and research-driven structure. Courses are delivered over a three-year period on selected weekends (Friday evening/all day Saturday). In the course of study, students work in teams alongside top scholars to seek, replicate, develop and explore research-based innovations for improving learning for the under-privileged. Most candidates complete their dissertation and graduate within a four-year timeframe.

Two broad classes of professionals will find the Bellarmine Ph.D. in Education and Social Change of interest: those engaged in Preschool through grade12 education (P-12) and leadership, and persons serving in other education-related fields (e.g., higher education, not for profit agencies, etc.). For professionals focused on P-12 education, the ideal candidate for this program holds an undergraduate degree in P-12 Education, has classroom teaching experience and an advanced degree. Candidates holding a Master of Arts in Teaching degree, have classroom teaching experience and advanced education coursework are also encouraged to submit an application. For those serving in education-related fields outside of P-12 schools, the ideal candidate will usually hold the equivalent of an undergraduate and graduate degree in their field (e.g., mathematics, business, nursing/medicine, communications, the sciences, etc.).

Bellarmino’s Ph.D. in Education and Social Change incorporates key recommendations of the Carnegie Foundation’s Project on the Education Doctorate (www.carnegiefoundation.org) particularly in terms of focus, depth, and rigor. Candidates receive mentoring from an interdisciplinary faculty team whose credentials reflect decades of experience with innovation and change initiatives in education, corporate, and/or non-profit agencies.

The Ph.D. program in Education and Social Change grew out of Bellarmine’s Vision 2020, as well as our faculty’s extensive research into the learning needs of economically disadvantaged citizens and innovative solutions worldwide. Courses incorporate both quantitative and qualitative research methodology and provide core knowledge regarding learners in poverty predicaments, professional ethics and social justice in the Catholic and other traditions, change theory and education innovations, and politics and policy affecting the underserved. Students gain an integrated understanding of global education issues from intellectual encounters on campus and opportunities to participate in studies within diverse communities and in our study abroad programs.

PROCEDURE FOR ADMISSION

1. Complete and submit the application.
2. Submit a non-refundable application fee of \$40 (unless a Bellarmine alumna/e). Checks should be made payable to Bellarmine University.
3. A minimum grade point average of 3.5 in all graduate coursework completed at the time of application.
4. An earned baccalaureate and masters degree in education (M.A., M.S.) or fields directly relevant to education. Other advanced degrees in other fields will also be considered to meet this requirement (e.g., J.D., M.B.A., etc.).
5. Three letters of recommendation. The recommendations should be completed by individuals who are former professors or who have supervised the applicant in a school setting. One recommendation must come from the applicant's current supervisor or designee. All recommendations must be related to the professional environment. (Form included in packet, copy as needed).
6. Official Graduate Record Examination (GRE – www.ets.org/gre) score mailed directly to the Office of Graduate Admission.
7. A current resume. (Note: Five years of successful teaching experience in a P-12 setting as the teacher of record must have either been achieved, or will be achieved, by Year 2 of the program. Some exceptions may be granted.)
8. Submission of two essays, no more than 1000 words each addressing the following questions:
 - What new knowledge and skills do you expect to acquire from the Ph.D. in Education & Social Change program?
 - In what ways might you serve as a change agent in your career as a graduate of this program?
9. Final official transcript(s) from each college or university attended should be mailed to the Office of Graduate Admission and not be marked "Issued to Student".
10. If any transcript(s) or undergraduate degree(s) are from an international institution you must provide an official copy of a third party course by course credential evaluation. The following organizations offer this service and information regarding processes and fees are available at: www.aacrao.org, www.wes.org and www.ece.org. The Office of Graduate Admission reserves the right to request a certified copy of the original transcript(s).
11. If your undergraduate degree is from an international institution, you were born outside the United States, or English is your second language, you will be required to submit an official TOEFLiBT (internet-based test) score and receive a total score of 80 or higher on the internet-based TOEFL (reading, listening, writing, and 26 on speaking). We will also consider an equivalent score on the IELTS or MELAB tests. The Admission, Progression and Graduation Committee reserves the right to request a TOEFL score from any applicant.
12. Interviews with doctoral program faculty will be arranged after the above documents have been received and reviewed.
13. All application materials should be submitted to:
Bellarmine University
Office of Graduate Admission
2001 Newburg Road
Louisville, KY 40205
502.272.7200
gradadmissions@bellarmine.edu

