College of Education
Department of Educational Leadership and Human Services

Masters in Educational Leadership

CANDIDATE HANDBOOK

Dr. Ghazwan Lutfi, Chair, Department of Educational Leadership & Human Services
Dr. Patricia Green Powell, Interim Dean, College of Education
Dr. Verian Thomas, Interim Dean, School of Graduate Studies and Research
Rodner Wright, Interim Provost and Vice President for Academic Affairs
Dr. Larry Robinson, Interim President

March 27, 2013

Revised 3/27/2013
Educational Leadership

FACULTY

Patricia Green-Powell, Ph. D. Florida State University, Interim Dean, College of Education, and Associate Professor, Educational Leadership.

Ghazwan Lutfi, Ph. D., Florida State University, Department Chair, Educational Leadership

Oare’ Dozier-Henry, Ed. D. University of Massachusetts, Professor, Educational Leadership

Warren C. Hope, Ed. D and Ph.D. Florida State University, Professor and Ph. D. Program Coordinator, Educational Leadership

Elizabeth Davenport, Ph. D. University of Michigan, Professor, Educational Leadership

Gloria Poole, Ph. D., Florida State University, College of Education and Professor, Educational Leadership

Lavetta Henderson, Ed. D. Nova Southwestern University, Associate Professor, Educational Leadership and M.S./M.Ed./Certification Program Coordination, Educational Leadership

Sheila Moore, Ph.D., Auburn University, College of Education and Assistant Professor, Educational Leadership

PROGRAM ADMINISTRATION

Dr. Ghazwan Lutfi, Department Chair, and M. S./M. Ed./ Certification and Degree Program Coordinator

Dr. Patricia Green-Powell, Interim Dean, College of Education

Mr. Rodner B. Wright, Provost and Vice President for Academic Affairs

Dr. Larry Robinson, Interim President, Florida A&M University
**Dr. Patricia Green-Powell:** An Associate Professor and Interim Dean joined the faculty in August 2005. She received her Ph.D. in Educational Administration/Leadership from the Florida State University and a M.S. from Florida State University in the area of Educational Administration/Leadership, and a Bachelor’s of Science from Florida A & M University. Prior to joining the faculty, Dr. Green-Powell served as Vice President for Candidate Affairs at Bainbridge College, and as Vice President for Student Affairs at the Florida A & M University. She brings over 25 years of experience in various educational leadership capacities. Dr. Green-Powell’s previous academic appointments were as Director of Candidate Services, School of Business at Florida A&M University, and Program Director for Teacher Education Program Approval at the Florida Department of Education, and Director, Florida Adult Literacy Resource Center for Florida State University. Additionally, she worked as a Speech and Hearing Therapist in the local public schools. She has been a member of the National Council on Accreditation of Teacher Education for the past ten years. Dr. Green-Powell is a trained Mediator. She has taught various courses in the area of teacher education. She is the author of, “Methodological Considerations in Field Research in the context of Six Case Studies with Black Female Principals”. She has authored and co-authored many academic articles, technical reports and publications.

**Dr. Ghazwan Lutfi:** The Educational Leadership Department Chair. Prior to joining the faculty in the Fall semester 2002, Dr. Lutfi served as the in-house expert on survey and assessment for the Florida Department of Elder Affairs. He received the PhD degree in 1990 from the Florida State University. Dr. Lutfi has been a classroom teacher and statistical consultant.

**Elizabeth K. Davenport:** Professor. Dr. Davenport, Ph. D., J. D., LL. M. is a graduate of Michigan State University’s (MSU) College of Education, receiving a doctorate in Teacher Education, Curriculum, and Social Analysis. Dr. Davenport holds a Bachelor of Arts degree in Education and a Juris Doctorate from the University of Michigan and an LL.M from New York University School of Law. She also has Master's degrees in Telecommunications and Adult, Lifelong, and Continuing Education from Michigan State University. Before coming to Florida A&M University, she was an Associate Professor and the Coordinator of Elementary Education for the Center for the Professional Development of Teachers at Texas A&M University-Kingsville. Dr. Davenport’s research interests are K-12 teaching and learning, African-centered education, the integration of technology in to K-12 classroom, affirmative action and constitutional law, and educational policy.

**Dr. Oar’e Dozier-Henry:** Dr. Dozier-Henry received her doctorate in Instructional Leadership from the University of Massachusetts at Amherst. Prior to joining FAMU’s faculty in 1991, she taught courses at the University of Massachusetts at Amherst and was also an administrator at Bethune-Cookman College and at the University of South Florida/New College. In 1997, Dr. Dozier-Henry was awarded a Fulbright fellowship to study in Senegal and Cote d'Ivoire. Her research interests center on worldview studies, African-centered education and its history, optimal human development, and the role of culture in learning.

**Dr. Lavetta Henderson:** Assistant Professor. Dr. Henderson joined the Florida A&M University Educational Leadership faculty in August 2010. She received her Ed.D. in
Educational Leadership from Nova Southwestern University in 2004. She holds a Masters of Science in Educational Supervision and a Masters of Science in Intermediate Education from North Carolina Agricultural and Technical University, in addition to a Bachelor of Science in Intermediate Education from Elizabeth City State University. Dr. Henderson also holds a Florida Professional Educator’s Certificate in six areas, as well as North Carolina Professional License in ten years. Prior to joining the Educational Leadership and Human Services Department, Dr. Henderson’s professional career was in public schools where she served in several roles including Interim Superintendent in two school districts, Director of Instruction and Teacher in three school districts.

**Dr. Sheila Moore:** Dr. Moore joined this faculty in Fall 2011 after having served as a Post-Doctoral Outreach Coordinator, Post-Doctoral Fellow, Project Coordinator, Teacher, and Graduate Research Assistant at Auburn University; Social Studies Teacher Secondary Schools in Tuskegee, Alabama and Buffalo, New York Public Schools; school leader and District Office, Buffalo Public Schools; and Law Firm Administrator. She has published and made conference presentations. Her research interests include principal ship, high poverty schools, mentoring, professional development, rural education, and instructional strategies. She is an Holmes Scholar.

**Dr. Warren Hope:** Professor and Coordinator of the Ph. D. program in Educational Leadership. Dr. Hope received his Ed. D. in Educational Leadership and a Ph.D. in Social Science from the Florida State University. Prior to joining the faculty at FAMU, he was an Assistant Professor, Teacher Education at Georgia Southwestern State University, an elementary school principal and middle school teacher. Dr. Hope served as the director of the Ghanaian Doctoral Initiative, A Partnership between FAMU and UCC in 2000. He has conducted research in the areas of the principal ship, computer technology, service learning in middle schools, and educational policy.

**Dr. Gloria Poole:** Prior to joining the faculty in Educational Leadership and Human Services in 1996, Dr. Poole was an Associate Professor of Early Childhood and Elementary Education at FAMU. During her professional career she has served as a principal, an Associate Professor at FSU’s Research School, and a classroom teacher in the Republic of Panama. She has authored and co-authored several publications including a textbook and wrote chapters in a FELE Examination booklet. She has provided translation and editing of educational materials for Spanish speakers. Her research interests include school improvement and educational reform for at-risk children, curriculum innovations, and financing education for language minority children.

**Department Staff**

**Mrs. Yolanda Willis-Young:** Office Manager. Mrs. Young joined the Department in 2012. She holds an Associate of Science degree in Paralegal Studies from Penn Foster College. She holds Administrative Certification from Florida State University. Her career has included twenty years with the State of Florida and Florida A&M University.
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The Conceptual Framework in the Professional Education Unit (PEU) at the Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.
EDUCATIONAL LEADERSHIP MISSION STATEMENT

The mission of the Educational Leadership program at Florida A&M University is to provide learning experiences in a best practices, constructivist, and reflective environment that facilitates candidates’ development of a repertoire of performance capabilities and values that enable them to satisfy public education’s demand for well-prepared and highly effective educational leaders.

