



BELLARMINE UNIVERSITY
IN VERITATIS AMORE

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 prepares graduates to work as leaders in a wide range of education-related vocations including not-for-profit agencies, family advocacy, learning and teaching research, social policy, and leadership in public/private school venues or environments. The Ph.D. in Education and Social Change is not a certification or endorsement program for public school educators, but rather helps graduates attain advanced knowledge in such areas as quantitative and qualitative research practices, assets and challenges of children living in high poverty predicaments, development and diffusion of innovative education solutions, change management, and depth of knowledge in a chosen area of study related to improving learning for all citizens. At the heart of the 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 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.

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 fields more broadly based related to the education enterprise and social justice (e.g., communications, nonprofit leadership, education policy, etc.). Areas of concentration within the Bellarmine University Ph.D. include Literacy Education and Educational Leadership. An Individualized Plan option is also possible for persons wishing to have a more customized experience to suit clearly identified career goals.

PROGRAM DELIVERY

Classes are taken on Friday evenings from 5 - 9 p.m. and Saturdays from 8 a.m. - 5 p.m. approximately every other weekend. Admitted students should plan on attending year round in fall, spring and summer semesters.

New cohorts are typically admitted in the fall semester each year with classes beginning in early September and including a required Ph.D. orientation date in August. The priority application deadline is July 15.

Spring semester starts are dependent upon attaining a sufficient number of qualified candidates to support a cohort delivery and thus may vary from year to year. We encourage the submission of applications for a possible spring semester start with a priority application deadline of November 15. If the number of admitted candidates do not support a spring start, then candidates will be deferred to the next upcoming fall semester start and would not be required to submit new application materials.

Ph.D. COURSE SEQUENCE SAMPLE

Students will begin with EDUG 800 and EDRE 801. Schedule of Courses may vary.

Year 1 (18 hours)

Fall	Spring
EDUG 800	EDRE 802
EDRE 801	EDUG 801

Summer

SPED 800
EDUG 860

(Transition Point 1 - Dissertation Proposal #1)

Year 2 (18 hours)

Fall	Spring
EDRE 803	EDRE 804
EDUG 804	Concentration course #1

Summer

EDUG 858
Concentration course #2

(Transition Point 2 - Dissertation Proposal #2)

Year 3 (18 hours)

Fall

EDRE 805

Concentration course #3

Spring

EDUG 802

Concentration course #4

Summer

EDUG 803

Concentration course #5

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

Year 4 (6 hours)

Dissertation EDUG 900

Possible International Experiences: Costa Rica, Great Britain, India, etc. Possible Cross-Cultural Experiences: Appalachian; Native American Reservations; Hispanic Community; and/or Urban Schools.

Dissertation Progression

By the end of the third program semester, students must submit to their program advisor an annotated bibliography following a prescribed format on a topic previously approved by their program advisor. Chapters 1 and 2 of a proposed dissertation must be submitted by the end of semester eight to the student's Dissertation Advisor. The focus of these chapters must receive prior approval by the student's Dissertation Advisor in consultation with two faculty members with expertise in relevant areas. Admission to dissertation candidacy requires successful completion of these steps along with completion of all required coursework and a cumulative 3.5 grade point average.

PROGRAM OF STUDY

Core Experiences: 9 hours

EDUG 800 Learners in Poverty Circumstances: Assets & Challenges

EDUG 801 Professional Ethics & Social Change

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: 15 hours

EDUG 802	Driving Change
EDUG 803	Communications & Leadership
EDUG 804	Change Theory and Education Innovations
EDUG 860	Field Research Practicum
EDUG 858	International or Cross Cultural Experience

Area of Concentration: 15 hours

(Concentration options listed below)

Dissertation: 6 hours

EDUG 900	Dissertation
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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: Poverty Urban and Rural
LITR 850	Family and Community Involvement in Literacy Development
LITR 845	Academic Literacy Research in High Poverty Middle and Secondary School Settings (3)
LITR 890	Bilingualism and Second Language Learning
SPED 820	Advanced Literacy Assessment & Intervention (may be substituted for any class above)

Option 2: EDUCATIONAL LEADERSHIP (Focus on the Principalship)

EDAD 701	Instructional 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 Responsibility of the Principal

Students should note that these five courses represent partial fulfillment of the requirements for principal certification in the state of Kentucky.