ADDITIONAL APPLICANT INFORMATION

Applicants actively involved in public, private, and parochial education must have the following:

Successful Teaching Experience; 5 years or more full time experience as the teacher of record in a P-12 setting must have either been achieved, or will be achieved by Year 2 of the program.

Must hold an entry-level degree (BA, BS, MAT) in education, and a master's degree and/or substantial advanced coursework in a field such as: Reading/Literacy, Special Education, Mathematics Education or Science Education.

Applicants holding a Master of Arts in Teaching (MAT) degree:

Students holding an MAT degree, but who have not completed substantial advanced coursework beyond the MAT, may be required to complete preparatory coursework before being fully admitted into the Ph.D. program.

Professionals currently holding positions in higher education and/or pursuing leadership positions in higher education:

Should hold an earned baccalaureate and an advanced/graduate degree (e.g., M.A., M.S.N., J.D., M.B.A., etc.) from a fully accredited institution(s). Successful applicants will be able to articulate in their application essay how this particular degree program would enable them as change agents to assist students from disadvantaged backgrounds and/or first generation students to succeed in attaining a college degree.

TUITION AND FEES

The 2012-2013 academic year cost will be \$670 per credit hour plus \$35 per course fee for a total of \$2045 per class.

Financial Assistance

Students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) by visiting www.fafsa.gov. The Bellarmine School code is 001954. By completing the FAFSA, you may be eligible for student loans. Individuals working for the Archdiocese of Louisville are encouraged to contact the central office for information on the Professional Educators Incentive Program (PEIP) to see if funding is available.

PRIORITY APPLICATION DEADLINE

New cohorts are typically admitted twice yearly to begin in the fall and spring semesters. Priority applications should be submitted by July 1 for the fall semester and by November 1 for the spring semester.

INTERNATIONAL APPLICANTS

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

U.S. law requires financial statements from a bank or other financial institution certifying the student's ability to fund the cost of attendance for one academic year minus the amount of any scholarship dollars received. Figures should be in U.S. dollars and must be certified as an official document by the bank or financial institution. A sponsor may be used if the sponsor attaches a signed affidavit stating that he/she will financially support the student until completion of a degree at Bellarmine University. If a sponsor is used, the sponsor's bank statement should accompany the letter. **The amount that would need to be shown for the Ph.D. program is: \$38,636.** This amount includes tuition and fees associated with six credit hours per semester and an average cost for living expenses, books, supplies, health insurance, transportation and personal expenses.

CONTACT INFORMATION

Theresa Klapheke, Graduate Admission Officer
502.272.8271 or tklapheke@bellarmine.edu

Office of Graduate Admission
502.272.7200 or 1.800.274.4723 x7200
or gradadmissions@bellarmine.edu

PROGRAM OF STUDY AND COURSE DESCRIPTIONS

Core Experiences : 12 hours

- EDUG 800** Learners in Poverty Circumstances: Assets & Challenges
- EDUG 801** Professional Ethics & Social Justice
- EDUG 804** Change Theory and Education Innovations
- SPED 800** Literacy & Special Education in Poverty Contexts

Research Tools: 15 hours

- EDRE 801** Statistics in Educational Research I
- EDRE 802** Statistics in Educational Research II
- EDRE 803** Research Design Methods & Analysis
- EDRE 804** Qualitative Research Methods
- EDRE 805** Advanced Topics in Research

Change & Innovation Diffusion: 6 hours

- EDUG 802** Driving Change
- EDUG 803** Communications & Leadership

Area of Concentration: 15 hours (from one option)

