

Department of Teacher Education
The Orlean Bullard Beeson
School of Education and Professional Studies
Samford University
Birmingham, Alabama

Dear Graduate Students:

The faculty and staff of the Orlean Bullard Beeson School of Education and Professional Studies look forward to having you as a student in the Graduate Programs. As you begin working toward your graduate degrees, we will guide and help you in your course work and clinical experiences in order to prepare you to be a successful leader in education.

This Graduate Handbook is intended to provide you with clear and specific guidelines for the Graduate Programs. Your first step is admission to the Orlean Bullard Beeson School of Education and Professional Studies. This requires that you meet certain standards established by the Alabama State Department of Education and the Graduate faculty of Samford University. These steps are outlined in the pages that follow.

The graduate programs listed in this document meet the standards required by the Alabama State Department of Education. You will find that the courses include a significant amount of field-based experience as well as rigorous research-based study.

Upon completion of your Graduate Program, you will need to apply for your Alabama teaching or administrative certificate through the Certification Office. The paperwork for this requirement will be completed during your final courses.

We look forward to working with you throughout your educational program. Please know that we are available to meet any needs or address any concerns that you may have as you embark on this challenging adventure.

Sincerely,

Jean Anne Box, Dean
OBB School of Education and Professional Studies
Samford University

To our graduate students:

Schools in the 21st century require more knowledgeable, skilled, and professional teachers and administrators than ever before. Increasing societal complexity, pressure for reform, and high stakes accountability have changed nearly everything. A paradigm shift is occurring in American education. The paradigm that has governed our educational institutions is that schools exist to provide instruction. The emerging paradigm, however, charges the school with responsibility for producing learning. This is a significant change. The mission of our schools is more than instruction, it is to produce learning for every student by whatever methodology works best.

The graduate program in the Orlean Bullard Beeson School of Education and Professional Studies is designed to provide professional educators with research based tools and techniques for increasing student achievement at every level in the educational enterprise. The faculty and staff are dedicated to the goal of preparing educational professionals capable of making informed decisions through careful reflection on current practices, theory, professional standards, dispositions, pedagogy, needs of students of diverse abilities and backgrounds, in order to improve instructional effectiveness.

This goal is manifested through our view of the teacher as a reflective decision maker and the educational leader as a chief learning officer. The learning opportunities provided through the graduate program are designed in pursuit of these goals, and with the intent to provide rigorous study that deepens knowledge and enhances the skills of professional educators.

Sincerely,

Dr. Maurice Persall, Director of Graduate Programs

Orlean Bullard Beeson School of Education and Professional Studies

Samford University

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Conceptual Framework

What is The Conceptual Framework:

The conceptual framework of the Orlean Bullard Beeson School of Education and Professional Studies is founded on Samford University's mission to "nurture persons - for God, for learning, forever." To ensure that the conceptual framework is a *living* document, it is revisited regularly and maintained in curricula and program changes. Flux and constancy in the conceptual framework enables the school to meet student and professional needs while maintaining focus and upholding standards.

The Orlean Bullard Beeson School of Education and Professional Studies offers two major programs, namely *teacher education* and *educational leadership*. The *teacher education program* offers the following degrees in education: BS (early childhood education, elementary, secondary, and P-12), MS (early childhood education, elementary, and music), Fifth-Year-Non-Traditional MS (early childhood education, elementary, and music), and an Ed.S (early childhood education & elementary). The *educational leadership program* offers educational administration certification as well as MS, Ed.S, and Ed.D degrees. Both programs prepare candidates for the twofold task of increasing P-12 students' learning and instilling in the students the desire for lifelong learning. However, each program is steered toward this goal by professionally-specific conceptual frameworks.

The conceptual framework for the *teacher education program* centers around the "Teacher as a Reflective Decision Maker" whereas the *education leadership program's* conceptual theme is the "Educational Leader as the Chief Learning Officer". Both frameworks incorporate similar concepts, thus providing coherence to the unit. However, each framework views these concepts from its different professional perspective.

Conceptual Framework

The Educational

Leader

as a Chief

Learning

Officer

Educational Change (cutting-edge)

Team or School Community Learning

High Expectations & Leading Learning

**(for administrators, teachers &
students)**

Collaborative School Environment

Data-Driven and Reflective Decision Making

Formative Leadership Principles

Educational Leadership Program

Graduate School Guiding Principles

The faculty of the graduate program in the Orlean Bullard Beeson School of Education and Professional Studies are committed to the following curricular principles:

1. The program should help students develop the capacity to learn as opposed to accumulating information.
2. The program should feature inter-related content and use multi-source materials.
3. Program content should be constructed around "authentic problems of practice."
4. The emphasis should be on depth of content and experience.
5. The program should feature a core curriculum.

Adapted from The Landscape of Leadership

Preparation Joseph Murphy

Dispositions

Students applying for admission to the graduate program are required to submit an assessment of their adherence to a code of personal conduct as part of the application process. The assessment is completed by the applicant's supervisor or a professor who has knowledge of the candidate. The assessment form must be submitted along with three letters of recommendation attesting to the student's commitment to ethical and professional practice.

On the following two pages you will find:

- an outline of dispositions for educational leaders
- the disposition assessment form

Samford University

Orlean Bullard Beeson School of Education and Professional Studies

Office of Graduate Programs

Dispositions

The faculty of the graduate program in the School of Education at Samford University believe that effective educational leaders must demonstrate the following dispositions:

An effective educational leader

1. Interacts appropriately and positively with others
2. Treats others with courtesy, respect, and open-mindedness
3. Works with diverse groups and handles issues of diversity with respect and affirmation
4. Shows concern for the self-concept and self-esteem of others
5. Demonstrates leadership in challenging all students to high levels of achievement
6. Participates and contributes actively to team efforts

7. Facilitates the work of others

8. Is reliable, responsible, and consistent

9. Demonstrates leadership and reflective decision-making consistent with the role of teacher leader/chief learning officer

10. Exhibits a strict code of honesty related to all assignments in the workplace as well as in graduate work

11. Acknowledges the written work of others scrupulously in research and other projects

All applicants for graduate studies in the School of Education at Samford will submit a reference form from their employer rating their performance related to these dispositions. Students will evaluate themselves against these criteria as they move through their graduate program. Anyone who fails to demonstrate these dispositions while a graduate student at Samford will be asked to meet with a team of graduate professors and will be asked to provide a self-improvement plan. Continued failure to uphold these standards of conduct will result in dismissal from the program.

Samford University

Orlean Bullard Beeson School of Education and Professional Studies

Office of Graduate Programs

Name of Applicant: _____

Graduate Program: Master's _____ Ed.S. _____ Doctoral _____

Anticipated date of entrance into graduate program: _____

Please rate the applicant based on your observation of his or her performance.

	High	Above Average	Average	Below Average	Not Observed
Interacts appropriately and positively with others					
Treats others with courtesy, respect, and open-mindedness					
Exhibits sound judgment and moral reasoning					
Works with diverse groups and handles issues of diversity with respect and affirmation					
Shows concern for the self-concept and self-esteem of others					
Demonstrates leadership in challenging all students to high levels of achievement					
Participates and contributes actively to team efforts					
Facilitates the work of others					
Is reliable, responsible, and consistent					
Demonstrates leadership and reflective					

decision making consistent with the role of a teacher leader/chief learning officer					
Exhibits a strict code of honesty related to all assignments					
Acknowledges the work of others scrupulously					

Reference's name: _____

Position: _____

Signature: _____

Date: _____

Instructional Methodologies

The faculty of the Orlean Bullard Beeson School of Education and Professional Studies employ multiple teaching strategies consistent with the principles of adult learning theory. Instructional methods are defined in terms of learning outcomes, not as the degree of conformity to an ideal classroom archetype. Paramount within the faculty's shared vision is the use of authentic problems of practice as the central tenet that frame our instructional strategies. Problem-based learning and case study methodology are often utilized to align practice with the following principles:

1. Learning should be student centered
2. Active learning should be stressed
3. Personalized learning should be emphasized
4. A balance of instructional approaches should be used
5. Co-operative approaches to learning should be emphasized.

Adapted from The Landscape of Leadership

Preparation Joseph Murphy

Technology Emphasis

Educational technology, to be successful, must be integrated into the main function of schools and not just as something separate and apart. Technology for technology's sake is an expensive and usually futile endeavor in education. However, when integrated into an educator's version of what children and young adults need to learn about the world and themselves, then technology can be an effective tool in achieving that vision.

Anthony G. Picciano, Educational Leadership
and Planning for Technology

The overarching view of technology in the graduate program is to prepare leaders with the skills required to develop a shared vision for the comprehensive integration of technology, communicate that vision, and facilitate a process for fostering and nurturing a culture to achieve the vision.

Alabama State Department of Education standards are integrated throughout the program. Students at the Masters degree level in both elementary-early childhood and educational administration are required to complete EDUC 597: The Curriculum Integration of Technology. This course is designed to familiarize classroom teachers and school administrators with computer-based instructional technologies as they are applied in the educational environment. Two additional courses are offered as electives.

Clinical Outline

The preparation of teacher leaders and educational administrators cannot take place solely on the university campus in an environment separated from the daily concerns of school practitioners. Effective preparation programs reflect the realities of the workplace and provide the kind of experiences and knowledge useful to practitioners. The goal is to promote a deeper understanding of the educational enterprise so that concepts, principles, and skills learned in the classroom can be used to focus on new problems and situations. It is through clinical experiences that students can reflect on the sufficiency of present competencies and the ways in which new skills or knowledge can be applied to teaching and/or school administration and leadership.