Option 3: Individualized Plan

This option allows students to pursue a concentration that is outside of Options 1 and 2. Coursework for the Individualized Plan is proposed by the student and must be approved by the Program Chair.

FREQUENTLY ASKED QUESTIONS

How would this program benefit me in the workplace?

The mission of the Bellarmine Ph.D. in Education and Social Change, consistent with Catholic social justice teachings, is to prepare “change agents” who improve education for children and other citizens living in poverty circumstances. The principles of change management can be applied to any environment. Whether you are employed in the public/private P-12 school system, a non-profit or higher education institution, the Ph.D. in Education & Social Change will teach you how to lead and initiate change in your organization for children and adults in high poverty circumstances.

How much time would I need to spend outside of class to be prepared for class?

On average, we recommend three hours outside of class time to prepare for each hour of instruction. However, this will vary with the content of the course(s) you are taking each semester.

How does the cross-cultural experience work and where would I get to go?

The goal of this learning experience is to gain an understanding of poverty and the response to poverty from a cross-cultural perspective. All students complete a cross cultural experience involving travel to an international or national destination. Students choose from destination options provided by the program. The purpose of this travel is to examine how poverty is manifested and responded to across five cultural sub-systems: healthcare, financial support systems, resources for housing and homelessness, early childhood development, and K-12 education. Students will have the opportunity to study poverty and the effects first hand in domestic and foreign locations. Currently, we are working on trips to South Dakota, Costa Rica, England and India. The cost for the trip will be in addition to the normal tuition and fees.

Would I be eligible for any financial assistance?

Yes. You will want to file the FAFSA and apply for federal loans at www.fafsa.ed.gov. Graduate students are eligible for loans in the amount of \$20,500 each academic year while enrolled.

Are there any graduate assistantship or fellowship opportunities available?

No. Bellarmine University does not currently offer graduate assistantship/fellowship opportunities.

Can I visit a class to get a better feel for the program?

Yes. You are welcome to visit a class. To schedule a visit, please contact Jordan Wiehebrink (jwiehebrink@bellarmine.edu) in the Office of Graduate Admission.

What have other successful alumni/ae gone on to do after completing the program?

The program was started in the summer of 2011. The first Bellarmine University Ph.D. in Education and Social Change degree was granted in May, 2014.

TUITION AND FEES

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

Financial Assistance

Degree seeking 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 to begin in the fall semesters. Priority applications should be submitted by July 15. Applications received after this date will be reviewed on a space available basis.

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.

CONTACT INFORMATION

Jordan Wiehebrink, Graduate Admission Officer
502.272.8245 or jwiehebrink@bellarmine.edu

Office of Graduate Admission,
502.272.7200 or 1.800.274.4723 x7200 or, 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, some preparatory coursework may be required before full admission into the Ph.D. program. Rank I level or second master's degree highly recommended for admission consideration.

PROCEDURE FOR ADMISSION (DEGREE SEEKING)

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 minimum grade point average of 3.5 in all graduate coursework completed at the time of application.
3. 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.).
4. 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. Once recommendation must come for the applicant's current supervisor or designee. All recommendations must be related to the professional environment.
5. In lieu of GRE scores, applicants will be reviewed for completion of a graduate-level research course within the past five years with an earned grade of "A." Other significant academic papers or artifacts may be requested.
6. A current resume and, if applicable, a copy of educator license.
7. 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?
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. Interviews with doctoral program faculty will be arranged after the above documents have been received and reviewed. At the time of the program interview, applicants will also be asked to complete the following:
10. An on-demand writing assessment which asks the applicant to synthesize several passages of related information into a coherent summary.
11. A short assessment of research knowledge
12. Mail information to: Graduate Admission, Bellarmine University, 2001 Newburg Road, Louisville, KY 40205

PROCEDURE FOR ADMISSION (VISITING/NON-DEGREE)

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. Unofficial transcripts from each college or university attended.
4. Visiting students will need a letter from the Registrar of the college or university in which the student is currently enrolled, granting permission to enroll at Bellarmine and indicating that the coursework will be applicable to a degree.
5. Should a non-degree student seek to be degree seeking then all official application materials will be required.

PH.D. COURSE DESCRIPTIONS

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 Change (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.

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: 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: EDRE 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: EDRE 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 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.

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.

EDAD 705 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.

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

6/13/2016