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 living in high poverty circumstances. The degree qualifies graduates to work in a variety of vocations including public and private school administration, higher education, educational research, and leadership in not-for-profit agencies. At the heart of the new Ph.D. program is a commitment to improved learning and social justice for some of the world’s most challenged youth.

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 applied in poverty contexts. Most candidates complete their dissertation and graduate within a four-year timeframe.

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.

This degree 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 children and innovative solutions worldwide. Areas of concentration include Literacy Education, Special Education, and Educational Leadership. 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 education 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.
ADMISSION REQUIREMENTS
Required of all applicants (including those from professions who work in venues related to educating the poor):

- a minimum grade point average of 3.5 in all graduate coursework completed at the time of application.
- an earned baccalaureate and masters degree in education (M.A., M.S.) or fields directly relevant to education.
- three letters of recommendation (see attached forms).
- Graduate Record Examination (GRE) scores are required for all Ph.D. programs.
- Students for whom English is a second language must submit an official score report of TOEFL (Test of English as a Foreign Language).
- Submission of two essays, no more than 1000 words each, addressing the following questions:
  1. What new knowledge and skills do you expect to acquire from the Ph.D. in Education & Social Change Program?
  2. In what ways might you serve as a change agent in your career as a graduate of this program?
- A formal interview with our doctoral program faculty.

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 have required preparatory coursework before full admission into the PhD program.

TUITION AND FEES
The Ph.D. in Education and Social Change is $650.00 per credit hour plus $35.00 course fee per class for a total of $1985.00 per class.

PROGRAM OF STUDY & 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 Lit. Educ.: Poverty Urban & Rural
LITR 850  Family & Community Involvement in Literacy Development
LITR 845  Acad. Lit. Research in High Poverty Mid. & Sec. School
LITR 890  Bilingualism and Second Language Learning
SPED 863  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 & Collaborative Practice
SPED 835  Low Incidence Disability
SPED 840  Transition Educ. & 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 PLAN*

Year 1 (18 hours)

SPRING SUMMER
Core 1: EDUG 800 Core 3/C&C: EDUG 804
Core 2: EDUG 801 Area of Concentration 1
(Transition Point 1)

FALL
Core 4: SPED 800 (3 hours)
Research: EDRE 801
Research Paper Presentation
(Transition Point 2)

Year 2 (18 hours)

SPRING SUMMER
Research: EDRE 802 International/Cross-Cultural: EDUG 858
Area of Concentration 2 C&C: EDUG 802

FALL
Area of Concentration 3
Research: EDRE 803
Research Paper Presentation
(Transition Point 3)

Year 3 (18 hours)

SPRING SUMMER
Area of Concentration 4 Area of Concentration 5
Area of Concentration 3
EDRE 804 C&C: EDUG 803

FALL
Research: EDRE 805 (Independent Study)
Field Research Practicum: EDUG 860
Concentration Area Paper (CAP) Presentation
Prior to practicum, background check will be required
(Transition Point 4 and Admission to Candidacy)

Year 4 (6 hours)

SPRING AND SUMMER
Dissertation EDUG 900

C&C = Change and Communications Strand
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.

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 & 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, 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.
**IMPORTANT APPLICATION DATES**

New cohorts are typically admitted once yearly to begin in the Spring Semester. Priority applications for the Summer 2011 cohort should be submitted by April 15, 2011. Priority applications for the Spring 2012 cohort should be submitted by October 14, 2011.

**PROCEDURE FOR ADMISSION**

Students applying for the Ph.D. in Education and Social Change must submit the following initial materials to the Office of Graduate Admission:

1. A completed Graduate Application form with a non-refundable $25 application fee. Checks should be made payable to Bellarmine University. This fee is waived for Bellarmine alumni.

2. Official college transcripts of all graduate and undergraduate credits from accredited institutions in a sealed envelope from each institution.

3. A current resume (Note: Five years of successful teaching experience in a P-12 setting as the teacher of record must have either be achieved, or will be achieved by Year 2 of the program.)

4. A copy of official GRE scores.

5. Three recommendation forms 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 supervisor or designee. All recommendations must be related to the professional environment. (Form provided, copy as needed)

6. 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?

7. International students will be required to complete all international student application materials and submit an English language test score. All students for whom English is a second language must submit an official TOEFL (Test of English as a Foreign Language), MELAB (Michigan English Language Assessment Battery), or IELTS (International English Language Testing System) score.

8. All application materials should be submitted to:
   Bellarmine University
   Office of Graduate Admission
   2001 Newburg Rd.
   Louisville, KY 40205
   502.272.7200
   gradadmissions@bellarmine.edu
Ph.D. in Education & Social Change

I am applying for:  ■ Summer 2011  ■ Spring 2012
I am applying for:  ■ Literacy Education Option  ■ Special Education Option  ■ Individualized Plan
 ■ Leadership & Administration Option

PERSONAL DATA

Name ___________________________ ___________________________ ___________________________ ___________________________
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.

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>DATES ATTENDED</th>
<th>DEGREE RECEIVED</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graduate Degree __________________________ Licensed Area ______________________
Date of GRE examination __________________ Score ______________________

TEACHING EXPERIENCE
Briefly list any professional teaching experiences you have had.

<table>
<thead>
<tr>
<th>ORGANIZATION/SCHOOL</th>
<th>DUTIES</th>
<th>DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 below 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 ____________________________

Signature ____________________________ Date ______________

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

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

Signature ___________________________ Date ________________________

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

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

Signature

Date

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

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability or Promise as a Leader</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Oral Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Written Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation and Energy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sense of Humor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Maturity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to Meet Deadlines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to Work with Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to Improve Student Achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Integrity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DESCRIPTIVE COMMENTS
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