OPTION 1: LITERACY EDUCATION

- LITR 820** Socio-cognitive Literacy Theories
- LITR 835** Applied Change Leadership in Literacy Education: High Poverty Urban and Rural Settings
- LITR 850** Family and Community Involvement in Literacy Development
- LITR 845** Academic Literacy Research in High Poverty Middle and Secondary School Settings
- LITR 890** Bilingualism and Second Language Learning
- SPED 820** Advanced Literacy Assessment & Intervention (may be substituted for any class above)

OPTION 2: SPECIAL EDUCATION

- SPED 820** Advanced Literacy Assessment & Intervention
- SPED 830** Special Education: Policy and Collaborative Practice
- SPED 835** Low Incidence Disability
- SPED 840** Transition Education and Services, Childhood through Adulthood
- SPED 845** Supervision of Special Education Programs

OPTION 3: EDUCATIONAL LEADERSHIP

- EDAD 701** Instruct. Leadership & the Role of the School Principal
- EDAD 702** Data Management & School Leadership
- EDAD 707** Leading and Administering the Secondary School
- EDAD 705** Leading and Administering the Elementary School
- EDAD 711** Financial, Legal and Ethical Respon. of the Principal

OPTION 4: INDIVIDUALIZED PLAN

Option 4 is determined in collaboration with the student's doctoral committee.

International or Cross Cultural Experiences: 3 hours

- EDUG 858** International or Cross Cultural Experience

Capstone Experience: 9 hours

- EDUG 860** Field Research Practicum
- EDUG 900** Dissertation

PH.D. COURSE SEQUENCE SAMPLE*

Year 1 (18 hours)

FALL

EDUG 800
SPED 800

SPRING

EDRE 801
EDUG 801

SUMMER

EDRE 802
EDUG 804

(Transition Point 1 - Dissertation Proposal #1)

Year 2 (18 hours)

FALL

EDRE 803
EDUG 802

SPRING

EDRE 804
Concentration course #1

SUMMER

EDUG 860
EDRE 805

(Transition Point 2 - Dissertation Proposal #2)

Year 3 (18 hours)

FALL

EDUG 803
Concentration course #2

SPRING

Concentration course #3
Concentration course #4

SUMMER

EDUG 858
Concentration course #5

(Transition Point 3 - Dissertation Proposal #3 and Admission to Candidacy)

Year 4 (6 hours)

Dissertation EDUG 900

Possible International Experiences: e.g., Jamaica, Great Britain, New Zealand, Australia, Canada, etc. Possible Cross-Cultural Experiences: e.g., Appalachian; Native American Reservations; Hispanic Community; and/or Urban Schools.

*Schedule of courses may vary slightly.

Research Paper Presentations

At the end of years One, Two, and Three the candidate will write a dissertation proposal. The purpose is to demonstrate progress on academic writing skills, understanding of research methods and design, and to focus the student on serious consideration of a dissertation topic.

EDUG 800 Learners in Poverty Circumstances: Assets and Challenges (3)

The unique challenges as well as the assets of students living in poverty conditions are examined according to evidence-based research. Included are investigations into the effects of poverty on student learning in urban and rural contexts.

EDUG 801 Professional Ethics and Social Justice (3)

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.

EDUG 802 Driving Change (3)

An exploration of applied models and methods of change with particular emphasis on the change agent role. It includes case studies of successful and failed change efforts in education and other contexts. Students would learn how to deal with common challenges associated with the implementation of change efforts.

EDUG 803 Communications and Leadership (3)

A structured seminar and application experience that examines the qualities strategic leaders/communicators possess that can be applied in academic leadership. Case studies and expert presenters from a variety of disciplines are features of this course.

EDUG 804 Change Theory and Education Innovations (3)

This course is an introduction to change theory and its applications in education agencies serving low socio-economic populations. Human behavior in education systems and their roles in innovation diffusion are considered.

EDUG 858 International or Cross-Cultural Experience (3)

Students engage in a cross-cultural service learning experience/partnership. The aim is to learn how poverty plays out across particular contexts and how education can play either a reproductive or liberating function in the culture.