PROGRAM DESCRIPTION

The Educational Leadership Program at the Florida A&M University offers a planned sequence of educational experiences for (a) individuals seeking a Masters degree in Educational Leadership and (b) individuals who possess a Masters degree and wish to certify in Educational Leadership. Both program options prepare candidates for entry level (Level One Certification) administrative positions in Florida schools, the nation’s school districts, and other related fields. The Educational Leadership program, within the Department of Educational Leadership and Human Services, offers graduate study grounded in the historical stream of research that informs educational practice. From this knowledge base, the course of study includes experiences to prepare individuals to assume leadership roles in educational institutions and other organizations. The program is comprehensive and a goal is to develop the exemplary professional who can assume school leadership roles. The program in Educational Leadership provides candidates with skills and competencies to become effective school administrators. Learning engagements provide candidates opportunities to become sensitive to the needs of individuals from different ethnic, gender, and cultural backgrounds. The program of educational leadership intends to develop professional and well-prepared individuals who can effectively lead in diverse educational contexts.

Program Authority

A. The educational leadership program is accredited by the Southern Association of Colleges and Schools, the National Council for the Accreditation of Teacher Education and the Florida Department of Education.

B. The educational leadership program offers courses leading to a Master’s Degree in Educational Leadership and Certification. Selection of locations for off-campus course offerings are based upon school district need and requests, and commitment of individuals desiring graduate training in Educational Leadership. Off-campus locations received prior approval by the Southern Association of Colleges and Schools (SACS). Efforts are in progress to provide some distant education programs.

Program Administration

Administration of the Educational Leadership program is the responsibility of the Department of Educational Leadership and Human Services in the College of Education. The Educational Leadership program has coordinators who work directly with the department chair and faculty members, and serve to coordinate program activities under the direct supervision of the department chair. The department chair is the administrative officer of the department and determines all facets of all programs including, but not limited to course offerings, times and dates for class meetings, and faculty assignments.
The Educational Leadership program seeks to prepare candidates with skills and competencies that result in excellent leaders of schools and other educational entities. The Master of Education degree sequence in Educational Leadership requires a minimum of thirty-nine (39) semester hours of graduate coursework in areas required by the state of Florida for certification in school administration. The Master of Science degree requires a written thesis and 3-6 additional credit hours.

ADMISSION AND GRADUATION REQUIREMENTS

1. Admission to graduate study at the Florida A&M University conforms to the requirements established for the State University System. An application for admission to the University should be completed by prospective candidates. A readmission form should be completed by FAMU graduates and forwarded to the School of Graduate Studies and Research prior to the first semester of enrollment. Requirements for admission to graduate study are: 3.00 GPA on a 4.00 GPA scale) over the last 60 semester hours or 90 quarter hours of undergraduate study, or an applicant must have a combined score of 1,000 on the Verbal and Quantitative sections of the GRE. A candidate must possess a baccalaureate degree from an accredited Institution of higher education.

2. Persons desiring admission to graduate study at the University should contact the Graduate School for the appropriate information, forms, and documents needed to complete an application. The Graduate Studies Office will channel the completed application and transcripts to the academic unit offering the applicant’s desired program, and that unit will make the determination on admission. Applicant approved by the Educational Leadership program coordinator will complete the required Graduate Admission Status Form. This form will be submitted to the department chair and the Dean of the College of Education for approval and signatures. The form will then be sent to the Dean of the School of Graduate Studies. A final signed copy of this form will be returned to the Department Chair to be placed in the fully admitted candidate’s file. The Program Coordinator, with prior approval from the Department Chair, is responsible for informing each admitted applicant of the admission status and faculty advisor.

3. Criteria for awarding the degree require that candidates (a) demonstrate all program goals (program objectives are found on each course syllabus), (b) apply ethical standards and legal mandates in personal and professional relationships and practices, (c) interact knowledgeably with candidates, parents, teachers, administrators (d) meet all program requirements for the masters degree in Educational Leadership, (e) pass a program comprehensive examination, (f) pass the Florida Educational Leadership Examination, (g) have on file a copy of Graduate Record Examination (GRE) scores current within five years, and submitted for admission, (h) a teaching certificate if applicable, and (i) three professional reference letters.

Note: Candidates entering the Educational Leadership Masters program (beginning Spring semester 2005) from other than a teacher education program and not possessing a Florida Teaching Certificate must pass the Florida Teacher Certification Examination as a condition of graduation.

Failure to Enter Program Designated on Admission Application
An individual who is officially accepted into a graduate program for a specified term and does not attend, must notify the Graduate Studies Office in writing if he or she intends to enter another term. If the School of Graduate Studies is not informed, all admissions applications, transcripts, letters of recommendation and other required materials must be submitted again if the individual desires to be considered for entrance again. A $25 application fee must also be submitted again if the individual is not a FAMU graduate.

Re-admission of Former Students

Students not in attendance during two consecutive terms (exclusive of the summer term), must apply for readmission to the University. Such students should secure an application for readmission from the School of Graduate Studies and Research or they should download the form from the Graduate Studies and Research website. An application fee is not required for returning students. Applications are not processed for students with permanent University holds or who are not in good standing with the University.

Graduation

Candidates must apply for graduation during the first week of the semester in which graduation is anticipated. The University publishes dates and deadlines that must be adhered to in the graduation process. When a candidate is at the point of graduation, the graduation application is reviewed by the Program Coordinator to ensure completion of all requirements. If a candidate does not graduate in the semester in which the application was submitted, then the candidate must submit a new graduation application for the semester graduation is expected. As a condition of graduation, candidates must have an overall 3.0 grade point average. All candidates admitted to the Master’s degree program commencing with the Fall semester 2004, are required to pass the program’s Comprehensive Examination and the Florida Education Leadership Certification Examination, and to complete the exit interview and process prior to being awarded the Master’s degree.

All candidates must complete and submit to the Completer’s Satisfaction Survey to the Master’s degree Program Coordinator as a component of meeting graduation requirements.

MANDATORY ORIENTATION SESSION

Beginning in the Fall semester 1998, all candidates admitted to the Masters degree program in Educational Leadership are required to attend an initial orientation session. This session will be scheduled the week preceding or last week of the beginning of classes each semester, Fall, Spring, and Summer. Educational Leadership majors are required to attend the orientation session for the semester in which they are admitted. Other mandatory meetings will be held as needed.

Mandatory Exit Interview

Candidates are required to participate in an Exit Interview during the semester of graduation. The Exit Interview is part of the process established to evaluate the program. Information in the Exit Interview will be used by the faculty for program improvement. Candidates are also asked to contact Department personnel or program coordinators and update contact and professional information.
All candidates in the Educational Leadership Master’s degree program will receive an overview of the William Cecil Golden School (WCG) Leadership program and its component during the mandatory program orientation. The William Cecil Golden program is a leadership component in Florida Statutes that focuses on preparing individuals for school leadership. Candidates will become familiar with the WCG program components via an online tour of associated websites, which describe the program elements. All candidates in the Educational Leadership program will acquire a User ID and password and access the WCG website during the first semester of enrollment. Educational Leadership candidates are expected to utilize the Prior Learning Assessment, Individual Leadership Development Plan, Leadership Development Progress Log, and Online Resources Learning Library while completing requirements for the Master’s degree in Educational Leadership.

CANDIDATE ADVISEMENT

The Educational Leadership and Human Services Department Chair will make advisement assignments at the beginning of each academic term or when a candidate is admitted. Since all courses in the program are taught in the evening, and recognizing that most candidates in the program are not on campus during the daytime, it is more beneficial to the candidates for faculty advisors to be available during afternoon and evening hours. Advisement assignments generally include candidates enrolled in particular courses with specific professors. The faculty advisor is usually available to meet with candidates prior to and after classes. Other scheduled times are included in the faculty advisor’s office hours or at mutually agreed upon appointment times. The graduate candidate’s permanent program file is kept in the office of the Department Chair. All faculty advisors have access to these files through signing them out and back in with the Department’s Office Manager. Check-out and check-in forms must be completed (April 2010). Copies can be made of the advisement transcript, and faculty advisors are encouraged to keep educational records (Academic Advisement Form) on candidates they advise.

REGISTRATION

All candidates must seek advisement from their designated faculty advisor regarding course offerings prior to registering for Educational Leadership courses. An academic advisement form detailing course selections for the semester is completed. This procedure helps to keep candidates on track for program completion. Failure to follow registration procedures may result in delays and missed opportunities to complete courses in a timely manner. Each candidate must meet with his or her faculty advisor at least twice during each semester.

