



Alignment of Degree Programs

CIP Code & Title: 13.0401 Educational Leadership and Administration, General

Level: Master's

Area of Strategic Emphasis: None

PROGRAM DESCRIPTION:

USF offers one program, with three different concentrations, united across three campuses. Our program is strengthened through diversity of the overall body: faculty, students, partners, and communities. We are committed to offering holistic and personalized educational opportunities to support learners' preparedness to enact leadership collaboratively toward equitable and excellent education and educational system and educational policy. The M.Ed. in Educational Leadership offers students an opportunity to pursue a concentration in one of three areas: K-12 Public School Leadership, Non-Public or Charter School Leadership, and Curriculum Leadership. Each concentration has a unique focus in Educational Leadership; students are encouraged to consider their career goals to determine the appropriate concentration.

- **K-12 Public School Leadership Concentration:** Effective school leaders must be focused instructional leaders who are able to lead in diverse school settings. Successful completion of the concentration fulfills degree and core curriculum requirements for Florida certification in Level I K-12 Educational Leadership – Administrative Class.
- **Non-Public or Charter School Leadership Concentration:** The face of education is changing nationwide and many private, charter, alternative, or independent schools are emerging. This concentration is designed for educational leadership positions in non-public K-12 settings that do not require Florida administrator certification. The program emphasizes leadership elements related to instruction, decision-making processes, constituent relationships, and fiscal and facility management. This concentration does not satisfy all requirements for administrator certification.
- **Curriculum Leadership Concentration:** Graduates of this concentration bring leadership skills to curriculum focused roles in schools, district offices, and education-related organizations. The concentration is designed to teach and assess the knowledge, skills and dispositions of effective leadership in curriculum, instruction, and professional development for K-12 teachers or other educators. This concentration does not satisfy all requirements for administrator certification.

Students in the program engage research in order to develop decision-making strategies, engage and inform stakeholders, sustain motivation for change, and build academic improvement opportunities for all children. Program students are prepared through collaborative inquiry, culturally relevant pedagogy, and applied leadership opportunities. Accordingly, the M.Ed. in Educational Leadership prepares school leaders to perform their designated tasks in an effective, equitable and ethical manner aligned to the Florida Principal Leadership Standards (FPLS) for K-12 schools.

CURRICULUM:

A. Student Learning Outcomes:

Goal 1: Discipline Specific Content

- 1a. Outcome: Students will apply skills acquired in the program aligned with professional functions in the field. These skills will be measured via an electronic portfolio reflective of the Florida Principal Leadership Standards (FPLS), program domains, and other applicable leadership standards (Teacher Leadership Standards for Curriculum Leadership concentration; other emerging applicable standards for Non-Public/Charter School

Goal 2: Communication Skills

- 2a. Outcome: Students will demonstrate expertise with a major project designed to bring value to their school's instructional program by presenting their work to faculty, peers, and when applicable, school-based personnel at the end of the program.

Goal 3: Critical Thinking Skills

- 3a. Outcome: Students will apply critical thinking skills as evidenced in their electronic portfolio program domain syntheses. These skills will be reviewed and evaluated by the program faculty via the portfolio rubric.

Goal 4: Other

- 4a. Outcome: Students will be able to achieve success on the Florida Educational Leadership Examination (FELE) or other summative assessment measure aligned to the standards for their specific program requirements. Employment outcomes of students will be tracked over a five-year period to examine range of professional growth opportunities in various leadership roles.

B. Admission Standards for the Program:

B1. University Admissions:

Admission to the University is based on the University's Graduate Admission Requirements that may be found by clicking on the following url:

- **Graduate:** <https://www.usf.edu/admissions/graduate/admission-information/requirements-deadlines.aspx>

B2. Program Admission Requirements:

Admission may occur in the fall, spring, or summer semester. Admission is based on a holistic evaluation of each applicant's demonstrated academic potential to complete all degree requirements successfully. Success in the M.Ed. program requires a commitment to utilizing rigorous inquiry, developing strong analytical and writing skills, and demonstrating a commitment to purposeful inclusive practices that lead to learning for all students. The program faculty will consider each applicant within the context defined by her or his personal and professional qualifications. Applicants

with an upper-level undergraduate GPA below 3.0 may be asked to provide GRE scores.