EDUG 860 Field Research Practicum (3)

A guided research experience that includes participation with a faculty team working in collaboration with an education agency serving students living in poverty situations to solve real-time issues. This experience is directly connected and leads into the dissertation project.

EDUG 900 Dissertation (1-6)

Doctoral candidates plan and implement evidence-based strategies addressing real-time learning issues in education systems serving students living in poverty predicaments under the direction of a faculty advisor.

EDRE 801 Statistics in Educational Research (3)

Utilization and interpretation of statistical methods applied to education; topics include frequency distributions, central tendency, variability correlation, linear regression, introduction to probability, normal distribution, interval estimation, and hypothesis testing via t-test and chi-square. Introduction to computer utilization in statistical analysis. PREREQUISITE: EDUG 601 or permission of instructor.

EDRE 802 Statistics in Educational Research II (3)

Includes 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: EDUG 601 or equivalent, EDRE 801 or permission of instructor.

EDRE 803 Research Design Methods and Analysis (3)

Includes validity of research designs, complex analysis of variance and covariance, multivariate analysis of variance, use of factor analysis in survey design, further investigations into multiple linear regression, repeated measures analysis, and an introduction to hierarchical linear modeling. Emphasis is on practical advanced analytic and interpretative skills using computer applications. PREREQUISITE: EDUG 601 or equivalent; EDRE 801, 802; or permission of instructor.

EDRE 804 Qualitative Research Methods (3)

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: EDUG 601 or equivalent; EDRE 801, 802; or permission of instructor.

EDRE 805 Advanced Topics in Research (3)

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 801, 802, 803, 804 and permission of major advisor.

LITR 820 Socio-cognitive Literacy Theories (3)

This course focuses on socially situated cognition and the processes by which children (and others) learn to read and write. It involves an overview, analysis, and critique of theoretical models of reading and writing from a sociocognitive perspective.

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.

LITR 845 Academic Literacy Research in High Poverty Middle and Secondary School Settings (3)

This course reviews extant evidence-based research on infusing literacy strategies in core subjects (i.e. Mathematics, Science, Social Studies, English Language Arts) learning in urban and rural middle/secondary schools serving low socioeconomic populations.

LITR 850 Family and Community Involvement in Literacy Development (3)

Social issues and child advocacy efforts are reviewed. Strategies for involving family members, community partners, and other stakeholders in the literacy education of children and others.

LITR 890 Bilingualism and Second Language Learning (3)

Studies of theories underlying the teaching and learning of English as a second language and bilingual education: analyses of curricular designs and innovative programs. Selection and development of second language instructional materials including theoretical considerations and practical applications; evaluation of instructional materials, creating materials, and adapting materials to student needs.

SPED 800 Literacy and Special Education in Poverty Contexts (3)

This course is an investigation of historical and recent trends in literacy education and special education with particular emphasis on children (P-12) living in high poverty environments. Patterns of social, cognitive, and language and physical development are included. Social, political, and economic advocacy issues are also addressed.

SPED 820 Advanced Literacy Assessment and Intervention (3)

Diagnostic and instructional issues are examined including: factors related to reading and writing disabilities; varied approaches to individual diagnosis and proven emergent reading strategies; corrective approaches and programs, standardized tests and authentic and formative assessments as well as assistive technology currently used in large scale reading and special education programs.

SPED 830 Special Education: Policy and Collaborative Practice (3)

Students learn to analyze public policy that affects citizens with disabilities. Various models of analysis are brought to bear on federal policy (e.g., education, transportation, housing, institutionalization, protection and advocacy, medical assistance, employment, vocational rehabilitation, and others). This course also addresses the issues that professionals (e.g., educators, physicians, allied health providers, attorneys, and others) and families of persons with disabilities face in the context of public values, attitudes, and rules of law.