Clinical Program Objectives

The following objectives define the framework for clinical experiences in the graduate programs in the Orlean Bullard Beeson School of Education and Professional Studies:

1. Provide opportunities for students to experience authentic problems of practice in diverse settings
2. Provide opportunities for students to understand and appreciate the value of diversity in leading an educational institution
3. Provide connecting linkage between on campus and diverse field-based experiences
4. Provide clinical opportunities that are designed to engage students in problem centered rather than role centered experiences

5. Provide clinical experiences that emphasize high level participation in leadership functions rather than low level orientation and passive observation of management functions

6. Provide a variety of experiences geared to individual student needs and interests

Clinical Requirements

Clinical experiences are required in all graduate programs as follows:

Program	Required Clinical Courses
Masters Degree in Educational Administration (M.A.)	EDUC 527: Field Experience in Educational Administration EDUC 528: Internship in Educational Administration
18 hour certification in Educational Administration	EDUC 527: Field Experience in Educational Administration EDUC 528: Internship in Educational Administration
Educational Specialist Degree in Educational Administration (Ed.S.)	EDLD 629: Practicum in School Improvement EDUC 630: Quality Improvement Practicum in Education
Doctorate Degree in Education (Ed.D.)	Portfolio of Leadership Proficiencies
Masters Degree in Elementary/Early Childhood Education (M.A.)	EDUC 518: Action Research: Theory and Techniques EDUC 519: Field Based Action Research

Educational Specialist in Elementary and Early Childhood Education	EDUC 629: Practicum in School Improvement EDUC 630: Quality Improvement Practicum in Education
Fifth Year Non-Traditional Masters Degree, FYNT (M.A.)	EDUC 592: Student Teaching: Elementary

Clinical Program Requirements

Each clinical/internship and/or practicum has a specific set of requirements and product specifications that students must complete. The basic requirements are outlined as follows:

Educational Administration Program

Masters Degree in Educational Administration

300 contact hours are required under the direction of practicing administrators and university faculty. Internship activities are designed to develop leadership and management skills through observation, research, and hands-on performance of administrative responsibility. The program is designed to enhance the potential administrator's knowledge and skill in:

- Promoting the understanding and appreciation of cultural diversity
- Encouraging innovation and planning and implementing strategic change
- Acquiring and interpreting key information and resolving complex problems
- Balancing complex demands and resisting premature judgments
- Communicating expectations, and developing and empowering others
- Understanding personal strengths and weaknesses

Students are expected to address the skills and competencies incorporated in Alabama's Professional Education Personnel Evaluation Program (PEPE) and to produce a reflective journal to be submitted at the end of the course.

Educational Specialist Degree in Educational Administration

Students are required to participate in a year-long practicum designed around the knowledge and skills necessary to lead a school in the process of continuous improvement. Students are instructed in the tools and techniques of school improvement planning using concepts from continuous quality improvement and from professional learning communities. Working from disaggregated data from schools student plan and implement improvement strategies in their school and/or classroom. Specific attention is focused on strategies for serving under-performing sub-groups, e.g. Minorities, children receiving free/reduced lunch, special needs students, and where appropriate, gender differences.

Students produce school and/or classroom improvement strategies, implement when appropriate, and prepare presentation and written reflection on their work.

Doctor of Education Degree (Ed.D.) in Educational Leadership

The faculty have identified essential proficiencies that form the expected outcomes of course work, seminars, and clinical experiences embedded in the Ed.D. curriculum. Clinical experiences are problem based rather than role centered and are organized around individual student needs and goals. This learning in an action context with the primary focus on real contemporary problems provides students with problem solving experiences similar to situations they are likely to encounter in their practice.

Clinical requirements in the Ed.D. program occur during the student's first academic year. Students are required to experiment with a select set of leadership responsibilities in diverse settings. Students are expected to apply what they are learning, and to test their assumptions against the realities of complex school environments.

Students produce a reflective portfolio that chronicles the activities, learning, reflections, and applications from selected course work and clinical experiences. Faculty members review the portfolios, comment upon them, and use the content to assess student performance. The portfolio serves as a mechanism for measuring student growth, and providing feedback to the faculty.

Master's Degree in Elementary and Early Childhood Education

Clinical experiences in the Master's Degree program in elementary and early childhood education are designed to provide students opportunities to implement action research and evaluate a special research project focusing upon improving teaching and learning in diverse early childhood and elementary classrooms. Students collect data, analyze the results, implement improvement strategies, and present their findings in formal presentations.

Students produce formal written reports of their action research projects, present their findings in formal presentations, and engage in reflective dialogue regarding the implications their research holds for improving their practice as classroom teachers.

Educational Specialist Degree in Elementary and Early Childhood Education

The practicum in quality leadership is designed to provide students with the knowledge and skill necessary to lead a school in the process of continuous improvement. Students are instructed in the tools and techniques of school improvement planning using concepts from continuous quality improvement and from professional learning communities. Students study the opportunities and challenges associated with working effectively with diverse groups of students and plan and implement school improvement strategies that engage them in the practical application of the theories and concepts of professional learning communities.

Students complete an individualized student plan developed cooperatively with the student, university faculty, and selected local school officials. Students produce written reflections, participate in seminars, and present their work in formal presentations.

Assessment of Clinical Experiences

Multiple methods are used to assess student performance in all clinical experiences. These multiple assessments include:

1. Reflective journals/portfolios describing the student's ability to learn, develop, and sustain knowledge and skills through clinical-based inquiry projects
2. Measures of the student's ability to solve problems and work productively in teams
3. Measure of a student's ability to scrutinize complex situations and make reasoned decisions

Student assessment is based on the following criteria:

1. Evidence of variety and level of quality of activities/experiences
2. Evidence of compliance with course standards and required leadership competencies
3. Evidence of quality reflective thinking
4. Evidence of quality reflective writing

5. Evidence of the level of understanding of purpose and expectation of the clinical experience

Diversity

Many school leaders, teachers, and administrators work with student populations that are increasingly diverse and that may not be experiencing success in school. This includes children who are from low-income families or whose cultural backgrounds fall outside the mainstream. Histories of poor school performance for these students may result from neglect on the part of school leaders, allocation of less prepared teachers, limited resources, low expectations, or lack of knowledge of effective strategies for working with certain students in challenging contexts.

The University Council for Educational Administration has identified the following tasks for leaders intent upon developing high quality school programs for all students:

1. Building powerful forms of teaching and learning appropriate and effective for the populations served
2. Creating strong communities in schools where a strong sense of affiliation and caring exists among all students and adults
3. Expanding the proportion of students' social capital-knowledge, information, values and preferences, behavioral habits, and dispositions- that enable them to fit into school life and to successfully perform learning tasks.
4. Nurturing the development of families' educational cultures through partnerships between schools and parents that promote trust and communication, provide resources to families, and that adjusts school practice to the educational cultures that are representative of the school's clientele

The National Association for Multicultural Education has identified the following goals consistent with the philosophy of the Orlean Bullard Beeson School of Education and Professional Studies graduate program:

1. To respect and appreciate cultural diversity
2. To promote the understanding of unique cultural and ethnic heritage
3. To promote the development of culturally responsible and responsive curricula
4. To facilitate the acquisition of the attitudes, skills, and knowledge to function in various cultures
5. To achieve social, political, economic, and educational equity

To facilitate the pursuit of these goals and to work within the framework of this philosophy, graduate students should know and be able to:

1. Work collaboratively to help create a school or district vision that ensures a learning climate that contributes to the success of all students
2. Demonstrate the knowledge and dispositions relating to interpersonal and multicultural sensitivity, policy formulation, conflict resolution, and team building that contributes to the success of all students
3. Promote community relations to build community support that contributes to the success of all students
4. Provide leadership in curriculum planning, development, and delivery for diverse school communities that contribute to the success of all students

5. Design an instructional system that includes proven teaching strategies, performance assessment, and information technologies that are sensitive to learning styles and multicultural contexts, and that contribute to the success of all students

6. Design and deliver professional development opportunities sensitive to adult learning styles and multicultural contexts that contribute to the success of all students

7. Demonstrate ethical and personal integrity and model accepted and ethical behavior in all interactions that contribute to the success of all students

8. Gather, analyze, and use data to identify student subgroups that are underachieving or are underserved and plan initiatives that will contribute to the success of all students

Student Learning Outcome

The faculty of the graduate program in the Orlean Bullard Beeson School of Education and Professional Studies have identified a knowledge base of essential proficiencies that we expect each graduate student to know, understand, and demonstrate their ability to incorporate in their practice. These proficiencies are grounded in research and have a proven relationship to, and impact upon student achievement.

The curriculum, course content, clinical experiences, and teaching strategies are designed to provide graduate students with the opportunity to engage in authentic problems of practice with the intent of improving student achievement for the diverse student clientele they serve. Programs at the Master's, Educational Specialist, and Doctoral level focus on school, teacher, and student factors that influence achievement. These factors are:

School Factors that Influence Achievement

1. Formative leadership that is collaborative and that is balanced between what to do, when to do, how to do, and why to do
2. Guaranteed and viable curriculum delivered equitably to all students
3. Compelling beliefs, shared vision, challenging goals, and effective feedback
4. Parent and community involvement structured around real partnership win-win arrangements

5. Safe and orderly environment
6. Faculty-staff collegiality and professionalism

Teacher Factors that Influence Student Achievement

1. Instructional strategies that are challenging, engaging, and interesting, and that are grounded in best practice research
2. Classroom management practice that is fair, equitable, and effective for diverse classroom populations
3. Teacher leadership skills that support and promote effective learning communities
4. Reflective decision making skills that prepare teachers to make informed decisions through careful reflection on current practice, theory, professional standards, dispositions, pedagogy, and needs of students of diverse abilities and backgrounds, in order to improve instructional effectiveness

Student Factors that Influence Achievement

1. Understanding the impact of home environment on student achievement and ability to work with parental diversity in an effective manner
2. Curricular knowledge and instructional skills that involve students in school-wide programs that improve the quality of life experiences they have

3. Knowledge and understanding of diverse learning styles and ability to accommodate them

4. Understanding of intrinsic and extrinsic motivation as relates to the design of interesting, challenging, and engaging learning activities for all students

REQUIREMENTS FOR ADMISSION TO GRADUATE PROGRAMS

ADVANCED PROGRAMS: ADMISSION INDEX(ES)

Masters Requirements of Samford University School of Education:

- Application for admission/application fee
- Two official transcripts for all previous college or university work (mailed to the registrar's office at Samford University)
- Satisfactory performance on written critique of article to be completed on site (schedule with the director)
- Three official letters of recommendation (Sealed) from professors, employers, colleagues, friends, or clergy addressed to the director of the graduate program
- Satisfactory dispositions report from professional supervisor
- Copy of Class B Alabama Certificate
- **Test scores - 2 ways to be accepted**

1) GRE 800+

(verbal/quantitative)

OR

MAT 40+

2) GRE 700 - 799

(verbal/quantitative)

OR

MAT 35-39

GPA 3.00+

GPA 3.2+

TOEFL 550+

Educational Specialist Requirements of Samford University School of Education:

- Application for admission/application fee

- Two official transcripts for all previous college or university work (mailed to the registrar's office at Samford University)
- Satisfactory performance on written critique of article to be completed on site (schedule with the director)
- Three official letters of recommendation (Sealed) from professors, employers, colleagues, friends, or clergy addressed to the director of the graduate program
- Satisfactory dispositions report from professional supervisor
- Satisfactory completion of one year of administrative support experience (Educational Administration Program)
- Copy of Class A Alabama Certificate
- **Test scores - 2 ways to be accepted**

2) **GRE 800+**

(verbal/quantitative)

OR

MAT 40+

2) **GRE 700 - 799**

(verbal/quantitative)

OR

MAT 35-39

GPA 3.25+

GPA 3.4+

TOEFL 550+

Doctoral Requirements of Samford University School of Education:

- Application for admission/application fee
- Two official transcripts for all previous college or university work (mailed to the registrar's office at Samford University)
- Satisfactory written response to a question on "Acts of Leadership"
- Copy of resumé
- Two official letters of recommendation (Sealed) from professors, employers, colleagues, friends, or clergy addressed to the director of the graduate program
- Satisfactory dispositions report from immediate professional supervisor
- **Test scores - 2 ways to be accepted**

1) GRE 1000+

(verbal/quantitative)

OR

MAT 46+

2) GRE 700 - 999

(verbal/quantitative)

OR

MAT 35-45

GPA 3.75+

GPA 3.85+

TOEFL 550+

***At each point of admission, a review committee takes the entire application into account, including GPA, test scores, writing skills, work experience and accomplishments, life experience, professional disposition, and academic and professional references.**

FYNT Graduate Program

The Fifth-Year Non-Traditional Program

Students who have earned a bachelor's degree from a senior regionally accredited institution, but who have not completed teacher education requirements, and are not eligible for any teacher certification, may be eligible for the Non-Traditional Graduate Program. Samford University offers this program in Early Childhood/Elementary Education and Music Education.