Admission Requirement	K-12 Public School Leadership Concentration	Non-Public or Charter School Leadership Concentration	Curriculum Leadership Concentration
Professional Resume	✓	✓	✓
Letter of Intent outlining Experience and Goals for the Degree (2-3 pages) ¹	✓	✓	✓
Three letters of Professional Recommendation ²	✓	✓	✓
A State of Florida Level I Educational Leadership Certification (a valid Florida Professional Educator's Certificate)	✓		
Two Years of Full-Time Teaching Experience	✓		
Documentation of successful demonstration of the core standards for effective educators outlined in the Florida Educator Accomplished Practices (FEAPs) and a documented track record of achieving student gains. Candidates not employed by a Florida public school district may provide equivalent documentation of two years of effective instruction with a record of learning gains.	✓		
Proof of English for Speakers of Other Languages (ESOL) training (e.g. ESOL endorsement; completion of ESOL certification exam plus 120 hours of ESOL district in-service training; or, completion TSL 5085; ESOL 1 or equivalent.) Note: in consultation with the program coordinator, students without this training may meet the training while in program by enrolling in a USF ESOL Course.	✓		
Satisfactory two (2) years of Post-Bachelor's Teaching or Satisfactory Curriculum-related Experience (K-12 preferred) with either a Florida Professional Educator's Certificate or a Letter of Verification from the Employing Institution.			✓

¹Letter of Intent **Non-Public or Charter School Leadership concentration** requirement:

In the letter, individuals should indicate that they are seeking an educational leadership position in a private, non-public, charter, or other school setting that does not require Florida State Certification.

²Letters of Professional Recommendation requirement for all concentrations:

Three letters of professional recommendation from persons knowledgeable about the applicant's academic and professional competence, addressing the applicant's instructional expertise and leadership potential. At least one of the three (3) recommendations must be from the applicant's current or recent direct supervisor.

C. Graduation Requirements for the Program:

- Minimum GPA of 3.0
- Successful completion of the following:
 - All degree requirements and the required minimum degree program credit hours;
 - Completion of the requirements associated with the thesis or non-thesis requirement.
- The Florida Educational Leadership Exam (FELE) must be passed prior to graduation. Official FELE score report submission required.

D. Curricular Framework:

D1. Required Courses: (18 credit hours)

D1a. Major Core Courses: 6 courses; 18 credit hours

- EDA 6192 Educational Leadership (3)
- EDA 6061 Principles of Educational Administration (3)
- EDA 6213 Culturally Relevant Leadership (3)
- EDG 6627 Foundations Of Curriculum And Instruction (3)
- EDA 6232 School Law (3)
- EDA 6106 Administrative Analysis and Change (3)

D2. Required Major (Restricted) Electives/Concentrations: (12 credit hours)

Students choose one of the following three (3) concentrations: K-12 Public School Leadership; Non-Public or Charter School Leadership; or Curriculum Leadership.

D2 a. K-12 Public School Leadership Concentration: 4 courses; 12 credit hours

- EDG 6285 School Curriculum Improvement (3)
- EDA 6194 Educational Lead 2: Capacity Building (3)
- EDA 6945 Administrative Practicum 1(3)
- EDA 6945 Administrative Practicum 2 (3)

D2b. Non-Public or Charter School Leadership Concentration: 4 courses; 12 credit hours

- EDS 6050 Principles and Practices of Educational Supervision (3)
- EDA 6242 School Finance (3)
- EDA 6503 The Principalship (3)
- EDA 6931 Case Studies in School Administration (3)

D2c. Curriculum Leadership Concentration: 4 courses; 12 credit hours

- EDE 6076 Teacher Leadership for Student Learning (3)
- EDE 6556 Coaching for Student Learning (3)
- EDE 6486 Teacher Research for Student Learning (3)
- EDE 6366 Professional Development for Student Learning (3)

ADDITIONAL REQUIREMENTS:

- The Florida Educational Leadership Exam (FELE) must be passed prior to graduation. Official FELE

score report submission required.

- A comprehensive electronic portfolio is submitted for evaluation in lieu of a comprehensive examination.

NOTES:

- Do not anticipate any significant increase in students and the student to faculty ratio post consolidation is expected to be stable.