SPED 835 Low Incidence Disability (3)

In this course students learn assessment techniques and instructional strategies for teaching learners with sensory, motor or cognitive impairments and complex medical needs. Students will learn use of residual and alternative senses; proper positioning and transfer for students with motor impairments, nutrition, hydration, and medical monitoring, and seizure activity. Students will develop appropriate goals and objectives in the sensory cognitive and motor areas, incorporate related services into inclusive educational settings, adapt materials and apply assistive technologies, and identify successful transition strategies.

SPED 840 Transition Education and Services from Childhood through Adulthood (3)

The purpose of this course is to provide a background in career development and transition education for persons with disabilities from middle school through adulthood. Emphasis is placed on IDEA requirements for transition services, career development and transition processes, transition services assessment, assistive or adaptive technology secondary special education curricular implications, career development and transition service needs, collaborative services in schools and communities to promote quality transition services, and issues and trends in transition education and services.

SPED 845 Supervision of Special Education Programs (3)

An analysis of the role of special education coordinators and supervisors. Particular attention is given to program development; planning, organizing, and delivering professional development programs; personnel recruitment, selection, and evaluation; collaborative leadership strategies, program management; and program evaluation.

EDAD 701 Instructional Leadership and the Role of the School Principal (3)

A course designed to study the roles and responsibilities of the principal in curriculum development and evaluation, supervision and evaluation of instruction, pupil management, staff professional development, and public relations.

EDAD 702 Data Management and School Leadership: Using Data-driven Strategies to Retool the Instructional Program (3)

A course designed to study the roles and responsibilities of the principal in the evaluation of curriculum, instruction and assessment and the use of data-driven strategies to improve classroom practices.

EDAD705 Leading and Administering the Elementary School (3)

A course designed to explore research-based practices and systems proven to create a culture and climate conducive to student success in the elementary school setting.

EDAD 707 Leading and Administering the Secondary School (3)

A course designed to explore content curricula and experimental designs of middle and secondary school curricula and instructional procedures with an emphasis on those aspects that are broader than a single subject area.

EDAD 711 Financial, Legal and Ethical Responsibilities of the Principal (3)

A course designed to develop a practical working knowledge of school finance and law. The candidate will explore equity, equality, and adequacy and how these issues influence school finance from the federal, state, district and school levels.

Ph.D. in Education & Social Change

I am applying for: Fall 20 _____ Spring 20 _____

I am applying for: Literacy Education Option Special Education Option Individualized Plan Option
 Leadership & Administration Option

PERSONAL DATA

Name _____
LAST FIRST MIDDLE MAIDEN

Preferred Name _____ Social Security Number _____ Gender _____

Permanent Address _____
STREET ADDRESS

CITY COUNTY STATE/PROVINCE ZIP CODE COUNTRY

Home Phone (____) _____ Work Number (____) _____ Extension _____

Cell Phone (____) _____ Email Address _____

Date of Birth _____ Place of Birth _____
CITY STATE/PROVINCE

Citizenship U.S. Permanent U.S. Resident Non U.S. Citizen

If you are not a U.S. citizen, what is your country of citizenship? _____

What is your current country of residence? _____

Is English your first language? Yes No

If no, what is your first language? _____

Are you Hispanic or Latino? Yes No

In addition, select one or more of the following racial categories to describe yourself:

American Indian or Alaskan Native Asian Black or African American
 Native Hawaiian or Other Pacific Islander White

Current Employment _____ Present Position _____

School Address and District (if applicable) _____
STREET ADDRESS CITY STATE/PROVINCE DISTRICT

Will tuition be subsidized by your employer? Yes No

Will you be applying for aid with the Veterans Administration? Yes No

Where did you hear about Bellarmine's Ph.D. Program? _____

What factor had the most influence over your decision to apply for Graduate Admission here? _____

EDUCATIONAL DATA

Please list all colleges and/or universities you have attended.

INSTITUTION	DATES ATTENDED	DEGREE RECEIVED	GPA
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Graduate Degree _____ Licensed Area _____

Date of GRE examination _____ Score _____

TEACHING EXPERIENCE

Briefly list any professional teaching experiences you have had.