Admission Requirements:

1. Two official transcripts from a regionally accredited college or university from which the student graduated and from any college/university attended must be mailed to:

Mrs. Janet Smith
The Graduate Program
OBB School of Education
Samford University
Birmingham, AL 35229

2. Evaluation of undergraduate transcript by the certification officer to validate:
 - a. Eligibility for program

- b. Undergraduate GPA of 3.0 on a 4.0 scale
- c. Prerequisites:
- 12 credits in mathematics
 - 12 credits in biological and physical sciences
 - 12 credits in social science including one course in U.S. History and in World Regional Geography
 - 12 credits in English/language arts
- d. A grade of "C-" or better on all prerequisite courses.

Please note:

- All prerequisite courses, with the exception of two, must be completed before conditional admittance. If you are lacking two courses, one must be taken Summer Term at any pre-approved institution and the second course must be taken through Samford's Metro College Fall A Term.
- Failure to complete prerequisite courses by **December 31, 2005**, will prevent you from being formally admitted into the program and from student teaching during Spring 2006 Term. For information about prerequisites in music education, contact the assistant dean for graduate studies, Dr. Paul Richardson at 205/726-2505.

3. Completion of application.

4. Satisfactory performance on written critique of article that is scheduled with the graduate counselor and completed on site.
5. Three letters of recommendation from professors, employers, colleagues, friends, or clergy addressed to the director of the graduate program.
6. Score on Graduate Record Examination (GRE) of 800 (verbal and quantitative) or Miller Analogy Test (MAT) of 40. See the section on testing information for more details.

Graduate Admission Standards:

Two levels of admission status are designated:

Formal Admission

Minimum GPA of 3.0/4.0 for all college work attempted

Minimum of 800 on the GRE or 40 on the MAT

Satisfactory performance on critique of article as reviewed by faculty in degree area

Three letters of recommendation

Completion of all undergraduate prerequisite coursework

Conditional Admission

All of the above requirements for Formal Admission except number five.

Completion of all but two prerequisite courses.

Disclaimer

These standards are for the 2005 program only and are subject to change for future programs. If you decide to delay your application process to 2006 or beyond, please be sure to contact me about possible changes in our admittance requirements.

General Information:

1. Program Checklist

Students must follow the checklist in order to earn the degree and teacher certification they are pursuing.

2. Test Information

a. Graduate Record Examination (GRE)

The GRE is given in February, April, June, October, and December. Registration booklets may be obtained from the secretary in the graduate office in OBB Room 227. The GRE is offered at UAB, and information may be obtained from Cathy Shelton or Roderick Turner at 205/934-3704. The GRE is also offered at Birmingham-Southern, and information may be obtained from their Testing Information Hotline at 205/226-4846.

b. Miller Analogy Test (MAT)

The MAT is administered at UAB and information may be obtained from Cathy Shelton or Roderick Turner at 205/934-3704. The MAT is also administered at Birmingham-Southern by appointment. Information may be obtained from their Testing Information Hotline at 205/226-4846.

3. Financial Information

A tuition scholarship of \$87 per semester credit is awarded to all graduate students (except transient) enrolled in the graduate program. Information regarding loans can be obtained from the Financial Aid Office at 205/726-2905. For further information regarding tuition, please call 205/726-2566 or go to www.samford.edu on the Internet.

Completion Requirements:

1. Completion of Coursework

Students in all graduate programs must ensure that they take the correct courses, according to the checklist, and earn the correct number of semester hours for completing the degree. When more than one certification area is earned, all required coursework for both certificates must be taken. The same courses do not count toward two certificates on different levels, e.g., Class A and Class AA.

2. Grade Point Average Requirements

A GPA of 3.0 must be maintained throughout all of the graduate program and until the completion of the program. If your GPA drops below a 3.0, you will be required to withdraw from the program and cannot enter the student teaching experience.

Note: Conditionally admitted students must receive a 3.25 during their first twelve credits.

3. Comprehensive Exit Examination

Students must successfully complete a comprehensive exit examination prior to student teaching. This exam will be administered during January Term 2006.

Application Procedures:

All the following materials need to be submitted to the Graduate Office in care of Mrs. Janet Smith, **no later than April 1, 2005.**

- ✓ Two official transcripts
- ✓ Completed application

- ✓ Time scheduled to read article and write critique
- ✓ Three letters of recommendation
- ✓ Evidence of completion of the seven of the nine pre-requisite courses.
- ✓ GRE or MAT Test score submitted to the following address:

Mrs. Janet Smith
Graduate Admissions Office
Samford University
School of Education Graduate Office
800 Lakeshore Drive
Birmingham, AL 35229

When each student's file is complete, he or she will be presented to the Graduate Admission Committee for review and formal or conditional admission.

Please note that submission of an application to the Graduate Program does not signify admission to any program.

Upon acceptance to the program, a \$25 fee will be required to process your application with the Admissions Office. This fee is nonrefundable.

The FYNT Program

Course Checklist

Summer One Term:

Educ 531 Child Growth and Learning Within 6 credits _____
 the Educational Culture

Summer Two Term:

Educ 532 Early Childhood and Elementary Programs 6 credits _____

Fall Semester:

Educ 533 The Arts: Curriculum and Instruction in 8 credits _____
 the Early Childhood and Elementary
 Grades

Educ 534 The Sciences: Curriculum and Instruction 6 credits _____
 in the Early Childhood and Elementary
 Grades

Jan Term:

Educ 535 Current Issues in Education

4 credits _____

Spring Semester:

Educ 592 Student Teaching

12 credits _____

Total: 42 credits

TRADITIONAL GRADUATE PROGRAM

Class A Certification

Samford University offers graduate programs at the Class AA certification level with a Master of Science in Education degree in the following areas:

Early Childhood Education

Elementary Education

Music Education

ELIGIBILITY FOR ADMISSION:

To be eligible for admission to these programs, a student must hold a Class B Alabama certificate in the area in which he or she wishes to pursue graduate studies. In addition, the following requirements must be met in order to be formally admitted:

1. Two official transcripts from a regionally accredited college or university from which the student graduated and from any college or university attended should be mailed to the director:

Dr. Maurice Persall

Director, Graduate Program

School of Education and Professional Studies

Samford University

Birmingham, AL 35229

2. A copy of the Class B Alabama certificate must be submitted to the director.
3. Undergraduate GPA of 3.0 in the degree in which certification is sought.
4. Completion of application and payment of \$25 application fee payable to Samford University.
5. Satisfactory performance on written critique of article that is scheduled with director and completed on site.
6. Three letters of recommendation from professors, employers, colleagues, friends or clergy addressed to the director of the graduate program.
7. Score on Graduate Record Exam (GRE) of 800 or Miller Analogies Test (MAT) of 40. See **Test Information**.
8. Satisfactory dispositions report from student's work supervisor or University professor.
9. Admission by the Graduate Committee.

GRADUATE ADMISSIONS STANDARDS:

Formal Admission

Miller Analogies Test (MAT) 40+

Or

Graduate Record Exam (GRE) 800+ (Verbal and Quantitative)

Grade Point Average (GPA) 3.00+

Conditional Admission

Miller Analogies Test (MAT) 35-39

Or

Graduate Record Exam (GRE) 700-799 (Verbal and Quantitative)

Grade Point Average (GPA) 3.20+

Formal and conditional admission requires satisfactory performance on a written critique of an article completed on site.

Students who have been conditionally admitted must earn a GPA of 3.250 on the first twelve semester hours of coursework in order to continue in the program.

If one of the requirements are not met for admission, final decision for conditional admission is the prerogative of the graduate admissions committee.

GENERAL INFORMATON:

1. Program Checklist

Students must follow the checklist in order to earn the degree and teacher certification they wish.

2. Transfer Credits

Students may transfer six semester hours of coursework from another institution, provided these courses are equivalent to Samford's courses. Transfer courses require the approval of the director of the graduate program and the certification officer.

3. Test Information

a. Graduate Record Examination

The GRE is offered at UAB several times a year, and information may be obtained from Cathy Shelton at 934-3704 or the UAB testing website at www.uab.edu/testing. The GRE is also offered at Sylvan Learning Center in computer format Monday through Saturday by appointment. Their number is 871-7444.

b. Miller Analogies Test

The MAT is administered at Birmingham-Southern three or four times a month. Information may be obtained from Nancy Parsons at 226-4846. The MAT is also administered at UAB once per month and information may be

obtained from Cathy Shelton at 934-3704 or the UAB testing website at www.uab.edu/testing.

4. Financial Information

A tuition scholarship in the amount of \$87 per semester hour is awarded to all Master's degree students (except Employee Tuition Benefit candidates) enrolled in the OBBSE graduate program. Information regarding loans can be obtained from the Financial Aid Office at 726-2905. Two graduate assistantships in the School of Education are also available. Application should be made by February 15 in the Department of Education in Room 210. For further information regarding tuition, please call the graduate office at 726-2564.

COMPLETION REQUIREMENTS

1. Completion of Coursework

Students in all graduate programs must ensure that they take the correct courses, according to the checklist, and earn the correct number of semester hours for completing the degree. When more than one certification area is earned, all required coursework for both certificates must be taken. The same courses do not count toward two certificates on different levels, e.g., Class A and Class AA.