ELECTRONIC PORTFOLIO (LiveText/TaskStream)

Documentation of candidate learning and acquisition of professional skills is a critical assessment component. The Professional Education Unit’s (College of Education and College of Arts and Sciences) accrediting agencies review the progress and performance of candidates in all programs. Tangible evidence of candidate learning and evidence of the acquisition of professional skills are required. The Educational Leadership program faculty has determined that the Electronic Portfolio is an excellent way for candidates to record and document learning and the acquisition of skills in the professional area. The Professional Education Unit uses College LiveText as a source for the Electronic Portfolio (transitions to TaskStream 2009-2010).
Candidates admitted to the Masters degree program in Educational Leadership are **required** to purchase access to TaskStream’s Electronic Portfolio, which will be utilized throughout the course of study to document candidate learning, skill acquisition, and other key events in candidate progress. The Electronic Portfolio may be purchased online at TaskStream. At this time, candidates are required to upload three artifacts for each class into their portfolio. During the transition, graduating on May 1, 2010 must provide all information on LiveText and spring 2010 in TaskStream. A hard copy has to be given to the advisor and to the chair at least 5 work days prior to graduation (spring 2010 begin date).

**PROGRAM CURRICULUM**

The Educational Leadership program at Florida A&M University offers a planned sequence of educational experiences for (a) individuals seeking a Masters degree in Educational Leadership and (b) individuals who possess a Masters degree and wish to certify in Educational Leadership. Both program options prepare candidates for entry level (Level I Certification) administrative positions in Florida schools, the nation’s school districts, and other related fields.

**Foundations of Education (3 semester. Hours. Required)**

- EDF 5481 Introduction to Educational Research

**Educational Leadership Core ( 36 semester hours required)**

- EDA 5051 Overview of Educational
- EDA 5193 Educational Leadership: Instruction
- EDA 5195 Educational Leadership II
- EDA 5201 School Business Management
- EDA 5217 Communications Techniques
- EDA 5222 Personnel Administration in Education
- EDA 5232 Legal Aspects of Education
- EDA 5275 Applications of Technology in Educational Leadership
- EDA 5510 Principles of Elementary Administration or
- EDA 5530 Principles of Secondary School Administration
- EDG 6250 Curriculum Design and Development
- TSL 5700 Issues and Strategies for Other Professional Educators**
- EDA 5940 Internship in Educational Administration ***

** TSL 5700 is required for all candidates prior to 2009-2010 demonstrated competency in four ESOL standards was accepted and is skilled for persons who earned it this way. No other students may receive this. Candidates who can demonstrate mastery of four ESOL standards may opt for another course in Foundations or Curriculum.

- EDF 5543 Philosophical Foundations of Education
- EDF 5608 Sociological Foundations of Education
- EDF 5211 Advanced Educational Psychology
- EDE 5225 Elementary School Curriculum
- EDE 5930 Seminar in Elementary Education
- ESE 5215 Secondary School Curriculum
- ESE 5035 Innovations in Secondary School Curriculum

***Course is taken at the end of the program.***
Candidates may select the Master of Science Degree option. This degree requires completion of thirty-nine (39) semester hours of prescribed course work with the addition of 3-6 Thesis hours (EDA 5973 Thesis).

**Educational Leadership Core – Modified (Certificate) Program (24 semester hours required)**

EDA 5051 Overview of Educational Administration  
EDA 5201 School Business Management  
EDA 5222 Personnel Administration in Education  
EDA 5232 Legal Aspects of Education  
EDA 5510 Principles of Elementary School Administration or  
EDA 5530 Principles of Secondary School Administration  
EDA 5217 Communication Techniques  
EDA 5275 Applications of Technology in Educational Leadership  
TSL 5700 ESOL Issues and Strategies for Other Professional Educators

TSL 5700 is required for candidates to satisfy state mandated ESOL/ELL.

Candidates who did not graduate from a teacher education program must have six (6) semester hours of curriculum and (6) semester hours of foundation courses.

If a candidate’s academic transcript reflects 6 hours of curriculum and 6 hours of foundation, then 24 semester hours is required for certification in Educational Leadership.

If a candidate’s academic transcript does not reflect 6 hours of curriculum and 6 hours of foundation, then 36 semester hours is required for certification in Educational Leadership.

**Master’s Degree Program in Educational Leadership**

| Course sequence for Part time and Full time candidates in Educational Leadership |
|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| **1st Semester (Fall)** | **Part Time Candidate (6 hrs per semester)** | **Full Time Candidate (9 hrs per semester)** | **Full Time Candidate (12 hrs per semester)** |
| EDF 5481 Introduction to Educational Research | EDA 5051 Overview of Educational Administration | EDA 5051 Overview of Educational Administration |
| EDA 5051 Overview of Educational Administration | EDF 5481 Introduction to Educational Research | EDF 5481 Introduction to Educational Research |
| EDA 5217 Communication Techniques | EDA 5275 Applications of Technology in Educational Leadership | EDA 5275 Application of Technology in Educational Leadership |

<p>| <strong>2nd Semester (Spring)</strong> | <strong>Part Time Candidate (6 hrs per semester)</strong> | <strong>Full Time Candidate (9 hrs per semester)</strong> | <strong>Full Time Candidate (12 hrs per semester)</strong> |
| EDA 5275 Applications of Technology in Educational Leadership | EDA 5275 Applications of Technology in Educational Leadership | EDA 5510 Principles of Elementary School Administration or EDA 5530 Principles of Secondary School Administration |
| EDA 5217 Communication Techniques | EDG 6250 Curriculum Design &amp; Development | EDG 6250 Curriculum Design &amp; Development |
| EDA 5510 Principles of Elementary School Administration or EDA 5530 Principles of Secondary School Administration | ESE 5215 Secondary School Curriculum and |</p>
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<tr>
<th>Semester (Summer)</th>
<th>Course 1</th>
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<td>3rd Semester (Summer)</td>
<td>EDA 5510 Principles of Elementary School Administration or EDA 5530 Principles of Secondary School Administration</td>
<td>EDA 5222 Personnel Administration in Education</td>
<td>EDA 5222 Personnel Administration in Education</td>
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<td>4th Semester (Fall)</td>
<td>EDA 5193 Educational Leadership: Instruction EDE 5225 Elementary School Curriculum or ESE 5215 Secondary School Curriculum</td>
<td>EDA 5232 Legal Aspects of Education</td>
<td>EDA 5195 Educational Leadership II TSL 5700 ESOL Issues and Strategies for Professional Educators</td>
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<td>5th Semester (Spring)</td>
<td>EDA 5201 School Business Management TSL 5700 ESOL Issues and Strategies for Professional Educators or Curriculum or Foundation course.</td>
<td>EDA 5940 Internship in Educational Administration</td>
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<td>6th Semester (Summer)</td>
<td>EDA 5232 Legal Aspects of Education</td>
<td>EDA 5940 Internship in Educational Administration</td>
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<td>7th Semester</td>
<td>EDA 5940 Internship in Educational Administration</td>
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Master’s Degree Courses and William Cecil Golden School Leadership Resources Matrix

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<th>William Cecil Golden School Leadership Resources</th>
<th>EDA 5051</th>
<th>EDA 5193</th>
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<td>Individual Leadership Development Plan</td>
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<td>Leadership Development Program Log</td>
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<td>Creating a Learning Community</td>
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<td>Data Analysis for Instructional Leaders</td>
<td>X</td>
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<td>Decision Making Methods</td>
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Beginning in the Fall semester 2004, all Educational Leadership majors are required to take and pass a comprehensive examination. The acceptable pass rate has been determined to be 70% correct responses for each section of the Comprehensive Examination. The examination will combine elements of all course work completed in the candidate’s program of study.

**TRANSFER OF CREDIT**

At the discretion of the program coordinator, it is permissible for a candidate to transfer a maximum of six (6) semester hours of graduate course work from another accredited educational institution. The course credit to be transferred must have been taken within seven (7) years of the candidate’s date of enrollment in the program. The program coordinator will complete a transfer of credit form supported by an official transcript and a description of the course from the institution from which the credits will be verified. Documents are then submitted to the department chair for consideration, signature and transmittal to appropriate university personnel.

**CANDIDATE PROGRESSION**

All candidates must acquire a FAMU ID and Password for e-mail communication.

Candidates are required to follow these steps for successful progression through the program:

**A) Policies and Procedures**

Know the University policies/procedures for graduate candidates. Be especially mindful of parking regulations (all cars must be registered if parked on the campus).

