



BELLARMINE UNIVERSITY
IN VERITATIS AMORE

Ph.D. in Leadership in Higher Education

The Doctor of Philosophy (Ph.D.) in Leadership in Higher Education is a 60 credit hour program with a leadership, social justice and research themed curriculum designed to prepare graduates to explore, analyze and integrate knowledge into a professional and personal leadership philosophy to lead and serve in an array of higher education settings. Each graduate student will be exposed to a series of courses in strategic planning, finance, legal issues, successful community, state and federal partnerships, assessment, accountability, multicultural theory, student development theory, ethics, governance, administration leadership styles and future considerations in higher education. Graduates will be prepared to assume leadership roles and teach in higher education areas including the more traditional undergraduate and graduate settings, community and technical colleges, non-profit educational services, and government and community agencies. This cohort-based Ph.D. program is designed for working professionals. The course delivery method is designed so that the classes are held on Friday evenings and Saturdays. Students meet six weekends each semester. Coursework is completed in three years (two courses per semester). The dissertation is typically completed in the fourth year.

Doctoral students will study Thomas Merton's teachings and philosophies during their own quest for self-discovery and development as educators and administrators in higher education. Finding one's gifts and potential and committing to a lifetime exploration of seeking one's true self is an important part of the journey as scholars, teachers and leaders in higher education. In keeping with the Bellarmine University mission, our graduates will seek to benefit the public interest, create the future and seek to improve the human condition.

PROGRAM OBJECTIVES

1. Acquire a strong foundation in the history, current best practices and future trends in higher education leadership in an array of educational settings.
2. Gain an understanding and application of management theory and organizational development in higher education administration.

3. Learn research skills in assessment, qualitative and quantitative research methodologies, statistics and research design.
4. Learn student development theory and how to apply theory to practice in a variety of institutional settings with students from a wide spectrum of socioeconomic and multicultural environments.
5. Learn to identify personal and professional traits, skills and competencies that foster leadership strategies for leading in higher education administration.
6. Learn social justice principles and change theory in higher education and how these theories impact access, opportunity and success for students in diverse higher education environments.

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.

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.

LEADERSHIP IN HIGHER EDUCATION DOCTORAL PROGRAM COURSES

Foundation Courses: 18 hours

HRED 801	Nature, Role, History and Leadership in Higher Education
HRED 805	Leadership, Administration and Governance in Higher Education
HRED 810	Assessment, Accountability & Affordability in Higher Education
HRED 815	Student Development Theory and Adult Development Theory
HRED 820	Multicultural Theory, Competencies & Application
EDUG 801	Professional Ethics and Social Justice

Research: 15 hours

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

Leadership and Social Justice Courses: 18 hours

HRED 853	Strategic Planning and Finance
HRED 856	Legal Issues in Higher Education
HRED 859	Partnerships in Higher Education-Working with Local, State and Federal Governance and Non-Profit Agencies
HRED 862	Future of American Higher Education
HRED 865	The American Community College: History, Mission, Current Status and Emerging Issues*
HRED 868	The Community College Student: Profile, Perceptions and Persistence*
HRED 871	Academic Leadership Challenges in Community and Technical Colleges*
EDUG 803	Communication and Leadership
EDUG 804	Change Theory and Education Innovations
EDUG 585	International or Domestic Cultural Experience

**Required courses for Leadership in Community, Junior and Technical College Administration Track*

Research and Practicum: 9 hours

HRED 900	Senior Leadership Capstone Internship (3)
EDUG 900	Dissertation (6)

Program 60 hours total**CONTACT INFORMATION**

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

Dr. Fred W. Rhodes, Professor and Program Chair
502.272.7904 or frhodes@bellarmine.edu

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

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 or worked with the applicant in an educational setting.
5. A current resume.
6. Submission of two essays, no more than 1000 words each addressing the following questions:
 - What knowledge and skills do you expect to acquire from the Ph.D. in Leadership in Higher Education program?
 - In what way will the doctoral degree in Leadership in Higher Education position you to lead and serve in higher education?
7. 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).
8. 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 may also be asked to complete the following:
9. An on-demand writing assessment which asks the applicant to synthesize several passages of related information into a coherent summary.
10. A short assessment of research knowledge

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
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.

LEADERSHIP IN HIGHER EDUCATION COURSE DESCRIPTIONS

Foundational Courses: 18 hours

HRED 801 Nature, Role, History and Leadership in Higher Education (3)

The course will introduce the student to the history and role of higher education in the United States. This higher education administrative survey course will also introduce the student to a vast array of administrative positions and function in higher education. The areas of review and study are senior leadership roles in academics, student affairs, institutional development and fundraising, enrollment management, finance and physical development and alumni affairs.

HRED 805 Leadership, Administration and Governance in Higher Education (3)

This course is designed to inform, challenge and demonstrate fundamental leadership definitions, theory, skills, styles, approaches and application in a variety of educational settings. Included in the course are leadership models and case studies relevant to today's and future leadership in higher education.

HRED 810 Assessment, Accountability & Affordability in Higher Education (3)

This course examines theories, techniques, methods, and program evaluation models currently used in assessing the effectiveness of learning programs and overall institutional effectiveness in American Higher Education. Students will also review issues related to accountability and affordability in higher education.

HRED 815 Student Development Theory and Adult Development Theory (3)

The course will introduce definitions and historical roots of student development in higher education. The primary focus of the course is to teach students foundational theories, integrative application, social identity development and counseling models applicable to higher education. Students will learn developmental theory and practice application through the case study method.

HRED 820 Multicultural Theory, Competencies & Application (3)

This course will provide ample opportunities for students to conduct a thorough assessment of their beliefs, biases, values, and assumptions as it relates to diversity on an individual and societal level, while developing an understanding of how to effectively integrate multicultural based competencies in their daily practices as educators in higher education.