2. Grade Point Average

A GPA of 3.0 must be maintained throughout the entire graduate program and until the completion of the program. Students whose GPA drops below 3.0 are required to withdraw from the program.

3. Exit Interview and Final Records Check

These should be scheduled with the certification officer in Room 220 (726-2566) before completing the comprehensive exit examination. Students must make application for the comprehensive exit examination with Dr. Persall and the new certificate with the certification officer, Janet Smith, at this time.

4. Comprehensive Exit Examination

After students apply for their examination, they must complete it at the time scheduled by Dr. Maurice Persall, the director of the graduate program.

APPLICATION PROCEDURES:

1. Schedule a time to interview with the graduate director for admission to the program.
2. Mail two official transcripts to Dr. Maurice Persall, director of the graduate program.
3. Submit a copy of the Class B Alabama certificate to the graduate director.
4. Fill out application and submit application fee of \$25 payable to Samford University. Please forward these to the graduate director.

5. Schedule a time with the graduate director to read article and write critique.
6. Submit three letters of recommendation to the graduate director.
7. Take the GRE or MAT Test and have results submitted to the Graduate Education Program at Samford University, 800 Lakeshore Drive, Birmingham, AL 35229.

When each student's file is complete, he or she will be presented to the Graduate Admission Committee for review and formal admission.

Samford University

Orlean Bullard Beeson School of Education and Professional Studies

Office of Graduate Programs

Name of Applicant: _____

Graduate Program: Master's _____ Ed.S. _____ Doctoral _____

Anticipated date of entrance into graduate program: _____

Please rate the applicant based on your observation of his or her performance.

	High	Above Average	Average	Below Average	Not Observed
Interacts appropriately and positively with others					
Treats others with courtesy, respect, and open-mindedness					
Exhibits sound judgment and normal reasoning					
Works with diverse groups and handles issues of diversity with respect and affirmation					
Shows concern for the self-concept and self-esteem of others					
Demonstrates leadership in challenging all students to high levels of achievement					
Participates and contributes actively to team efforts					
Facilitates the work of others					
Is reliable, responsible, and consistent					
Demonstrates leadership and reflective decision making consistent with the role of a teacher leader/chief learning officer					
Exhibits a strict code of honesty related to all assignments					
Acknowledges the work of others scrupulously					

Reference's Name: _____

Position: _____

Signature: _____

Date: _____

Master's Degree

Early Childhood/Elementary Education

(30 semester hours)

Teaching Field				
(15 semester credits required)				
Course	Course Name	Credits	Term	Grade
Educ 509	Reading Instruction for the Master Teacher	3		
Educ 513	Instructional Design for Optimal Student Learning	3		
Educ 515	Standards-Driven Teacher Leadership	3		
Educ 517	Effective Curriculum Design	3		
Educ 597	Curriculum Integration of Instructional Technology	3		
Foundations of Professional Studies				
(6 semester credits required)				
Course	Course Name	Credits	Term	Grade
Educ 510	Instructional Adaptation for Student Diversity*	3		
Educ 514	Social Dynamics and Student Learning*	3		
* clinical component included in these courses				
Evaluation of Teaching and Learning				
(6 semester credits required)				
Course	Course Name	Credits	Term	Grade
Educ 518	Action Research: Theory and Techniques*	3		
Educ 519	Field-Based Action Research*	3		
* advanced clinical				
Teaching Field Elective				
(3 semester credits required)				
Course	Course Name	Credits	Term	Grade
Educ 511	Classroom Management Techniques	3		
Educ 512	Contemporary Legal Issues for the Classroom Teacher	3		
Educ 516	Instructional Design for Active Learning	3		

ORLEAN BULLARD BEESON
SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

The Graduate Program

TRADITIONAL AND FYNT PROGRAM

Application for Admission to Graduate Study

I. Personal Information (Print)

Name _____

Last

First

Middle

Present Address _____

City _____ State _____ Zip _____

Home Telephone Number () _____ Social Security Number _____

For statistical purposes:

Religious Preference _____ Birth Date _____

Gender _____ Marital Status _____ Race _____

(Voluntary - will not be used in a discriminatory manner)

II. Present Employer Information

Present Employer _____

Address _____

City _____ State _____ Zip _____

Telephone Number () _____ Title of Position _____

III. Educational Information

Please check in each column the program you plan to complete.

Degree	Certification	Major
M.S. in Education _____	Traditional Class A _____	ECHD _____
Ed.S. in Education _____	Traditional Class AA _____	ELEM _____
	Fifth-Year Nontraditional Class A _____	
	Renew Certificate _____	

Add Certificate _____

When do you anticipate starting the graduate program? _____

Are you in possession of a teaching certificate? Yes_____ No_____ Type_____

Date

Score

Miller Analogies Test

Graduate Record Examination

Name of Institution

Date(s) Attended

Major/Minor

Degree

Have you completed a survey of special education course? Yes____ No____

If you have, please indicate where and when the course was taken:

Institution_____Date_____

Have you ever been placed on academic probation by any school? If so, please explain.

In making this application, I realize that Samford University is a Christian institution and that it has a right to require of students conduct that is at all times honorable, clean and sober. I certify that I have given full and complete information concerning my academic background.

Signed _____ Date _____

This form must be completed and signed before application can be processed in the Admissions Office. Samford University is an Equal Opportunity Institution and does not discriminate in receiving applications and offering programs based upon race color, gender, national origin, age (over 40), disability, marital status, or veteran status and in all ways fulfills its obligations under Title VII of the Civil Rights Act of 1964, as amended and Title I of the American with Disabilities Act of 1990.

EDUCATIONAL ADMINISTRATION

MASTERS DEGREE - CLASS A CERTIFICATION

ELIGIBILITY FOR ADMISSION:

To be eligible for admission to this program, a student must hold a Class B Alabama Teaching Certificate. In addition, the following requirements must be met in order to be formally admitted:

1. Two official transcripts from a regionally accredited college or university from which the student graduated and from any college/university attended should be mailed to the director:

Dr. Maurice Persall, Director

Graduate Program

School of Education and Professional Studies

Samford University

Birmingham, Alabama 35229

2. Copy of the Class B Alabama certificate

3. Undergraduate GPA of 3.0

4. Completion of application and payment of \$25 application fee payable to Samford University

5. Satisfactory performance on written critique of article scheduled with the director and completed on site

6. Three letters of recommendation from professors, employers, colleagues, friends, or clergy addressed to the director of the graduate program

7. Score on Graduate Record Examination (GRE) of 800 or Miller Analogies Test (MAT) of 40 (see Test Information)

8. Admission by the Graduate Committee

GRADUATE ADMISSIONS STANDARDS

Formal Admission

1. Minimum GPA of 3.0/4.0 in undergraduate degree
2. Minimum of 40 on MAT or 800 on GRE
3. Satisfactory performance on critique of article as reviewed by faculty in degree area
4. Satisfactory completion of one year of teaching and/or instructional support experience

If one of the conditions for admission is not met, it would be the decision of the Graduate Admissions Committee as to whether a candidate would be admitted conditionally.

Students who have been conditionally admitted must earn a GPA of 3.250 on the first 12 semester hours of coursework in order to continue in the program.

GENERAL INFORMATION:

1. Program Checklist

Students must follow the checklist in order to earn the degree and certification they wish.

2. Transfer Credits

Students may transfer only six semester hours of coursework from another institution, provided these courses are equivalent to Samford's courses. Transfer courses require the approval of the director of the graduate program and the certification officer.

3. Test Information

a. *Graduate Record Examination*

The GRE is offered at UAB several times a year, and information may be obtained from Cathy Shelton at 934-3704 or the UAB testing website at www.uab.edu/testing. The GRE is also offered at Sylvan Learning Center in computer format Monday through Saturday by appointment. Their number is 871-7444.

b. *Miller Analogies Test*

The MAT is administered at Birmingham-Southern College three or four times a month. Information may be obtained from Nancy Parsons at

226-4846. The MAT is also administered at UAB once per month and information may be obtained from Cathy Shelton 934-3704 or the UAB testing website at www.uab.edu/testing.

4. Financial Information

A tuition scholarship in the amount of \$87 per semester hour is awarded to all graduate students (except Employee Tuition Benefit candidates) enrolled in the OBBSE graduate program. Information regarding loans can be obtained from the Financial Aid Office at 726-2905. Two graduate assistantships in the School of Education are also available. Application should be made by February 15 in the Department of Teacher Education in Room 210. For further information regarding tuition, please call the graduate office at 726-2564.

COMPLETION REQUIREMENTS:

1. Completion of Coursework

Students in all graduate programs must ensure that they take the correct courses (as per checklist) and earn the correct number of semester hours for completing the degree. When more than one certification area is earned, all the required coursework for both certifications must be taken. The same courses do not count toward two certificates on different levels (e.g. A and AA).

2. Grade Point Average

A GPA of 3.0 must be maintained throughout all the graduate program and until the completion of the program. Students whose GPA drops below 3.0 are required to withdraw from the program.

3. Exit Interview and Final Records Check

This should be scheduled with the certification officer in Room 220 at 726-2566 before completing the comprehensive exit examination. Students must make application for the comprehensive exit examination with Dr. Persall and the new certificate with the certification officer, Janet Smith.

4. Comprehensive Exit Examination

After students apply for their examination, they must complete it at the time scheduled by Dr. Maurice Persall, the director of the graduate program.

5. Retention and Completion

Students must follow a prescribed course of study specified in their program as approved by the Alabama State Department of Education. All work for the degree must be completed within six years from the date of admission into the program.

APPLICATION PROCEDURES:

1. Schedule a time to interview with the graduate director for admission to the program.
2. Have two official transcripts mailed to Dr. Maurice Persall, director of the graduate program.
3. Submit a copy of the Class B Alabama Certificate.

4. Fill out and submit the application and the application fee of \$25 payable to Samford University to the graduate director.

4. Schedule a time with the graduate office to read an article and write a critique.

5. Submit three letters of recommendation to the graduate director.

6. Take the GRE or the MAT Test and have results submitted to the Graduate Education Program at Samford University, 800 Lakeshore Drive, Birmingham, AL 35229.

When the student's file is complete, he or she will be presented to the Graduate Admission Committee for review and for formal admission.