**B) Advisor and Program Coordinator**

Know your advisor and the program coordinator. Personally meet with your advisor early in your course work. Be sure to schedule at least two appointments [at the beginning and after
midterm] each term to discuss your academic performance, professional growth, and personal growth needs. Know the academic year, special date, holidays, etc. Be responsible for knowing the requirements of your program. Certain prerequisites determine the progress of course work in the program. Because this program is competency-based, course work frequently invites candidates to deal with personal and professional issues, both situational and developmental in nature. The openness to risk self-examination and constructive feedback are integral parts of professional development. Some courses will allow candidates the opportunity to take psychological assessment instruments in order to learn how to interpret them. Others will contain small group activities, which may foster self-disclosure. These tests and experiences are considered to be an integral part of the candidates' total growth process. Therefore, candidates will be strongly encouraged to take part in these experiences as training components of the program. If there are concerns regarding these experiences, seek the counsel of your advisor, instructor and/or program coordinator. As professionals who adhere to the ethical standards, faculty is committed to an ongoing screening process designed to assist candidates where issues interfere significantly with their progress in the program.

C) Class Attendance

Candidates are expected to arrive for class at the designated beginning time. Three tardies for class will result in one class absence. Class attendance will be taken each designated meeting time. Candidates are allowed one unexcused absence for each semester hour of enrollment. Educational Leadership classes meet once a week for 3 hours. Therefore, a candidate in the Educational Leadership program is allowed one unexcused absence for the course. Candidates exceeding the one unexcused absence will be dropped from the course and assigned a grade of “F.”

A student will be permitted one unexcused absence per credit hour of the course he or she is attending. A student exceeding the number of unexcused absences may be dropped from the course and assigned the grade of “F.” Students may be readmitted to the class with the Dean’s and the instructor’s permission (Florida A&M University Catalogue, p. 31.). If the student’s course is not dropped, a grade of “F” may be given.

ADMINISTRATIVE INTERNSHIP

The administrative internship represents the sponsored apprenticeship by the program to prepare personnel in Educational Leadership. Structured learning experiences are provided during the course at the university, in school district central or area offices, in selected schools, or other educational entities or organizations. The sequence of experiences is offered to achieve the following goals:

1) To provide candidates opportunities to apply concepts and develop skills in management and leadership in all the Florida principal domains and competencies,

2) To provide candidates opportunities for clinical experiences that support the need for increased efficiency and effectiveness of those who must facilitate desirable change in schools, other educational entities, and

3) To assist prospective administrators in recognizing that the planning, implementation, and evaluation of needed reforms is highly dependent on efforts by those who have the
vision, beliefs, abilities, knowledge, and energy required to lead others toward shared objectives. (See Handbook for Interns and Sponsoring Administrators)

ACADEMIC PROBATION AND DISMISSAL FROM PROGRAM

The minimum grade requirements for all graduate programs and degrees (FAMU Catalog 2006-2008, p. 245) specifies that:

a) A cumulative GPA of 3.00 must be maintained regardless of course/credit hour load.

b) Only a grade of “B” or higher is acceptable for required courses. A required course must be repeated if a grade lower than a “B” is received. For all other courses the grade of “C” or better is acceptable.

A graduate candidate enrolled at Florida A&M University who receives a C, D, or F grade, which fails to meet the requirements of a specific graduate program, may petition the Program Dean or Graduate Director to retake the course. A maximum of 2 courses maybe taken again.

Candidates may also be dismissed from the program for violation of professional and ethical standards as described by the College of Education, the Educational Leadership program, the University, and the State of Florida’s Professional Ethics Code.

Candidates admitted to the Masters degree program in Educational Leadership are expected to exhibit exemplary professional behavior and demeanor at all times. Candidates are subject to the obligations and duties that accompany membership in the academic community. Failure to abide by the University’s Student Code of Conduct is a serious matter and violations are subject to disciplinary action. Behavior that evidences in late to class, lack of attendance, grade point average below a 3.0, failure to cooperate with professor and cohort members, disrespect directed toward faculty members and cohort members are subject to disciplinary action, which could result in dismissal from the program. A Dispositional Feedback Form (DFF) has been developed to capture candidate behavior as he or she matriculates through the program. Candidate behavior that is incongruent with the expectations associated with the exemplary professional and faculty expectations will be recorded using the DFF. The professor who issues a DFF to a candidate will meet with the candidate to discuss the incongruent behavior and decide upon an appropriate conclusion. The candidate may also be requested to meet with the Educational Leadership faculty depending on the severity of the breach of candidate conduct. Candidates will be notified in writing of the Educational Leadership faculty’s decision or recommendation within 14 work days of the meeting. Candidates in all instances are responsible for demonstrating behavior that conforms to the highest degree of integrity and responsibility.
### Professional Behavior: The Other Professional Educator Candidate demonstrates professional behavior

(Please use a ✓ to indicate level of performance.)

- is punctual and regularly attends class
- has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
- presents oneself in a professional manner both in demeanor and appearance.
- handles feelings appropriately (emotional management)
- maintains integrity and high professional standards.
- works in a reliable, dependable manner, utilizing initiative.
- seeks opportunities for professional development and actively participates in professional organizations.
- demonstrates the appropriate use of personal technology during class.
- demonstrates academic honesty.

### Effective Communication: The Other Professional Educator Candidate demonstrates effective communication skills

(Please use a ✓ to indicate level of performance.)

- communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
- is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
- is willing to share information and ideas in a mutually respectful manner.
- utilizes and models active listening and appropriate feedback skills.
### Criteria for rating

<table>
<thead>
<tr>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
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</table>

- **The candidate consistently and thoroughly demonstrates indicators of performance.**
  - **(90–100%)**

- **The candidate usually and extensively demonstrates indicators of performance.**
  - **(89-80%)**

- **The candidate sometimes and adequately demonstrates indicators of performance.**
  - **(79-70%)**

- **The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.**
  - **(60-69%)**

### Professional Practice: The Other Professional Educator Candidate demonstrates professional practice

(Please use a ✓ to indicate level of performance.)

<table>
<thead>
<tr>
<th>Outcome</th>
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<tbody>
<tr>
<td>F (4)</td>
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<tr>
<td>M (2)</td>
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<td>U (1)</td>
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</table>

- is curious, willing to experiment with new ideas and techniques, and is receptive to change.
- analyzes and evaluates concepts and clinical practices.
- experiments, evaluates, and initiates innovative practices.
- demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
- recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
- is respectful, tolerant, and responsive to the cultural and family differences, including special needs, which students and colleagues bring to the learning environment.
- continually deepens knowledge of practice and student learning.
- understands the roles of assessment, including the roles of standards and outcomes in assessment.

### Systematic Thinking: The Other Professional Educator Candidate demonstrates systematic thinking

(Please use a ✓ to indicate level of performance.)

<table>
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<th>Outcome</th>
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<tr>
<td>F (4)</td>
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<td>M (2)</td>
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</table>

- critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
- thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
- thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.
- conducts self assessment through reflection in problem solving.
Advanced Level Student Professional Dispositions

I. Professional Behavior: Professional and Ethical Standards, Commitment and Behavior
   a. Is punctual and regularly attends class
   b. Has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
   c. presents oneself in a professional manner both in demeanor and appearance.
   d. handles feelings appropriately (emotional management)
   e. maintains integrity and high professional standards.
   f. works in a reliable, dependable manner, utilizing initiative.
   g. seeks opportunities for professional development and actively participates in professional organizations.
   h. demonstrates academic honesty.

II. Professional Practice: The Desire to Analyze/Evaluate Concepts and Clinical Practices, to Experiment and to Evaluate and/or Initiate Innovative Practices
   a. is curious, willing to experiment with new ideas and techniques, and is receptive to change.
   b. analyzes and evaluates concepts and clinical practices.
   c. experiments, evaluates, and initiates innovative practices.
   d. demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
   e. recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
   f. is respectful, tolerant, and responsive to the cultural and family differences, including special needs, that students and colleagues bring to the learning environment.
   g. continually deepens knowledge of practice and student learning.
   h. understands the roles of assessment, including the roles of standards and outcomes in assessment.

III. Effective Communication
   a. communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
   b. is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
   c. is willing to share information and ideas in a mutually respectful manner.
   d. utilizes and models active listening and appropriate feedback skills.