EDUG 801 Professional Ethics and Social Justice (3)

This course will explore ethical principles and social justice theory applied in higher education. Students will study ethical theories, moral reasoning strategies, and Catholic social teaching. Thomas Merton's teachings related to education will also be introduced in this course.

Research: 15 hours

EDRE 801 Statistics in Educational Research I (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.

Leadership and Social Justice Courses: 18 hours

HRED 853 Strategic Planning and Finance (3)

Students will examine and gain an understanding of higher education strategic planning and finance. Students will also investigate institutional budgeting, types of budget plans and financial accountability.

HRED 856 Legal Issues in Higher Education (3)

A review and study of higher education law and application in today's college setting. The course will also review state and federal governance and regulation.

HRED 859 Partnerships in Higher Education – Working with Local, State and Federal Governance and Non-Profit Agencies (3)

This course is designed to prepare higher education professionals and administrators to embrace and model the university's mission of service through effective community engagement practices. Students will learn to connect the institutional mission of service with cutting edge partnership models and processes to address complex educational challenges. During this course, students will explore, analyze, and discuss existing partnership frameworks with diverse stakeholders including state and federal agencies, nonprofit organizations, business and other education institutions.

HRED 862 Future of American Higher Education (3)

This course will provide future college and university leaders with an understanding of the growing challenges facing American higher education and invite them to think critically and in some cases dream about what the landscape of American higher education might look like in five to fifty years. Students will gain and be able to articulate a grounded concept of the future of American higher education and a deeper understanding what the future might hold and how colleges and universities will respond to the marketplace.

HRED 865 The American Community College: History, Mission, Current Status and Emerging Issues (3)

Seminar course to provide a comprehensive overview and critical analysis of the community college in the United States. Among the topics covered are the history of the community college movement; the evolution of the community college mission; the community college student profile; the teaching and learning environment and faculty culture; governance and finance; leadership and administration; the debates around developmental education, transfer and workforce development, and analysis of the fundamental challenges facing the community college as it adapts to the rapidly changing social, educational and economic environment.

HRED 868 The Community College Student: Profile, Perceptions and Persistence (3)

This course will serve as an introduction to the diverse student groups that make up almost half of the

undergraduate population in the United States. Students will take an in-depth look at the academic, social, and economic challenges and opportunities faced by first-generation, low-income, non-traditional students, and minority students. The course will create awareness and understanding of the primary resources required for student success and best practices for serving and retaining community college students.

HRED 871 Academic Leadership Challenges in Community and Technical Colleges

This course will examine the theories, techniques, methods and program evaluation models currently used in assessing the effectiveness of learning programs and overall institutional effectiveness in American Higher Education. This course will introduce the student to operational issues facing academic leaders in contemporary community college settings. Areas of inquiry and discussion include models of leadership in the community college setting; student assess, success, persistence, and completion; instruction, curriculum, workforce preparedness, and transfer; funding and budgeting; and legislation, regulation, accreditation, and institutional effectiveness. Through lecture, research, case study, interaction with community college practitioners, and field trips, students will build the skills and knowledge to propose strategies to deal effectively with commonly identified challenges faced by academic leaders in community college.

EDUG 803 Communication and Leadership

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 585 International or Cross Cultural Experience

Students engage in a cross-cultural and/or international learning experience/partnership. The goal is to learn how institutional structure and diverse delivery systems impact learning in culturally different higher educational settings. The options for international experiences to date are in England and India. There are several domestic experiences including South Dakota. Each year students along with their program advisor are given an opportunity to select a location that best meets their course of study.

Research and Practicum: 9 hours

HRED 900 Senior Leadership Capstone Internship (3)

The student would engage in a partnership and mentorship relationship with a senior administrator in a

specific higher educational setting to observe and field test their application of leadership. These practicum/internship experiences would be 90 direct contact hours with a senior leader/educator. The practicum/internship would allow for observation with Presidents, Vice Presidents, Deans and other senior officers at an array of educational settings.

EDUG 900 Dissertation (6)

Doctoral candidates plan and implement evidence-based research and analysis that is important in addressing critical issues in higher education. The dissertation is under the direction of a faculty advisor.

FREQUENTLY ASKED QUESTIONS

How would this program benefit me in the workplace?

The graduate will be prepared to assume a variety of administrative roles in all aspects of higher education, including academic affairs, student services, enrollment management, administration and finance, athletics, development and fund raising, local, state and federal government agencies, educational non-profit leadership roles, Chief Executive Officer and Presidential duties.

When does the program start?

A new cohort will start each fall semester, generally in late August.

When do classes meet?

For the first three years of the program classes meet Friday from 5:00 to 9:30 p.m. and Saturday from 8:00 a.m. to 5:00 p.m. six weekends a semester. The fourth program year will be the dissertation year.

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 to prepare for each hour of instruction. However, this will vary with the content of the courses(s) you are taking each semester.

How does the international or Cross Cultural Experience work and where would I go?

Students will have the opportunity to see first hand how higher education is structured and managed in an international or new domestic environment. Our current two week international experiences are in London (Roehampton), England or India. There are several domestic experiences including a tribal college setting in South Dakota. Each year students along with their program advisor are given an opportunity to select a location that best meets their course of study.

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 per academic year (fall, spring and summer) while enrolled.

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 Dr. Fred Rhodes directly at 502.272.7904 or email frhodes@bellarmine.edu.

Will I be assigned a program advisor who will mentor me and guide me through my course work?

Yes. Each graduate student will have a program advisor who serves as a mentor with each graduate student to help select courses, internship sites, cross cultural experience and dissertation efforts.

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