MASTERS DEGREE PROGRAM
EDUCATIONAL ADMINISTRATION

Required Courses:

<u>Course Number</u>	<u>Course Title</u>	<u>Hours</u>
Educ 520	Educational Leadership	3
Educ 522	School Management	3
Educ 526	School Law and Personnel	3
Educ 527/528	Practicum in Educational Administration	6
Educ 529	Curriculum Design and Instructional Leadership	3
Educ 521	Issues in School Finance	3

Electives:

Nine semester hours of advisor approved coursework from the following course options:

Educ 513	Instructional Design for Optimal Student Learning	3
Educ 514	Social Dynamics and Student Learning	3
Educ 595	Computer Based Technology for Educators	3
Educ 596	Current and Emerging Instructional Technology	3
Educ 597	Curriculum Integration of Technology	3

Total Hours Required:

Required coursework	15 hours
Required internship	6
Elective coursework	<u>9</u>

Total	30 hours
-------	----------

Religious Preference _____ Birth Date _____

Gender _____ Marital Status _____ Race _____

II. Present Employer Information

Present Employer _____

Address _____

City _____ State _____ Zip _____

Telephone Number () _____ Title of Position _____

III. Educational Information

Please check the program you plan to complete.

_____ Class A Certificate / Master's Endorsement Program

_____ Class A Master of Science Degree in Educational Administration

_____ Class AA Educational Specialist Degree in Educational Administration

_____ Ed.D. Doctoral Program in Educational Leadership

When do you anticipate starting the graduate program? _____

Are you in possession of a teaching certificate? Yes _____ No _____ Type _____

	Date	Score
Miller Analogies Test	_____	_____
Graduate Record Examination	_____	_____

<u>Name of Institution</u>	<u>Date(s) Attended</u>	<u>Major/Minor</u>	<u>Degree</u>
----------------------------	-------------------------	--------------------	---------------

Have you completed a survey of special education course? Yes____ No____

If you have, please indicate where and when the course was taken:

Institution_____Date_____

Have you ever been placed on academic probation by any school? If so, please explain.

In making this application, I realize that Samford University is a Christian institution and that it has a right to require of students conduct that is at all times honorable, clean and sober. I certify that I have given full and complete information concerning my academic background.

Signed _____ Date _____

This form must be completed and signed before application can be processed in the Admissions Office. Samford University is an Equal Opportunity Institution and does not discriminate in receiving applications and offering programs based upon race color, gender, national origin, age (over 40), disability, marital status, or veteran status and in all ways fulfills its obligations under Title VII of the Civil Rights Act of 1964, as amended and Title I of the American with Disabilities Act of 1990.

TRADITIONAL GRADUATE PROGRAM

Class AA Certification

Samford University offers graduate programs at the Class AA certification level with an Educational Specialist Degree in the following areas:

Early Childhood Education

Elementary Education

ELIGIBILITY FOR ADMISSION:

To be eligible for admission, a student must hold a Class A Alabama certificate in the area in which he or she wishes to pursue the Ed.S. Program. In addition, the following requirements must be met in order to be formally admitted:

8. Two official transcripts from the college or university from which the student graduated and from any college or university attended should be mailed to the director:

Dr. Maurice Persall

Director, Graduate Program

OBB School of Education

Samford University

Birmingham, AL 35229

9. A copy of the Class A Alabama certificate must be submitted to the director.
10. GPA of 3.250 on all graduate work at the Master's Degree level.
11. Completion of application and payment of \$25 application fee payable to Samford University.
12. Satisfactory performance on written critique of article that is scheduled with director and completed on site.
13. Three letters of recommendation from professors, employers, colleagues, friends or clergy addressed to the director of the graduate program.
14. Score of 40 on Miller Analogy Test or 800 on Graduate Record Exam. These may be waived if candidate has met these requirements for admission to the Master's Degree Program within the past seven (7) years.

GRADUATE ADMISSIONS STANDARDS:

Two levels of admission status are designated:

A. Formal Admission

1. Minimum GPA of 3.250/4.0 in the Master's Degree Program in which certification is sought

2. Minimum of 40 on MAT or 800 on GRE
3. Satisfactory performance on critique of article as reviewed by faculty in degree area

B. Conditional Admission

1. Minimum GPA of 3.250/4.0 in Master's Program in which certification is sought or minimum of 40 on MAT or 800 on GRE
2. Satisfactory performance on critique of article as reviewed by faculty in degree area

Students who have been conditionally admitted must earn a GPA of 3.250 on the first 12 semester hours of coursework in order to continue in the program.

GENERAL INFORMATON:

1. Program Checklist

Students must follow the checklist in order to earn the degree and teacher certification they wish.

2. Transfer Credits

Students may transfer six semester hours of coursework from another institution, provided these courses are equivalent to Samford's courses. Transfer courses require the approval of the director of the graduate program and the certification officer.

3. Test Information

a. Graduate Record Examination

The GRE is given in November, December and April. Registration booklets may be secured from the secretary in the graduate office in Room 227. The GRE is offered at UAB, and information may be obtained from Cathy Shelton at 934-3704. The GRE is also offered at Birmingham-Southern and information may be obtained from their Testing Information Hotline at 226-4856. Sylvan Learning Center (871-7444) offers a computerized version of the GRE.

b. Miller Analogy Test

The MAT is administered at UAB and information may be obtained from Cathy Shelton at 934-3704. The MAT is also administered at Birmingham-Southern by appointment. Information may be obtained from their Testing Information Hotline at 226-4856.

4. Financial Information

A tuition scholarship in the amount of \$87 per semester hour is awarded to all graduate students enrolled in the OBBSE graduate program. Information regarding loans can be obtained from the financial aid office at 870-2905. Two graduate assistantships in the School of Education are also available.

Application should be made by February 15 in the Department of Education in Room 210. For further information regarding tuition, please call the graduate office at 870-2564.

COMPLETION REQUIREMENTS:

1. Completion of Coursework

Students in all graduate programs must ensure that they take the correct courses, according to the checklist, and earn the correct number of semester hours for completing the degree. When more than one certification area is earned, all required coursework for both certificates must be taken. The same courses do not count toward two certificates on different levels, e.g., Class A and Class AA.

2. Grade Point Average

A GPA of 3.25 must be maintained throughout the entire graduate program and until the completion of the program. Students whose GPA drops below 3.25 are required to withdraw from the program.

3. Exit Interview and Final Records Check

These should be scheduled with the certification officer in Room 220 (870-2566) before completing the comprehensive exit examination. Also, students must make application for the comprehensive exit examination and the new certificate at this time.

4. Comprehensive Exit Examination

After students apply for their examination, they must complete it at the time scheduled by Dr. Maurice Persall, the director of the graduate program.

APPLICATION PROCEDURES:

1. Mail two official transcripts to Dr. Maurice Persall, director of the graduate program.
2. Submit a copy of the Class A Alabama certificate to the graduate director.
3. Fill out application and submit application fee of \$25 payable to Samford University. Please forward these to the graduate director.
4. Schedule a time with the graduate director to read article and write critique.
5. Submit letters of recommendation to the graduate director.
6. Take the GRE or MAT Test and have results submitted to the Graduate Education Program at Samford University, 800 Lakeshore Drive, Birmingham, AL 35229. This requirement may be waived if met as condition for admission to the Master's Degree Program and taken within the past seven (7) years.

When each student's file is complete, he or she will be presented to the Graduate Admission Committee for review and formal or conditional admission.

Educational Specialist Degree

Early Childhood/Elementary Education

(30 semester hours)

Curriculum and Teaching				
(12 semester credits required)				
Course	Course Name	Credits	Term	Grade
Educ 607	Early Childhood Exemplary Programs OR	3		
Educ 608	Elementary Exemplary Programs	3		
Educ 623	Implementing Curricular Change	3		
Educ 628	Advanced Evaluation of Teaching and Learning	3		
Educ 681	Research in Curricular Area	3		
Foundations of Professional Studies				
(9 semester credits required)				
Course	Course Name	Credits	Term	Grade
Educ 624	Learning Theories: The Pursuit of Knowledge	3		
Educ 625	Policy Issues in Education	3		
Educ 626	Social Problems of Children and Youth	3		
Teacher Leadership				
(9 semester credits required)				
Course	Course Name	Credits	Term	Grade
Educ 620	Quality Education Practicum	3		
Educ 622	Instructional Leadership	3		
Educ 627	Mentor Training	3		

ORLEAN BULLARD BEESON
SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

The Graduate Program

TRADITIONAL AND FYNT PROGRAM

Application for Admission to Graduate Study

I. Personal Information (Print)

Name _____

Last

First

Middle

Present Address _____

City _____ State _____ Zip _____

Home Telephone Number () _____ Social Security Number _____

For statistical purposes:

Religious Preference _____ Birth Date _____

Gender _____ Marital Status _____ Race _____

(Voluntary - will not be used in a discriminatory manner)

II. Present Employer Information

Present Employer _____

Address _____

City _____ State _____ Zip _____

Telephone Number () _____ Title of Position _____

III. Educational Information

Please check in each column the program you plan to complete.

Degree	Certification	Major
M.S. in Education _____	Traditional Class A _____	ECHD _____
Ed.S. in Education _____	Traditional Class AA _____	ELEM _____
	Fifth-Year Nontraditional Class A _____	
	Renew Certificate _____	

Add Certificate _____

When do you anticipate starting the graduate program? _____

Are you in possession of a teaching certificate? Yes____ No____ Type_____

	Date	Score
Miller Analogies Test	_____	_____
Graduate Record Examination	_____	_____

Name of Institution	Date(s) Attended	Major/Minor	Degree
----------------------------	-------------------------	--------------------	---------------

Have you completed a survey of special education course? Yes____ No____

If you have, please indicate where and when the course was taken:

Institution _____ Date _____

Have you ever been placed on academic probation by any school? If so, please explain.

In making this application, I realize that Samford University is a Christian institution and that it has a right to require of students conduct that is at all times honorable, clean and sober. I certify that I have given full and complete information concerning my academic background.

Signed _____ Date _____

This form must be completed and signed before application can be processed in the Admissions Office. Samford University is an Equal Opportunity Institution and does not discriminate in receiving applications and offering programs based upon race color, gender, national origin, age (over 40), disability, marital status, or veteran status and in all ways fulfills its obligations under Title VII of the Civil Rights Act of 1964, as amended and Title I of the American with Disabilities Act of 1990.

EDUCATIONAL ADMINISTRATION GRADUATE PROGRAM

Class A Certification / Class AA Degree

The educational administration program at Samford University includes the following features:

- A blend of theoretical concepts with practical "hands on" experience
- A focus on total quality improvement techniques
- A focus on technology as a tool for improving administrative efficiency and instructional effectiveness
- A strong internship component, operating under the direction of field-based mentors and university faculty
- Utilization of practitioners from local school systems in modeling and coaching of job related skills
- Classroom instruction that features problem-based learning and case study methods

ADMISSION STANDARDS:

The recruitment and selection process for the educational administration program at Samford University is designed to find, screen, orient, and place candidates for optimal success in graduate study and ultimately in positions of leadership in education. The program seeks candidates with excellent teaching records, high commitment to student achievement, talent for leadership, past academic success, and creative energy for solving educational problems.