IV. Systematic Thinking
   a. critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
   b. thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
   c. thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.
   d. conducts self assessment through reflection in problem solving.
**Program Completion**

All candidates must submit a completed Graduation Requirements Met form. This document is designed to assist candidates to track progression and meet all requirements necessary for graduation. This form should be submitted to the Program Coordinator during the last semester of enrollment.
### Course Curriculum for Master’s Degree Program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDF 5481</td>
<td>Introduction to Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDA 5051</td>
<td>Overview of Educational Adm.</td>
<td>3</td>
</tr>
<tr>
<td>EDA 5195</td>
<td>Educational Leadership II</td>
<td>3</td>
</tr>
<tr>
<td>EDA 5193</td>
<td>Educational Leadership: Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDA 5201</td>
<td>School Business Management</td>
<td>3</td>
</tr>
<tr>
<td>EDA 5222</td>
<td>Personnel Administration in Educ.</td>
<td>3</td>
</tr>
<tr>
<td>EDA 5232</td>
<td>Legal Aspects of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDA 5510</td>
<td>Principles of Elem. School Admin.</td>
<td>3</td>
</tr>
<tr>
<td>EDA 5530</td>
<td>Principles of Sec. School Admin.</td>
<td>3</td>
</tr>
<tr>
<td>EDA 5217</td>
<td>Communications Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDA 5275</td>
<td>Applications of Tech. in Ed Lead</td>
<td>3</td>
</tr>
<tr>
<td>TSL 5700</td>
<td>Issues and Strategies for Prof. Educ.</td>
<td>3</td>
</tr>
<tr>
<td>EDA 5940</td>
<td>Intern in Educational Admin**</td>
<td>3</td>
</tr>
<tr>
<td>EDG 6250</td>
<td>Curriculum Design and Dev.</td>
<td>3</td>
</tr>
</tbody>
</table>

### Comprehensive Exam Retake Date
- Yes [ ] Pass [ ] Fail [ ] No [ ]

### Certification in Educational Leadership
- EDA 5051 Overview of Educ Admin
- EDA 5201 School Business Management
- EDA 5222 Personnel Admin in Ed
- EDA 5232 Legal Aspects of Ed.
- EDA 5510 Prin of Elem School Admin
- EDA 5530 Prin of Sec School Admin
- EDA 5217 Communications Technology
- EDA 5275 Appl of Tech in Educ Lead
- TSL 5700 ESOL for Other Prof. Educ.

### Livetext Portfolio/Date Submitted
- Target [ ] Acceptable [ ] Unacceptable

1. Submit College Livetext Portfolio to Advisor and Program Coordinator (Electronic and Hard Copy)
2. Apply for graduation
3. Earned a “B” or better in all required courses (all Educational Leadership course are required).
4. Thesis defense announcement (public announcement 10 work days [Monday through Friday] prior to defense)
5. Thesis displayed 10 calendar days prior to defense.
6. Successfully defend Thesis (Check semester dissertation defense deadline date).
7. Thesis Signature Pages (3) signed by committee members (Black Ink).
8. Thesis Defense Outcome form submitted to the School of Graduate Studies and Research.
10. Complete candidate information form.
11. Complete Master’s candidate follow up/exit survey and submit to program coordinator.
12. Tuition and fees (no outstanding University debt).

Candidate’s Signature: ____________________________

Semester of Graduation: __________________________

Program Coordinator’s Signature
OFF-CAMPUS PROGRAM OFFERINGS

The Educational Leadership program faculty no longer administers the off-campus program. Selection of the locations was based upon interest, need, and commitment of persons desiring graduate training in Educational Leadership. Once the program was established at an off-campus location, the time frame from beginning to completion was two years when taken according to the sequence. Additional courses offered at off-campus locations were negotiated by University and District School Board personnel. Candidates who did not follow the prescribed sequence of courses in the off-campus program may have to take courses on campus to complete degree requirements. The progression of course work is one semester of three courses (9 semester hours) and five semesters of two courses (30 semester hours) for the Masters degree. Candidates enrolled in the Modified program will complete a total of 21 hours. However, six semester hours in foundations and six semester hours in curriculum are required if the candidate lacks curriculum and foundation hours. In essence, a candidate opting for the Modified program may expect to take a minimum of 21 semester hours or a maximum of 33 hours.

Candidates in the Educational Leadership Off-Campus program received counseling and advisement from faculty members who taught at the locations, the Program Coordinator, and the Department Chair. The Department of Educational Leadership and Human Services published a off-campus course offerings each semester. Off-campus courses were also listed on the FAMU website. Registration information are contained in this informational brochure for candidates who wish to take advantage of Off-Campus course offerings. Candidates who desired to complete course work through off-campus course offerings were encouraged to provide their e-mail address for information to be mailed to them. For further information contact the Department of Educational Leadership and Human Services at 850-599-3191. Courses may be offered via face-to-face contact or through distance education (e.g., video conference equipment).

The program is working to establish some courses in which the professor and some students will be on campus and other students may be at distant sites. Students and teachers will be able to see and talk to each other.

FLORIDA PRINCIPAL LEADERSHIP STANDARDS (FPLS) AND PROGRAM INDICATORS (Effective January 2009)

1.0 Vision – High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

Educational Leadership Program Indicators

1.1 Is aware of processes involved in creating a vision.
1.2 Recognizes the components of a vision statement.
1.3 Recognizes the importance of a vision in creating school culture and climate.
1.4 Relates the vision to student achievement.
1.5 Communicates the vision to stakeholders.
2.0 Instructional Leadership – High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to candidate learning, especially in the area of reading and other foundational skills.

Educational Leadership Program Indicators

2.1 Facilitates meaningful professional development in order to improve instruction.
2.2 Recognizes student achievement as the outcome of instruction.
2.3 Understands the importance of a professional learning community.
2.5 Uses data to inform decisions about instruction.
2.6 Links the school vision to instructional leadership.
2.7 Recognizes the imperative for Instructional leader to monitor the teaching and learning environment for improvement.
2.8 Understands the change process.
2.9 Demonstrates ability to align curriculum and instruction with standards.
2.10 Understands the importance of parent and community involvement.
2.11 Is aware of contemporary research and best practices in multiple subject areas.
2.12 Communicates essential beliefs about student learning and achievement.
2.13 Demonstrates knowledge of curriculum and effective pedagogical strategies.
2.14 Has a repertoire of supervisory skills to improve teaching and learning

3.0 Managing the Learning Environment – High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.

Educational Leadership Program Indicators

3.1 Engages in organizational planning.
3.2 Understands the district’s fiscal operating procedures.
3.3 Is aware of leadership styles and their impact in an organization.
3.4 Demonstrates competencies to create a positive learning environment.
3.5 Communicates effectively orally and in writing.
3.6 Constructs a school budget that prioritizes instruction and student achievement.
3.7 Is aware of the importance of facility monitoring for safety.
3.8 Knowledgeable of federal and state laws related to education and school operations.
3.9 Knowledgeable of federal and state law related to special education.
3.10 Demonstrates competence in managing organizational conflict.
3.11 Is knowledgeable of the Florida Education Finance System.

4.0 Community and Stakeholder Partnerships – High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

Educational Leadership Program Indicators
4.1 Understands the importance of internal and external publics.
4.2 Interacts with community leaders.
4.3 Plans for school and community relations.
4.4 Identifies community agencies for collaboration efforts.
4.5 Understands the importance of business partnerships.
4.6 Provides opportunities for parent involvement.
4.7 Understands the need to work cooperatively with all stakeholders.
4.8 Demonstrates a concern for school image.
4.9 Involves stakeholders in decision making.
4.10 Identifies community resources to support the school.

5.0 Decision Making Strategies – High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

Educational Leadership Program Indicators
5. Considers the impact of decisions on stakeholders.
5.2 Employs a rational problem-solving decision-making model.
5.3 Understands that decision making has unanticipated consequence.
5.4 Understands that events and problems can have a variety of explanations.
5.5 Employs problem solving techniques.
5.6 Uses data to inform decision making.
5.7 Involves others in the decision making process.
5.8 Supports student learning when making curricular and instructional decisions
5.9 Recognizes time as an important variable in decision making.