ORGANIZATION/SCHOOL	DUTIES	DATES
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

BACKGROUND DATA

Have you ever been dismissed from a college or university for disciplinary reasons, or been sanctioned by a disciplinary board? Yes No

If yes, from where? _____

A release will be mailed to you. You must sign and complete the form and mail it back to the Office of Graduate Admission at Bellarmine University one month prior to the first week of classes. This form will be mailed to the current Dean of Students asking for an explanation of the sanction and circumstances.

Have you ever been convicted of a felony? Yes No

If you answered yes to either of the last two questions, please explain on a separate sheet of paper how you were held accountable (i.e., outcomes, sanctions), when the incident occurred and any additional information you wish to provide. Please note that we may need to request additional information.

SIGNATURE OF APPLICANT

I declare that the information provided on this form is true, correct and complete. Bellarmine University has my permission to verify information by obtaining documents as needed. I understand that providing false information may result in Bellarmine University revoking my status as an accepted or enrolled student. Also, I grant Bellarmine University or its appointee(s) permission to post my personal and academic information on Bellarmine's secured, password protected intranet and student portal.

Signature _____ Date _____

RECOMMENDATION FORM - PH.D. IN EDUCATION & SOCIAL CHANGE

APPLICANT: Fill in the information requested below and forward one form with a stamped, addressed envelope to each respondent. Under the provisions of the Family Educational Rights and Privacy act, you have the right—if you enroll at Bellarmine University—to review your educational records. The Act further provides that you may waive your right to see recommendations for admission. By signing below, you waive any right of access that you may have to this recommendation form. **Three recommendations are required with your application, one of which must be completed by your current supervisor or designee.**

Name of Applicant _____

Signature _____ Date _____

RESPONDENT: The individual whose name appears above is applying for admission to the Bellarmine University Doctor of Philosophy (PhD) Program in Education and Social Change. Evaluations of the applicant’s potential are required as part of the application procedure and this individual requests that you complete this form on his/her behalf. You may choose to attach additional information to this form. It would be appreciated if you would respond as early as possible so that consideration of the application will not be delayed.

Name of Respondent _____ Title _____

Institution or Agency _____

Rate the applicant in the areas indicated below by checking 4-Outstanding, 3- Above Average, 2-Satisfactory, 1-Below Average, or Unable to comment.

	4	3	2	1	UNABLE TO COMMENT	DESCRIPTIVE COMMENTS
Intellectual Ability						
Critical Thinking Ability						
Problem Solving Ability						
Ability or Promise as a Leader						
Quality of Oral Communication						
Quality of Written Communication						
Motivation and Energy						
Organizational Ability						
Sense of Humor						
Emotional Maturity						
Ability to Meet Deadlines						
Ability to Work with Others						
Ability to Improve Student Achievement						
Professional Integrity						



How long have you known the candidate and in what capacity?

From the opposite side of this form, choose one or two of the candidate's outstanding characteristics and explain your rating.

From the opposite side of this form, choose the one area in which you think the candidate needs improvement and explain.

Identify at least two instances in which you have seen this candidate lead/guide/direct an adult group or a project and describe your assessment of the outcome of his/her efforts.

Indicate the strength of your overall endorsement of the applicant.

Highly recommended Recommended Recommended with reservations Not recommended

A faculty member from Bellarmine's School of Education may contact you via phone for further information. If you agree to such a conversation, please list your preferred phone number and indicate the best time to call.

Phone _____ Best time to call Morning Afternoon Evening

Respondent's Signature _____ **Date** _____

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Ability to Work with Others						
Ability to Improve Student Achievement						
Professional Integrity						



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Ability to Improve Student Achievement						
Professional Integrity						



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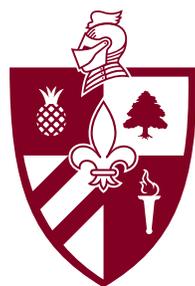
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A faculty member from Bellarmine's School of Education may contact you via phone for further information. If you agree to such a conversation, please list your preferred phone number and indicate the best time to call.

Phone _____ Best time to call Morning Afternoon Evening

Respondent's Signature _____ **Date** _____



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