1. To be eligible for consideration, a candidate must have earned a Master's Degree and Class A Certification from a regionally accredited college or

university in library media, school counseling, school psychometry, or a teaching field.

2. The candidate shall have completed two (2) years in education upon completion of the Class A Certificate Program.
3. The candidate shall have earned a 3.25 grade point average on a 4-point scale on all previous graduate work.

The process for selection into the Educational Administration Program is as follows:

1. Each candidate must be recommended by his/her employer (superintendent, principal) or by a professor knowledgeable to the student's previous academic and/or training experience. This recommendation must be in the form of a letter accompanied by a completed reference form. The reference form is attached to the application.
2. Each candidate must submit a minimum of two additional references, one of which shall be a peer or professional colleague, and the other a person knowledgeable of the candidate's character.
3. Each candidate will participate in an interview with the director of the graduate program for the purpose of assessing the candidate's motivation for graduate work.

GENERAL INFORMATON:

1. Students will participate in the educational administration program as a member of cohort groups. These cohort groups will follow the curriculum together. The benefits of this structure are twofold. It will provide adequate enrollment for all classes each term. It will also provide a sample of students large enough to establish effective study teams, but small enough to ensure individualized attention for each participant.

2. Scholarship

A tuition scholarship in the amount of \$87 per semester hour is awarded to all graduate students enrolled in the graduate program at OBBSE at Samford University. Information regarding loans can be obtained from the Financial Aid Office at 726-2905.

3. Tuition

Tuition charges are payable on or before validation day. Please refer to the class schedule or your billing statement to determine deadlines for payment. For payment, contact the Bursar's Office at 726-2816.

COMPLETION REQUIREMENTS:

1. **Completion of Coursework**

Students in all graduate programs must ensure that they take the correct courses, according to the checklist, and earn the correct number of semester hours for completing the degree. When more than one certification area is earned, all required course work for both certificates must be taken. The same courses do not count toward two certificates on different levels, e.g., A and AA. All students have six (6) years in which to complete their graduate programs. All graduate students are advised by Dr. Maurice Persall.

2. **Grade Point Average**

A GPA of 3.25 must be maintained throughout and upon completion of the graduate program.

3. **Exit Interview and Final Records Check**

Prior to completing the comprehensive exit examination, schedule to meet with Janet Smith, Certification Officer, in Room 322 (726-2566).

4. **Comprehensive Exit Examination**

Students must successfully complete a comprehensive exit examination upon completion of all course work. The comprehensive examination will be scheduled at appropriate times.

APPLICATION PROCEDURES:

The application process for the Educational Administration program is as follows:

1. Complete a graduate school application and return it to the Graduate Office with the \$25 application fee. Make checks or money orders payable to Samford University.
2. Submit two official transcripts of graduate work to Dr. Maurice Persall, Director of the Graduate Program.

3. Have recommendation of your employer (superintendent, principal, or professor) sent to the Graduate Office.
4. Submit two additional references.
5. Provide evidence of your score on either the Miller Analogies Test (40 minimum) or the Graduate Record Examination (800 minimum - verbal and quantitative).
6. Satisfactory performance on written critique of article scheduled with the director and completed on site.
7. Submit a copy of the Class A Alabama Certificate to the Graduate Director.
8. Schedule an interview with the Director of the Graduate Program.

EDUCATIONAL ADMINISTRATION

18-Semester Hour Certification in Educational Administration

Students entering the Class A program in educational administration are entering an endorsement program requiring eighteen (18) semester hours of course work. Students must hold a Master's Degree and Class A Certification in a teaching field library, media, school counseling, or school psychometry. The candidate must have completed two (2) years in education upon completion of the Class A Certificate Program.

Students entering this program receive an Educational Specialist Degree and Class AA Certification in Educational Administration. Thirty (30) semester hours of course work are required for completion of this program. Students entering this program must hold Class A Certification in Educational Administration or comparable certification accepted by the Alabama State Department of Education. As this is a degree program, students must pass a comprehensive examination upon completion of course work before a degree is awarded.

Program of Study

The following courses constitute the required program of study:

Educ 520	Quality Leadership	3 hours
Educ 522	School Management	3 hours
Educ 526	Law and Personnel: Theory and Practice	3 hours
Educ 527/528	Internship in Educational Administration (3/3)	6 hours
Educ 529	Curriculum Design and Instructional Leadership	3 hours

Students who remain with their cohort throughout the program will complete the program within twelve (12) months.

CLASS AA EDUCATIONAL SPECIALIST DEGREE

EDUCATIONAL ADMINISTRATION

Required Courses:

<u>Course Number</u>	<u>Course Title</u>	<u>Hours</u>
Educ 621	Educational Business Management	3
Educ 622	Seminar in Instructional Leadership	3
Educ 623	Leading Change in Educational Organizations	3
Educ 624	Learning Theories: The Pursuit of Knowledge	3
Educ 625	Legal and Policy Issues in Education	3
Educ 626	Social Problems of Children and Youth	3
Educ 627	Mentor Training for Quality Education	3
Educ 628	Advanced Evaluation of Teaching and Learning	3
Educ 629	Quality Improvement Analysis Project I	3
Educ 630	Quality Improvement Analysis Project II	3

Electives:

Educ 620	Practicum in Quality Leadership: Theory and Application of School Improvement Processes	3
Educ 636	Formative Leadership Theory: Strategies for the High-Performing Organization	3
Educ 681	Research in Certification Field	3

Students who remain with their cohort throughout the program will complete the curriculum in eighteen (18) months.

Note: Educ 522, Teaching Exceptional Children is required, if not completed for prior certification, in the AA program. Students must provide proof of completion by transcript.

Samford University

Orlean Bullard Beeson School of Education and Professional Studies

Office of Graduate Programs

Name of Applicant: _____

Graduate Program: Master's _____ Ed.S. _____ Doctoral _____

Anticipated date of entrance into graduate program: _____

Please rate the applicant based on your observation of his or her performance.

	High	Above Average	Average	Below Average	Not Observed
Interacts appropriately and positively with others					
Treats others with courtesy, respect, and open-mindedness					
Exhibits sound judgment and normal reasoning					
Works with diverse groups and handles issues of diversity with respect and affirmation					
Shows concern for the self-concept and self-esteem of others					
Demonstrates leadership in challenging all students to high levels of achievement					
Participates and contributes actively to team efforts					
Facilitates the work of others					
Is reliable, responsible, and consistent					
Demonstrates leadership and reflective decision making consistent with the role of a teacher leader/chief learning officer					
Exhibits a strict code of honesty related to all assignments					
Acknowledges the work of others scrupulously					

Reference's Name: _____

Position: _____

Signature: _____

Date: _____

Religious Preference _____ Birth Date _____

Gender _____ Marital Status _____ Race _____

II. Present Employer Information

Present Employer _____

Address _____

City _____ State _____ Zip _____

Telephone Number () _____ Title of Position _____

III. Educational Information

Please check the program you plan to complete.

_____ Class A Certificate / Master's Endorsement Program

_____ Class A Master of Science Degree in Educational Administration

_____ Class AA Educational Specialist Degree in Educational Administration

_____ Ed.D. Doctoral Program in Educational Leadership

When do you anticipate starting the graduate program? _____

Are you in possession of a teaching certificate? Yes _____ No _____ Type _____

	Date	Score
Miller Analogies Test	_____	_____
Graduate Record Examination	_____	_____

<u>Name of Institution</u>	<u>Date(s) Attended</u>	<u>Major/Minor</u>	<u>Degree</u>
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Have you completed a survey of special education course? Yes____ No____

If you have, please indicate where and when the course was taken:

Institution_____Date_____

Have you ever been placed on academic probation by any school? If so, please explain.

In making this application, I realize that Samford University is a Christian institution and that it has a right to require of students conduct that is at all times honorable, clean and sober. I certify that I have given full and complete information concerning my academic background.

Signed _____ Date _____

This form must be completed and signed before application can be processed in the Admissions Office. Samford University is an Equal Opportunity Institution and does not discriminate in receiving applications and offering programs based upon race color, gender, national origin, age (over 40), disability, marital status, or veteran status and in all ways fulfills its obligations under Title VII of the Civil Rights Act of 1964, as amended and Title I of the American with Disabilities Act of 1990.

ORLEAN BULLARD BEESON
SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

The Graduate Program

To: Candidates - Doctoral Program in Educational Leadership

The Orlean Bullard Beeson School of Education and Professional Studies at Samford University currently offers a Doctoral program (Ed.D.) in Educational Leadership. You have recently indicated an interest, and we are pleased to provide the following information regarding the application process:

1. Review carefully the enclosed material regarding Curriculum, Essential Proficiencies, Student Assessment, Residency Requirements, and Admission to the Program.
2. Complete the application form.
3. Respond in writing to the question regarding Acts of Leadership (copy included). Please pay close attention to the requirements in the attachment.
4. Attach a resumé.
5. Attach one letter of recommendation and a completed disposition form from your immediate supervisor.

6. Attach two letters of recommendation from professors, colleagues, friends, or clergy.

7. Provide evidence of your score on either the Miller Analogies Test or the Graduate Record Examination.

Candidates meeting the requirements for admission will be notified of a scheduled time for an interview with School of Education faculty. We appreciate your interest in the program and look forward to receiving your application. Should you have questions, or need additional information, please feel free to call me at (205) 726-2019.