6.0 Diversity – High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

Educational Leadership Program Indicators
6.1 Interacts effectively with various audiences and diverse populations.
6.2 Understands the implications of a diverse school staff.
6.3 Understands the instructional needs of students from various cultural backgrounds.
6.4 Understands how multicultural awareness, gender sensitivity, and racial and ethnic appreciation affect an educational organization.
6.5 Supports diverse perspectives in the teaching and learning environment.
6.6 Understands the instructional needs of a diverse student population.

7.0 Technology – High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

Educational Leadership Program Indicators
7.1 Understands how to facilitate the integration of technology into the teaching and learning environment.
7.2 Uses technology as a personal productivity and instructional tool.
7.3 Understands the role of technology in the teaching and learning process.
7.4 Is informed about research based instructional software.
7.5 Understands teachers need for professional development in technology.
7.6 Is aware of hardware requirements necessary to use software.
7.7 Plans for acquisition of technology (hardware/software) in the school.
7.8 Understands the change process related to innovation.

8.0 Learning, Accountability, and Assessment – High Performing Leaders monitor the success of all candidates in the learning environment, align the curriculum, instruction, and assessment processes to promote effective candidate performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.

Educational Leadership Program Indicators

8.1 Has high expectations for students and staff.
8.2 Makes curriculum decisions based upon data and research.
8.3 Makes instructional decisions based upon student achievement outcomes.
8.4 Uses data to assess and monitor student achievement.
8.5 Ensures curriculum and instruction alignment with standards.
8.6 Uses multiple sources of data to inform decision making, curriculum and instructional improvement.
8.7 Demonstrates an understanding of the methods and principles of program evaluation.
8.8 Demonstrates ability to evaluate instructional strategies and materials.
8.9 Uses diagnostic tools to assess student progress and improve instruction.
8.10 Identifies strategies to improve student achievement.

9.0 Human Resource Development – High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.

Educational Leadership Program Indicators

9.1 Demonstrates an understanding of the major aspects of the Human Resource Function (recruitment, selection, induction, appraisal, compensation, employment continuity, development, and collective bargaining).
9.2 Demonstrates an understanding of the Human Resource Function in the operation of the district and school.
9.3 Recognizes that the Human Resource Function exists to achieve district and school goals.
9.4 Demonstrates an understanding of collective bargaining and its contractual features.
9.5 Understands the legal parameters for the operation of the Human Resource Function.

10.0 Ethical Leadership – High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

Educational Leadership Program Indicators

10.1 Understands that ethics is central to leadership.
10.2 Makes decisions based on the legal, moral and ethical principles.
10.3 Applies ethical and legal principles when using technology in the teaching and learning environment.
10.4 Has a personal code of ethics that embraces diversity, integrity, and the dignity of all people
10.5 Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory policies.
10.6 Applies ethical considerations to decision making.

FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
COMPETENCIES AND INDICATORS (Effective January 2009)

Subtest 1 Instructional Leadership

1. Knowledge of instructional leadership standard as related to curriculum development and continuous school improvement process. (1) Given a scenario, assess the curriculum and schoolwide professional development needs of an instructional program. (2). Given a set of school data, identify appropriate objectives and strategies for developing, implementing, assessing, and revising a school improvement plan. (3) Given a school data set, determine an appropriate instructional improvement strategy. (4). Identify functions and implications of various curriculum designs. (5). Given grade-level data on reading, identify strategies to align curriculum, instruction, and assessment.

2. Knowledge of instructional leadership standard as related to research-based best practices. (1). Given school-based student assessment data on reading performance, identify research-based reading instruction to improve student achievement. (2). Given school-based student assessment data on reading performance, identify instructional strategies to facilitate students’ phonemic awareness, phonics, fluency, vocabulary, and reading comprehension throughout the content areas. (3). Given a scenario, which may include data, identify programs or initiatives that are research based to integrate reading, writing, and mathematics across all subject areas to increase student achievement. (4). Given a description of recurring problems in student performance in a content area, select strategies for engaging teachers in ongoing study of current best practices. (5). Identify scientifically based research applications to effective teaching and learning methods. (6). Identify practices in teacher planning, instructional organization, and classroom management that enhance student learning and achievement. (7). Identify instructional delivery methods that enhance student learning and achievement.


4. Knowledge of instructional leadership standard as related to instructional design, teaching, and learning. (1) Given taxonomy of learning, identify instructional objectives to facilitate varying levels of learning. (2) Identify age-appropriate learning strategies based on principles of human growth and development. (3) Identify practices for evaluating the appropriateness of instructional strategies. (4) Identify practices for evaluating the appropriateness of instructional materials.
5. Knowledge of instructional leadership standard as related to instructional program for students with special needs. (1) Given student special needs characteristics in a specific classroom and walk-through observation notes, identify an appropriate instructional adaptation/modification to provide for students with special needs in that classroom. (2) Given an IEP, determine whether or not provisions made are adequate to meet student needs.

6. Knowledge of instructional leadership standard as related to federal and State law in education and schooling. (1) Given a scenario, identify the State requirements for students to participate in interscholastic or extracurricular student activities. (2) Given a scenario, identify employee and student rights and responsibilities under federal statutes.

7. Knowledge of managing the learning environment standard as related to tort and contract liability in the operation of Florida public schools. (1) Given a scenario, identify legal standards of negligent tort liability applicable to school employees and districts. (2) Given a scenario, identify legal standards of intentional tort liability applicable to school employees and districts. (3) Given a scenario, identify legal standards that are applicable to site administrators in negotiating contracts for goods and services.

8. Knowledge of managing the learning environment standard as related to funding of Florida schools. (1) Given an FTE report, identify, interpret, and apply each formula factor used in computing the Florida Education Finance Program allocation. (2) Given a school budget, identify funding categories available to a school beyond the Florida Education Finance Program allocation. (3) Given a school budget, identify or apply the processes of planning, developing, implementing, and evaluating a budget.

9. Knowledge of managing the learning environment standard as related to financial accounting and auditing. (1) Given an FTE audit report (e.g., State, district, or school), identify categories that are out of compliance with Florida Statutes (e.g., attendance records, teacher certification, vocational time cards, ESE and ESOL student records). (2) Given a school internal funds audit report, identify violations of the State Board of Education policies and procedures for the administration and accounting of internal funds (e.g., fund-raisers, purchases, monthly financial reports, bonding of the treasurer).

10. Knowledge of managing the learning environment standard as related to facilities management. (1) Given a State request for a school room utilization update, identify the requirements of the Florida Inventory of School Houses as specified in Florida Statutes (e.g., space requirements for ESE, vocational courses, class size reduction). (2). Given a school building’s security plan, determine compliance with Florida Statutes and State Board of Education rules.

11. Knowledge of managing the learning environment standard as related to student services. (1) Given a school guidance report, determine compliance with Florida Statutes. (2) Given a faculty handbook, identify the duties of school administrators governing student discipline and school safety per Florida Statutes (e.g., zero tolerance, discipline of exceptional students, emergency management plan, Student Code of Conduct). (3) Given a parent request to administer medication, identify the guidelines in Florida Statutes regulating the administration of prescribed medications to students by public school employees.
12. **Knowledge of managing the learning environment standard as related to student and parental rights.** (1) Given the student-parent handbook, determine compliance with Florida Statutes governing parents’ rights and responsibilities and/or students’ rights and privacy to access student educational records (e.g., deny, release, challenge content, FERPA). (2) Given a scenario, identify standards and procedures applicable to United States Citizenship and Immigration Services and students attending public schools.

13. **Knowledge of managing the learning environment standard as related to federal law for education and schooling.** (1) Given a scenario, identify exceptional education entitlements, equal access for students and staff with disabilities, and related rights under federal statutes.

14. **Knowledge of learning, accountability, and assessment standard as related to State law for education and schooling.** (1) Given a scenario, identify legal standards and procedures applicable to school accountability legislation. (2) Given a scenario, identify the standards and procedures applicable to the META Consent Decree.

15. **Knowledge of learning, accountability, and assessment standard as related to measurement of effective student performance.** (1) Given data (e.g., national, state, district, school, classroom, individual student), analyze student achievement. (2) Given a scenario, determine aspects of adequate progress of the lowest 25% in reading and mathematics at the school level.

16. **Knowledge of learning, accountability, and assessment standard as related to assessment instruments and their applications.** (1) Given a scenario, identify the appropriate type of formal assessment instrument (e.g., norm referenced, criterion referenced) to determine student strengths and needs. (2) Given a scenario, identify the appropriate informal assessment instrument (e.g., observations, checklists, inventories, interviews) to determine student strengths and needs.

17. **Knowledge of learning, accountability, and assessment standard as related to diagnostic tools to assess, identify, and apply instructional improvement.** (1) Given a data set of reading test results for students in ESE or ESOL, identify diagnostic tools appropriate for assessing student learning needs. (2) Given a data set of reading test results for students in ESE or ESOL, identify appropriate instructional strategies to improve student performance in reading.

**Subtest 2 Operational Leadership**

1. **Knowledge of technology standard in the use of technology for teaching and learning.** (1). Given a technology plan, identify hardware, software, and related technologies appropriate to design and delivery of instruction. (2). Given a technology plan to integrate technology to improve student performance in a subject area, identify appropriate technology applications to address student performance needs.

2. **Knowledge of technology standard related to school operations.** (1) Given a school technology plan, assess compliance with State technology goals (e.g., copyright law, Internet usage, digital learning environment, instructional leadership, Florida’s digital educators, access to technology, infrastructure, support). (2) Given a scenario, select computer hardware and software appropriate to school operations. (3) Given a scenario, identify components of a
technology infrastructure related to school and student safety. (4) Given a scenario, select Web-based communication applications. (5) Given a scenario, select presentation software applications.

3. **Knowledge of human resource development standard as related to recruitment, selection, induction, and retention of staff.** (1) Given policies for teacher recruitment, selection, induction, professional development, and retention, determine compliance with Florida Statutes and No Child Left Behind legislation. (2) Given an out-of-field teacher report, identify various methods for acquiring Florida Teacher Certification (e.g., highly qualified teachers, critical shortage, special needs). (3) Given a sample of an interview, identify violations of federal and State laws that protect an applicant from job discrimination (e.g., AIDS, civil rights, Americans with Disability Act).

4. **Knowledge of human resource development standard as related to performance assessment procedures.** (1) Given an instructional assessment instrument, determine compliance with Florida Statutes and State Board regulations for employee evaluation (i.e., management of students, maintenance of discipline, knowledge of subject matter, pay for performance, use of technology, and criteria for continual improvement) (2) Given an unsatisfactory performance evaluation, identify the Florida statutory requirements to facilitate employee growth (i.e., the performance improvement plan, notification of deficiencies, conference for the record). (3) Given an individual professional development plan, determine compliance with Florida Statutes governing the School Community Professional Development Act (i.e., requirement to establish and maintain an Individual Professional Development Plan for each teacher).

5. **Knowledge of human resource development standard as related to managing personnel records.** (1) Given a sample of content from an employer’s personnel file, determine compliance with Florida Statutes governing personnel files. (2) Given public information requests, determine compliance with Florida Statutes governing access to personnel files and records (e.g., medical records, complaints related to investigation, payroll deduction records, Social Security numbers).

6. **Knowledge of human resource development standard as related to processes and procedures for discipline, dismissal, and nonrenewal of school employees.** (1) Given a recommendation to terminate an employee’s contract, identify the school site administrator’s responsibilities regarding termination as required in Florida Statutes (e.g., union contract, professional service contract, annual contract, continuing contract). (2) Given case studies with accompanying documentation, identify and apply the Standard of Just Cause for any adverse employment decision as required by Florida Statutes (e.g., dismissal, suspension, demotion, reinstatement).

7. **Knowledge of human resource development standard as related to collective bargaining agreements.** (1) Given a collective bargaining agreement, identify the role of the administrator in managing the contract per Florida Statutes (e.g., grievances, school policies, enforcement, and punitive actions related to all classifications of school personnel).

8. **Knowledge of human resource development standard as related to data analysis.** (1) Given school or classroom data, analyze teacher performance over time.
9. **Knowledge of human resource development standard as related to State law for education and schooling.** (1) Given a scenario, identify standards and procedures applicable to State certification, selection, evaluation, discipline, and reappointment of school district employees.

10. **Knowledge of ethical leadership standard as related to ethical conduct.** (1) Given the Code of Ethics of the Education Profession in Florida, identify violations of ethical conduct as stated in Florida Statutes (e.g., conviction of a crime involving moral turpitude; gross insubordination; misconduct in office; neglect of obligations to students, public, school personnel).

11. **Knowledge of ethical leadership standard as related to federal and State law for education and schooling.** (1) Given a scenario, identify judicially recognized rights and responsibilities guaranteed under the Constitution (e.g., First, Fourth, Fourteenth Amendments) (2) Given a scenario, identify the statutory powers and duties of the Florida Board of Education, Commissioner of Education, local school boards, superintendents, and principals. (3) Given a situation, identify standards and procedures of State administrative law, public disclosure, record keeping, and child welfare.

12. **Knowledge of decision-making strategies standard as related to federal and/or State law for education and schooling.** (1) Given a scenario, identify standards and procedures applicable to federal and/or State statutory provisions for accomplished practices, pupil progression, compulsory school attendance, sexual harassment, charter schools, alternative schools, safe schools, curricula, and facilities.

13. **Knowledge of decision-making strategies standard as related to change.** (1) Apply current concepts of leadership (e.g., systems theory, change theory, situational leadership, visionary leadership, transformational leadership, learning organizations). (2) Select examples of organizational conditions or leadership actions that create positive attitudes toward change.

14. **Knowledge of decision-making strategies standard as related to data analysis.** (1) Given school data, perform procedural measures for school grade calculation. (2) Given a school improvement plan, identify criteria for learning gains of varying subgroups using disaggregated data.

**Subtest 3 School Leadership**

1. **Knowledge of community and stakeholder partnerships standard as related to community relations.** (1) Select strategies to promote community cooperation and partnerships.

2. **Knowledge of community and stakeholder partnerships standard as related to assessment instruments and their applications.** (1) Given an audience, interpret standardized test results (e.g., percentiles, stanines, raw scores, scale scores).

3. **Knowledge of community and stakeholder partnerships standard as related to State law for education and schooling.** (1) Given a situation, identify reporting procedures of the
Florida Department of Law Enforcement’s Missing Children program. (2) Given a scenario, interpret school advisory committee requirements as identified in State statutes.

4. **Knowledge of community and stakeholder partnerships standard as related to student services.** (1) Given case studies of students with disabilities, identify the accommodations and services required per Florida Statutes (e.g., diagnostic and learning resource centers, ADA facilities, interagency support services).

5. **Knowledge of community and stakeholder partnerships standard as related to student and parental rights and responsibilities.** (1) Given the student-parent handbook, identify rights and responsibilities of students, parents, and guardians per Florida Statutes (i.e., notification, due process hearings, student academic progress, school choice preference, health examinations/immunizations, student academic improvement plan, truancy procedures, instructional materials).

6. **Knowledge of diversity standard as related to federal and State law for education and schooling and organizational communication.** (1) Given a scenario, apply legal interpretations of the purpose and intent of federal statutes related to equal access and the prohibition of all forms of discrimination in public schools. (2) Given a scenario, identify effective, research-based communication strategies.

7. **Knowledge of vision standard that works to relate State standards, the needs of the students, the community, and the goals of the school.** (1) Identify effective strategies for communicating relevant information about State standards, student needs, community needs, and the goals of the school to appropriate stakeholders. (2) Identify effective strategies for communicating relevant information about the instructional program to the community, staff, and district personnel. (3) Identify practices and implications of effective communication and interpersonal relationships.

8. **Knowledge of vision standard as related to data analysis.** (1) Given school data, develop and organize a school action plan that includes methods and approaches to communicate the need for the plan to teachers, students, and the community.

9. **Effective writing and data analysis for a school-based application.** (1) Given a scenario including data, analyze, interpret, and evaluate data for a specific target audience.

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**The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida**

**State Board of Education Rule 6B-1.001, FAC (Code of Ethics)**

(1) The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

(2) The educator’s primary professional concern will always be for the candidate and for the development of the candidate’s potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
(3) Aware of the importance of maintaining the respect and confidence of one’s colleagues, of candidates, of parents, and or other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

State Board of Education Rule 6B-1.006, FAC (The Principles of Professional Conduct of The Education Profession in Florida)

(1) The following disciplinary rule shall constitute the Principles of Professional Conduct of the Education Profession in Florida.