Sincerely,

Maurice Persall, Director

Graduate Program

Curriculum

The Ed.D. Program requires sixty (60) semester hours above the Master's Degree. Students first complete a thirty (30) semester hour Educational Specialist Program and then begin thirty (30) semester hours of course work for the Ed.D. Degree. The course work will be organized in the following five categories as recommended by the National Council for the Accreditation of Teacher Education (NCATE):

1. Instructional Leadership
2. Strategic Leadership
3. Organizational Leadership

4. Political and Community Leadership
5. Field-Based Research

The proposed course titles and numbers are listed in each category as follows:

Instructional Leadership: (12 semester hours)

EDUC 622	Seminar in Instructional Leadership	3 hours
EDUC 624	Learning Theories: The Pursuit of Knowledge	3 hours
EDUC 626	Social Problems of Children and Youth	3 hours
EDUC 628	Advanced Evaluation of Teaching and Learning	3 hours

Strategic Leadership: (15 semester hours)

EDUC 627	Professional Development and Mentor Training for Quality Education	3 hours
EDUC 629	Practicum in Quality Leadership: The Quality Improvement Project I	
EDUC 630	Practicum in Quality Leadership: The Quality Improvement Project II	3 hours
EDLD 734	Strategic Planning	3 hours
EDLD 744	The Emerging School Superintendency: The Practice of Paradoxical Leadership	3 hours

Organizational Leadership: (12 semester hours)

EDUC 621	Educational Business Management: Strategic Planning and Policy Analysis	3 hours
EDUC 623	Organizational Innovation: Strategies and Tactics	3 hours
EDLD 738	The Learning Organization	3 hours
EDLD 737	Organizational Dynamics: Creating the School of the Future	3 hours

Political and Community Leadership: (9 semester hours)

EDUC 625	Legal and Policy Issues in Education	3 hours
EDLD 731	Educational Policy Development and Analysis: The Political Dimension of Schooling	3 hours
ELLD 735	Ethical Issues in Education: The Moral Dimension of Schooling	3 hours

Field-Based Research: (12 semester hours)

EDLD 732	Foundations of Educational Inquiry	3 hours
EDLD 733	Field-Based Inquiry: Authentic Problems of Practice	3 hours

EDLD 739	Foundations of Qualitative Inquiry	3 hours
EDLD 741	Directed Doctoral Study	2 hours
EDLD 743	Seminar in Educational Leadership	1 hour

Educational Specialist Degree (Ed.S.)

Curriculum Requirements

Samford University offers both the Educational Specialist (Ed.S.) Degree and the Doctor of Education (Ed.D.) Degree. The Educational Specialist Degree in Educational Administration requires 30 semester hours of course work above the Master's Degree. Upon satisfactory completion of this program, the student is awarded an Educational Specialist Degree. Students who are accepted for study toward the Doctorate may apply these 30 hours earned for the Ed.S. toward the 60 hours required for the Ed.D. Degree. Upon completion of the Educational Specialist Degree, the student is eligible to make formal application for the Doctoral Program. Entrance requirements for the two programs are substantially different. Admission to, and completion of, the Educational Specialist Degree does not automatically guarantee acceptance into the Doctoral Program.

Course Work Requirements:

Courses may be taken as follows:

Summer I	-	Two courses
Summer II	-	Two courses
Fall semester	-	Two courses

Jan term - One course
Spring semester - Two courses

Exceptions to these course load requirements must be recommended by the Director of the Graduate Program and approved by the Dean.

The AA Certificate in Educational Administration

Curriculum Requirements

Students completing the Educational Specialist Degree may also be eligible to receive Class AA Certification in Educational Administration from the Alabama State Department of Education. To be accepted into the program for both the degree and the state certification, the student must meet the Samford University requirements for program admission and must hold the Class A Certification in Educational Administration, awarded upon completion of the Master's Degree, or comparable certification accepted by the Alabama State Department of Education. Thirty semester hours of course work are required.

The following courses constitute the program of study for the Educational Specialist Degree and for the AA Certificate:

EDUC 621 Educational Business Management: Strategic Planning and
Policy Analysis

EDUC 622 Seminar in Instructional Leadership

EDUC 623 Organizational Innovation: Strategies and Tactics

- EDUC 624 Learning Theories: The Pursuit of Knowledge
- EDUC 625 Legal and Policy Issues in Education
- EDUC 626 Social Problems of Children and Youth
- EDUC 627 Professional Development and Mentor Training for
Quality Education
- EDUC 628 Advanced Evaluation of Teaching and Learning
- EDUC 629 Practicum in Quality Leadership: The Quality Improvement
Project

The Doctor of Education (Ed.D.)

Students accepted into the Doctor of Education Degree Program must have completed a 30 semester hour Educational Specialist Program. A minimum of 30 semester hours at the doctoral level, completion of all qualifying requirements and assessments, completion of extensive, rigorous research under direction of a faculty committee, a written dissertation, successful defense of the dissertation, and public presentation of the dissertation research are required for completion of the program.

Students are admitted into the Ed.D. Program in cohorts. Cohorts are admitted one time per year. Students follow a prescribed program requiring a minimum of two and one-half years of completion. Program requirements are as follows:

Year One:

Summer II:	EDLD 738	The Learning Organization	3 hours
Fall:	EDLD 735	Ethical Issues in Education	3 hours
	EDLD 731	Educational Policy Development	3 hours
Spring:	EDLD 732	Foundations of Educational Inquiry	3 hours
	EDLD 740	Dissertation Seminar	3 hours
Summer I:	EDLD 734	Strategic Planning	3 hours

- Submit leadership portfolio
- Complete qualifying assessment

- Apply for admission for candidacy

Years Two and Three:

Summer II: Complete Portfolio Assessment

- Complete topic approval and obtain committee approval (10-15 pages)

Fall: EDLD 733 Field-Based Inquiry 3 hours

EDLD 744 The Emerging School Superintendency:
The Practice of Paradoxical Leadership 3 hours

- Complete Chapters 1 and 2

Spring: EDLD 747 Organizational Dynamics 3 hours

- Complete Chapter 3 and obtain and committee approval of Chapters 1-3
- Collect data

Summer: EDLD 743 Seminar in Educational Leadership 1 hour

- Analyze data
- Draw conclusions

Fall: EDLD 741 Directed Doctoral Study

2 hours

- Complete Chapters 4 and 5
- Complete dissertation and submit for committee approval
- Submit dissertation to outside reader
- Defend dissertation before committee
- Make public presentation of dissertation research

Note: Students may take fewer than the prescribed courses; however, they may not exceed the prescribed number of doctoral level courses.

Leadership Domains

The faculty has reviewed outcomes required for program approval by the National Council for the Accreditation of Teacher Education (NCATE), received input from students and local school superintendents, and identified leadership standards found in the literature:

I. The Leader as Intellectual Venture Capitalist - Astute Investment in Other People's Ideas:

1. Engagement: The recognition of an issue or situation that has no clear definition, no simple cause, and no obvious answer and addressing such complexity through mobilizing the appropriate people in the organization and facilitating their conversation and learning.

2. Lead faculty in establishing a distinctive vision, mission, and core values. Forge a compelling set of beliefs and communicate the vision. Help develop a common purpose that everyone can buy into - build consensus on the institutional mission.
3. Invest time in, and support for, other people's ideas - bet on people, bet on projects, value diversity, and develop talent.
4. Fill your school with great ideas through recruiting, hiring, and promoting smart, talented diverse people - create energy and excitement.
5. Develop leadership at all levels of the organization - invest in leadership development.
6. Be a source of creative ideas, and stimulate creativity in others - listen, persuade, and cajole.
7. Define the partnership and facilitate productive teamwork.

II. The Leader as Organizational Architect:

1. Organize all school/system activity around the work of students.
 - a. Identify the school system's business, customers, services, and products.

- b. Design systems for recruitment, induction, performance appraisal, and professional development of faculty and staff that focus on the work of students.
 - c. Eliminate policies, programs, procedures, and practices that are barriers to organizing all school activity around the work of students.
 - d. Implement storytelling at board meetings, leadership training/professional development workshops around student work.
 - e. Create and implement measurement/assessment systems to assess levels of student engagement, and instructional rigor. Manage by results rather than by programs.
2. Frame new roles for teachers and administrators.
- a. Structure the work of teachers around designing student work and leading them in doing it - designers and leaders.
 - b. Administrators function as "leader of leaders."
3. Identify/cultivate core competencies - create programs that are distinctive. Focus on image, purpose, and reputation.
4. Design/implement first-class support services. Insist on first-class "everything" from food service to maintenance, transportation, etc.

5. Establish new roles, rules, and relationships that are aligned with the core business of school. The school/system takes as its purpose enabling all students to meet high standards.
6. Create an organizational climate that is nurturing and supportive and that recognizes and values diversity.
7. Design/implement an accountability system that measures the success of all students. Use data to drive decision making.
8. Design/implement active, open, substantive, and clear two-way communication.
9. Focus system resources (personnel, funds, materials, time) strategically on support of powerful instructional practice in all schools/classrooms.
10. Build a sense of community through networking and partnerships (boundary spanning role).

III. The Leader as Strategic Thinker:

1. Apply systems thinking - recognize the hidden dynamics of complex systems, define boundaries, plan for unanticipated consequences, find leverage, and determine where action and changes can lead to significant, enduring improvement.

2. Scenario planning - the art of imagining several futures simultaneously - imagining future worlds and equipping the organization to make robust decisions no matter what future comes to pass.
3. Invest in leadership development for all faculty and staff. Create a "leader full" organization.
4. Create an environment of quality that is focused on customers, innovation, and continuous improvement.
5. Employ technologies as a transformational tool.
6. Foster collaboration and build a sense of community.
7. Establish a "think big, get it done, and get it done right" mode of operation.
8. Embrace a strategy and create a "short list" of priority initiatives.

IV. The Leader as Chief Learning Officer:

1. Design/implement intensive, ongoing, standards-based, job-embedded professional development.
2. Reframe problems through:

- a. Systems thinking
 - b. Data-driven decision making
 - c. Ask questions; lead conversation
3. Utilize cognitive coaching techniques to drive teacher/staff reflection. "Professional improvement is a constant dance between doing the work and thinking about it."
4. Create a research and design (R & D) capacity.
- a. Benchmark best practice.
 - b. Conduct action research projects.
 - c. Collect, analyze, and disseminate data.
 - (1) Establish key performance indicators and measure over time.
 - (2) Remove barriers to knowledge transfer.
 - (3) Solicit feedback (establish a feedback plan).
 - d. Conduct "after action reviews."
5. Utilize teaching as leadership tool. Develop teachable point of view and utilize adult learning technologies.
6. Establish/promote communities of practice.

- a. Promote/participate in study groups, book studies, etc.
7. Engage in management by wandering around (MBWA).
 - a. Utilize walk-through techniques as classroom monitoring process.
8. Establish mentoring program for new faculty/staff.
9. Spend unscheduled, informal time, with faculty and staff serving as coach, to help them develop themselves and improve their practice.
10. Help faculty explore new and innovative ways of using technology to improve student learning.
11. Conduct formal performance evaluations and counseling sessions with individual faculty on the basis of these performance appraisals.
12. Celebrate individual and group achievements: The minor wins, not just the home runs - the good tries, not just the successes.

These leadership domains will form the major expected outcomes of course work, seminars, and clinical experiences embedded in the Ed.D. curriculum.