(2) Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator’s certificate, or the other penalties as provided by law.

(3) Obligation to the candidate requires that the individual:

(a) Shall make reasonable effort to protect the candidate from conditions harmful to learning and/or to the candidate’s mental and/or physical health and/or safety.
(b) Shall not unreasonably restrain a candidate from independent action in pursuit of learning.
(c) Shall not unreasonably deny a candidate access to diverse points of view.
(d) Shall not intentionally suppress or distort subject matter relevant to a candidate’s academic program.
(e) Shall not intentionally expose a candidate to unnecessary embarrassment and disparagement.
(f) Shall not intentionally violate or deny a candidate’s legal rights.
(g) Shall not harass or discriminate against any candidate on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each candidate is protected from harassment or discrimination.
(h) Shall not exploit a relationship with a candidate for personal gain or advantage.
(i) Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

(4) Obligation to the public requires that the individual:

(a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
(b) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
(c) Shall not use institutional privileges for personal gain or advantage.
(d) Shall not accept no gratuity, gift, or favor that might influence professional judgment.
(e) Shall offer no gratuity, gift, or favor to obtain special advantages.

(5) Obligation to the profession of education requires that the individual:

(a) Shall maintain honesty in all professional dealings.
(b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family
background deny to a colleague professional benefits or advantages or participation in any professional organization.
(c) Shall not interfere with a colleague’s exercise of political or civil rights and responsibilities.
(d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual’s performance of professional or work responsibilities or with the orderly process of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
(e) Shall not make malicious or intentionally false statements about a colleague.
(f) Shall not use coercive means or promise special treatment to influence professional judgment of colleagues.
(g) Shall not misrepresent one’s own professional qualifications.
(h) Shall not submit fraudulent information on any document in connection with professional activities.
(i) Shall not make any fraudulent statement or fail to disclose a material fact in one’s own or another’s application for a professional position.
(j) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
(k) Shall provide upon request of the certificated individual, a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
(l) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct of the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
(m) Shall self-report within 48 hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding or guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within 48 hours after the final judgement. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)© and 943.059(4)©, Florida Statutes.
(n) Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
(o) Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
(p) Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.
(q) Shall, as the supervisory administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

GENERAL INFORMATION
1) Applications for admission to graduate study should be submitted directly to the School of Graduate Studies and Continuing Education, 400 Tucker Hall, Florida A&M University, Tallahassee, Florida 32307.

2) Candidates may be admitted any time during the year to graduate study for the beginning of each fall, spring, and summer semester.

4) All classes are held during evening hours (Monday through Friday) and on Saturday, except supervised internship and field experience classes. Clinical field experiences are held at all times.

5) Candidates will be assigned to a faculty advisor to assist them in course selection and other matters. Candidates with a master’s degree seeking certification should have their transcripts reviewed by an advisor prior to registering for any classes.

6) Registration for classes is available each semester. Consult the Schedule of Classes for the date, time, and location.

7) Forms and documents to become familiar with include, but are not limited to:

   (a) Academic Advisement
   (b) Graduation Application
   (c) University Course Bulletin

8) Please provide the Department of Educational Leadership & Human Services with your new address, telephone number, and e-mail address when you make any one of these information contacts change. This permits us to update our candidate database and to send important information to you. Please send the address change to:

   Department Chair
   Educational Leadership Program
   College of Education
   GEC-C, Room 124
   Tallahassee, FL 32307

Telephone Numbers and Campus Locations:

Gore Education Complex

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<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Fax</th>
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<tbody>
<tr>
<td>Dr. Green-Powell</td>
<td>GEC-A300</td>
<td>850-561-2989</td>
<td>850-561-2211</td>
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<tr>
<td>College of Education</td>
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<tr>
<td>Department of Educational Leadership &amp; Human Services</td>
<td>GEC-C 124</td>
<td>850-599-3191</td>
<td>850-599-3906</td>
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<td>Dr. Ghazwan Lutfi</td>
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<td>850-561-8163</td>
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<td>Dr. Oare Dozier Henry</td>
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<tr>
<td>Dr. Gloria Poole</td>
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<tr>
<td>Dr. Sheila Moore</td>
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<td>Dr. Henderson</td>
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For More Information, please come to Florida A&M University, College of Education, Department of Educational Leadership and Human Services, Gore Education Center, Building B, Suite 308, Tallahassee, FL 32307-4900. Our telephone number is 850-599-3191 and the fax number is 850-599-3906.
Program Completer’s Satisfaction Survey

Educational Leadership faculty members seek to improve the quality of our program through assessment of our program completers. Please respond to the survey items and return the document to Educational Leadership Masters Degree Program Coordinator, Florida A&M University, College of Education, GEC-B, Room 308, Tallahassee, FL 32307-4900.

Part I  --  About You

1. Present Home Address: City ___________________________ State _____ Country _________________


3. Gender:   □ Female   □ Male

4. US Citizen:   □ Yes   □ No

5. Race/Ethnic Origin:   □ Black   □ White   □ Hispanic   □ Native American   □ Asian

6. Educational Degrees:

Baccalaureate Degree:
Institution: ___________________________ Major: ___________________ Year Graduated ____________

Master’s Degree:
Institution: ___________________________ Major: ___________________ Year Graduated: ____________

7. Your Program in Educational Leadership □ M. S. □ M. Ed. □ Certification

Part II  --  Current Employment [Note: If not a Pre-K – 12 site, please state the level, area, and answer all questions.

1. Current Position: ________________________________________ Number of Years__________________

2. Work Address:
   ___________________________________________________________________________

   Street Address: ___________________________ City: _________________ State: ______ Zip Code ________

3. May we contact your employer:   □ Yes   □ No   School District: __________________________

4. How many years have you been an Educator? □ less than 5 □ 5-10 □ 11-15 □ 16-20 □ Above 20  

5 Configuration of your workplace. □ Pre K-Elementary □ Middle/Jr. High □ High School
6. Setting of your workplace.  □ Rural  □ Suburban  □ Urban

7. Number of teachers, administrators, and specialists in the school?
   □ 15 or less  □ 16-25  □ 26-35  □ 36-45  □ above 45

8. School’s enrollment?  □ 100 or less  □ 101-300  □ 301-500  □ 501-700  □ Above 701

9. How would you rate your present position?  □ Good  □ Average  □ Fair  □ Poor

15. Has study in Educational Leadership helped you in your current work?  □ Yes  □ No
   If yes, describe how:

---

**Part III--About Your Graduate Experiences at FAMU:**

Place circle the *Response Option* that corresponds with your rating of the items. The scale is:
**Excellent; Very Good; Fair; Poor; NBJ=No Basis for Judgement**

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**A. Curriculum**

1. Educational Leadership courses
   □           □           □           □           □           □

2. Research courses
   □           □           □           □           □           □

3. Curriculum courses
   □           □           □           □           □           □

4. Social/Philosophical foundation courses
   □           □           □           □           □           □

5. Clinical Experiences/Internship
   □           □           □           □           □           □

6. Overall rating of total curriculum
   □           □           □           □           □           □

**B. Instruction**

1. Instructors’ subject area knowledge
   □           □           □           □           □           □

2. Instructors’ interest in students
   □           □           □           □           □           □

3. Instructors’ fairness in grading
   □           □           □           □           □           □

4. Instructors’ enthusiasm
   □           □           □           □           □           □

5. Instructors’ organization of materials
   □           □           □           □           □           □

6. Overall rating of instruction
   □           □           □           □           □           □
C. Appropriateness of Your Preparation

1. For the FELE
2. For the Comprehensive Examination
3. For building management
4. For building leadership
5. For supervision of certified personnel
6. For supervision of non-certified personnel
7. For working with other administrators
8. For working with parents and community
9. For working in multicultural settings
10. For working with technology
11. For working with school reform
12. For providing Instructional Leadership
13. For providing Technology Leadership
14. For providing Supervision of Instruction
12. Overall preparation

Part IV--Overall Assessment of Your FAMU Educational Leadership Graduate Experience

1. If you were entering Graduate School again, knowing what you know now, would you attend FAMU?
   □ Yes □ No

2. Would you recommend the program to a friend or colleague?
   □ Yes □ No

3. What would you identify as program strengths?
4. What program aspects should faculty members improve?

5. Any additional comments?