The Samford University Ed.D. Program has a series of identifiable processes that occur during a student's matriculation and participation in the program. Students will be recruited, admitted, and proceed through the program in a cohort structure that provides opportunities for team building and shared learning. This structure will also promote the development of community, contribute to enhanced academic rigor, and personalize a common set of experiences for students.

The cohort structure provides a vehicle for developing linkages between on-campus experiences and field-based clinical activities. Clinical experiences are problem based rather than role centered and organized around individual student needs and goals. This learning in an action context with the primary focus on real contemporary problems provides students with problem-solving experiences that are similar to situations that they will encounter in the future.

Instructional strategies are grounded in adult learning theory and best practices in higher education. Inquiry and reflective thinking are fostered through extensive use of case studies, problem-based methods of teaching, and field-based inquiry activities.

Support for case analysis and field-based problem solving and inquiry will be realized through research, extensive reading, discussion with faculty and practitioners, and clinical activities. Higher expectations and rigorous standards will be maintained in every program experience.

Student Assessment

Multiple methods will be used to assess student performance. The multiple evidences will include:

1. A reflective student portfolio, describing the student's ability to learn, develop, and sustain expertise through clinical-based inquiry projects;
2. Measures of the student's ability to solve problems and work productively in a team configuration through problem-based learning activities;
3. Measures of a student's ability to scrutinize complex situations and make reasoned decisions through case-study analysis;
4. Qualifying assessments conducted prior to formal approval of dissertation research;
5. The successful completion of a dissertation.

Students will be required to keep a reflective portfolio that will chronicle the activities, learnings, reflections, and applications from selected course work and clinical experiences. Faculty members will review the portfolios, comment upon them, and use the content to assess student performance. The portfolio will serve as a major source for recording student growth and as a feedback mechanism for faculty.

Class instruction will focus upon problem-based simulations and inquiry projects. Faculty will assess student work on these simulations and projects using multiple criteria. The major emphasis will be upon the internalization and application of classroom and seminar instruction and assigned readings in solving simulations, authentic problems of practice, and in conducting inquiry and research projects.

Qualifying assessments, administered prior to formal inception of the dissertation research, are distinctive and unique program processes that connect previous learning experiences and final program requirements. During the first year of the program, students are required to complete 18 semester hours of course work, plan and implement a year-long leadership project in their work setting, and compile and submit a portfolio that should chronicle professional and personal growth events and opportunities. Students will then participate in rigorous individual assessments that include discussion of the processes involved in completing the leadership project and portfolio.

These qualifying assessments will require students to demonstrate proficiency in the major content areas of the curriculum and demonstrate knowledge and understanding of the essential proficiencies.

Dissertation Requirements

All candidates for the Ed.D. Degree will be required to complete a dissertation that is research based, that demonstrates a thorough knowledge of supporting literature, that exhibits appropriate research methodologies, and that meets exceptionally high standards of writing.

A doctoral research project should be original, substantial, significant, and independently carried out. Research that expands the reform agenda in education, impacts local school or school system, and/or contributes to new knowledge and understanding about leadership in general, and educational leadership in particular, should be the focus and goal of each dissertation project. Research questions reflecting real issues that educational leaders are currently facing provide opportunities for doctoral students, university professors, practitioners, and policy makers to collaborate on authentic problems of practice.

The mission of the doctoral program in educational leadership is to prepare practitioners for the education profession, as opposed to preparing basic researchers. While the expectations for the practitioner degree differ from the research degree, the dissertation project should be an original, theory-driven investigation characterized by rigorous

methodology and capable of making a significant contribution to knowledge about the subject under study.

At the beginning of the second year, and in conjunction with requirements of EDLD 733, Field-Based Inquiry, students will complete and present a prospectus formalizing their proposal for dissertation research. Upon approval by the student's committee, the dissertation phase of the program is implemented. During this time, the student will be expected to complete 12 semester hours of course work. Dissertation completion, defense and public presentation cannot be scheduled prior to the semester in which the student is eligible for graduation. Students requiring additional time for the completion of the dissertation shall be required to enroll in a one (1) semester hour dissertation research course.

Residency Requirements

Residency requirements for the Ed.D. Degree Program in Educational Leadership are predicated on the belief that students must have sufficient time to master a significant body of knowledge, participate in rigorous academic study, develop advanced skills required for professional success and engage in meaningful research. These expectations will be met through the cohort structure and through requirements for continuous enrollment in coursework for two and one-half academic years - five semesters and three summer terms. Residency requirements will begin after formal admission to the program and can only be satisfied by enrolling in course work.

Admission to the Program

The recruitment, selection, and admissions process will identify, screen, orient, and enroll candidates who provide evidence of previous academic success, exhibit leadership skills, have excellent teaching and/or administrative skills, and show creative energy for solving educational problems.

Admissions decisions will be based on a combined evaluation of the candidate's grade point average (GPA) or previous graduate work, qualifying scores on the Miller Analogies Test or the Graduate Record Examination, results of a writing sample, written recommendations, and a personal interview. The following requirements are required for admittance:

- The candidate shall have earned a Master's Degree from an accredited college or university.
- The candidate shall have earned a 3.7 GPA on a 4-point scale on all previous graduate work.
- The candidate shall have scored a minimum of 46 on the Miller Analogies Test or 1000 on the Graduate Record Examination.
- Each candidate shall submit writing samples for the purpose of assessing the candidate's ability to meet graduate school standards.
- Each candidate must present a letter of recommendation from his/her immediate supervisor (superintendent of principal) or by a professor knowledgeable of the student's previous academic and/or work experience. The supervisor must also complete the reference form attached to the application.
- Each candidate must submit a minimum of two additional references, one of which shall be a peer or professional colleague and the other a person knowledgeable of the candidate's character.
- Each candidate will participate in an interview with the cohort mentor team for the purpose of assessing the candidate's motivation for graduate work.

Admission to the program will be competitive. Decisions will be based on advice from the cohort mentor team and the candidate's ability to meet admission criteria.

Candidates pursuing Alabama Class AA Certification in Educational Administration must meet the following requirements:

- The candidate must hold a Class A Certificate in Educational Administration.
- The candidate shall have earned a 3.25 grade point average on a 4-point scale on all previous graduate work.
- The candidate shall comply with all other requirements for admission to the Ed.S. and/or Ed.D. program in Educational Administration.

WRITING SAMPLE

The ability to communicate effectively in writing is a major determinant of success in graduate school. University professors value writing skills as highly as they value test scores, grade point averages or a recommendation.

Please read the following paragraphs and answer the questions at the bottom of this page. Please give careful thought and submit your very best effort. Note: There is no required length for your response; however, our expectation is four to six typed, double-spaced pages.

Acts of Leadership

An "act of leadership," as distinguished from role leadership, is the performance of actions that enable participants in a community to evoke potential within a trusting environment, to reconstruct or break set with old assumptions, to focus on the construction of meaning, or to frame actions based on new behaviors and purposeful intention. Everyone in the school community can perform an act of leadership. Leadership is an inclusive field of processes in which leaders do their work.

Those who perform acts of leadership need:

- A sense of purpose and ethics, because honesty and trust are fundamental to relationships
- Facilitation skills, because framing, deepening, and moving the conversations about teaching and learning are fundamental to constructive meaning
- A deep understanding of change and transitions, because change is not what we thought it was
- An understanding of context so that communities of memories can be continually drawn and enriched
- A personal identity that allows for courage and risk, low ego needs, and a sense of possibilities

Lambert, Linda, The Constructivist Leader

1. Please define your philosophy of leadership.
2. Describe how you have applied that philosophy in an "act of leadership", either in your professional or personal life.
3. What is the most important thing that you have recently learned?

Samford University

Orlean Bullard Beeson School of Education and Professional Studies

Office of Graduate Programs

Name of Applicant: _____

Graduate Program: Master's _____ Ed.S. _____ Doctoral _____

Anticipated date of entrance into graduate program: _____

Please rate the applicant based on your observation of his or her performance.

	High	Above Average	Average	Below Average	Not Observed
Interacts appropriately and positively with others					
Treats others with courtesy, respect, and open-mindedness					
Exhibits sound judgment and normal reasoning					
Works with diverse groups and handles issues of diversity with respect and affirmation					
Shows concern for the self-concept and self-esteem of others					
Demonstrates leadership in challenging all students to high levels of achievement					
Participates and contributes actively to team efforts					
Facilitates the work of others					
Is reliable, responsible, and consistent					

Demonstrates leadership and reflective decision making consistent with the role of a teacher leader/chief learning officer					
Exhibits a strict code of honesty related to all assignments					
Acknowledges the work of others scrupulously					

Reference's Name: _____

Position: _____

Signature: _____

Date: _____

ORLEAN BULLARD BEESON
SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

The Graduate Program

EDUCATIONAL ADMINISTRATION PROGRAM

Application for Admission to Graduate Study

I. Personal Information (Print)

Name _____
Last First Middle

Present Address _____

City _____ State _____ Zip _____

Home Telephone Number () _____ Social Security Number _____

E-Mail Address _____ Fax Number () _____

Next two lines for statistical purposes: (Voluntary - will not be used in a discriminatory manner)

Religious Preference _____ Birth Date _____

Gender _____ Marital Status _____ Race _____

II. Present Employer Information

Present Employer _____

Address _____

City _____ State _____ Zip _____

Telephone Number () _____ Title of Position _____

III. Educational Information

Please check the program you plan to complete.

_____ Class A Certificate / Master's Endorsement Program

_____ Class A Master of Science Degree in Educational Administration

_____ Class AA Educational Specialist Degree in Educational Administration

_____ Ed.D. Doctoral Program in Educational Leadership

When do you anticipate starting the graduate program? _____

Are you in possession of a teaching certificate? Yes _____ No _____ Type _____

	Date	Score
Miller Analogies Test	_____	_____
Graduate Record Examination	_____	_____

Name of Institution	Date(s) Attended	Major/Minor	Degree
---------------------	------------------	-------------	--------

Have you completed a survey of special education course? Yes____ No____

If you have, please indicate where and when the course was taken:

Institution_____Date_____

Have you ever been placed on academic probation by any school? If so, please explain.

In making this application, I realize that Samford University is a Christian institution and that it has a right to require of students conduct that is at all times honorable, clean and sober. I certify that I have given full and complete information concerning my academic background.

Signed _____ Date _____

This form must be completed and signed before application can be processed in the Admissions Office. Samford University is an Equal Opportunity Institution and does not discriminate in receiving applications and offering programs based upon race color, gender, national origin, age (over 40), disability, marital status, or veteran status and in all ways fulfills its obligations under Title VII of the Civil Rights Act of 1964, as amended and Title I of the American with Disabilities Act of 1990.