The Orlean Bullard Beeson School of Education at Samford University, in partnership with selected school systems, offers a unique opportunity for graduate study in Instructional Leadership. An educational specialist degree in Instructional Leadership is available for candidates who hold a master of science degree and Class A certification in instructional leadership. *Candidates interested in the Special Alternative Certificate (SAC) should direct all inquiries to the Certification Officer at 205.726.2566. The SAC allows a Superintendent or Administrator to employ an applicant who is completing requirements for Class A certification in library media, school counseling, or instructional leadership through a State-approved Class A program at an Alabama institution.

The purpose of this collaboration is to recruit gifted candidates with leadership potential into a customized preparation program that will prepare school leaders with the knowledge and skills needed to impact candidate achievement and to lead successful school improvement initiatives. The program encompasses essential competencies for improving schools and increasing candidate achievement and incorporates the Alabama Standards for Instructional Leaders delivered through rigorous academic study, utilizing research-based “best practices” for adult learners.

Through collaborative P-12-University partnerships, this Instructional Leadership program provides opportunities for candidates to demonstrate knowledge and abilities outlined in the Alabama Standards for Instructional Leaders while being involved in innovative site-based learning activities. Some of those expectations include:

- Instructional content anchored in practical experiences
- Meaningful P-12 school-based field experiences
- Practical experiences planned and linked to at least one central instructional problem which serve to focus the candidate’s research and problem-solving efforts
- Program content that incorporates experiences that engage candidates in alternative ways of thinking about educational settings, planning, scheduling, and approaches to teaching
- Program content that focuses on adult learning theory
- Knowledge of and ability to manage and leverage systems and processes to achieve desired results
- A strong practicum 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

The partnership offers the following:

1. A balanced curriculum of academic and practical content aligned with authentic problems, the school system’s vision of improvement, and the state standards.
2. University faculty and school system staff will collaboratively plan and co-teach courses incorporating practical and research-based academic knowledge that are aligned with the Alabama State Curriculum Standards.
3. University faculty and school system staff will co-develop teaching materials designed to help participants translate curricular content into practices deemed essential in school systems.
4. School system professional development activities and leadership development program opportunities will be incorporated into the preparation program design.

ELIGIBILITY FOR ADMISSION TO EdS INSTRUCTIONAL LEADERSHIP PROGRAM

1. All candidates must undergo a criminal history background check. Verification must be provided as follows:
   • Copy of the candidate’s letter of suitability from the Alabama State Department of Education, or
   • Written verification from the candidate’s employing school system, or
   • Verification obtained from the Alabama State Department of Education

2. In addition to an earned master’s level degree, a professional educator certificate (class A) in Instructional Leadership or one of the following leadership certificate designations is required:

   • Instructional Leader
   • Principal
   • Superintendent
   • Superintendent-Principal
   • Educational Administrator
   • Supervisor
   • Career Technical Education Administrator
3. Candidates must meet one of the following criteria to be eligible to apply:

a. Hold a class A Instructional Leadership certificate earned after completing a redesigned program at an Alabama university OR

b. Be currently serving as a superintendent, assistant or associate superintendent, assistant to the superintendent, principal, assistant principal, supervisor (any subject and/or grade level), administrator of career and technical education, coordinator, or evaluator

Applicants must verify their current employment in one of the positions listed above by completing the employment section of the application for admission to the graduate studies program, and by submitting experience verification form(s) and a letter of recommendation from his/her immediate supervisor (in addition to two other letters of recommendation) OR

c. Document three years of employment in an instructional leadership position for which one of the certificates is proper certification according to the current edition of the Subject and Personnel Codes of the Alabama State Department of Education. Applicants must verify completion of three (3) years of experience by completing the employment experience section of the application for admission to the graduate studies program, and submitting an experience verification form from the applicant’s employing school system OR

d. Demonstrate each of the abilities in the Class A Instructional Leadership standards prior to admission to the Class AA Instructional Leadership program or prior to completion of the Class AA Instructional Leadership program

Candidates admitted under option D shall:

• Submit a portfolio demonstrating their knowledge of, and ability to, implement the state standards in instructional leadership. The portfolio should be submitted in a folder; no three-ring binders, please. Please note: portfolios will not be returned – and must contain the following:
  1. Evidence of ability to lead the school community in planning for continuous improvement
  2. Evidence of ability to function effectively as an instructional leader and supervise teaching and learning
  3. Evidence of ability to plan and implement human resource development
  4. Evidence of ability to lead school cultures that appreciate and promote diversity of thought and opportunity for all stakeholders
  5. Evidence of ability to develop and promote effective community and stakeholder relationships
  6. Evidence of ability to plan, implement, and evaluate the effective use of technology
7. Evidence of ability to effectively manage the learning organization
8. Evidence of understanding and adherence to ethical standards for professional educators

- Successfully complete an oral assessment of the candidate’s knowledge of the instructional leadership standards listed above. The assessment will be conducted by program admission committee as part of a complete application to the program.

*Applicants who completed a Class A program other than one approved by the Alabama State Board of Education on or after September 8, 2005, must:

a. Submit an admission portfolio before an interview. The portfolio will not be returned – and must contain the following:
   1. Three letters of recommendation
   2. Completed copy (all forms) of the most recent performance appraisal to include the professional development component, if available
   3. Evidence of ability to improve student achievement
   4. Evidence of leadership and management potential, including evidence of most recent accomplishments in the area of educational leadership
   5. Summary of candidate’s reasons for pursuing instructional leadership certification – minimum of 2 pages
   6. Summary of what the candidate expects from the preparation program – minimum of 2 pages

b. Pass an interview conducted by a program admission committee that shall include, but is not limited to, P-12 instructional leaders and instructional leadership faculty

**NOTE:**
Applicants for class AA certification who are meeting requirements for a certificate which covers a grade span different from the grade span covered by the certificate used as the basis for admission to the class AA Instructional Leadership program must meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP). Some individuals hold an Alabama certificate for principal 1-6 or 7-12 rather than P-12. A person holding one of those certificates and completing the class AA Instructional Leadership P-12 program must meet the Praxis II requirements as a precondition for certification.

All candidates for certification are required to provide evidence of Praxis scores to the certification officer in the School of Education. All scores are maintained in that office, and the required score is verified by the certification officer prior to the candidate being recommended for certification.
To apply to the School of Education, submit the following:

1. Graduate school application (included in this packet) and the $35 application fee. Make check or money order out to Samford University. Samford University alumni are not required to submit the application fee.

2. Two official transcripts from all colleges and/or universities attended; Escripts will be accepted.

3. Copy of Class A Alabama teaching certificate.

4. One (1) letter of recommendation from your principal or supervisor.

5. Writing Sample: A five-page writing sample describing a problem that faces K-12 education today (nationally), analyzing salient points of the issue, and evaluating potential solutions. The sample should demonstrate formal writing and should include appropriate citations. Follow APA format.

8. Experience Verification form, notarized – obtained from your local school board of education.

9. Provide official score report of the Graduate Record Examination (GRE) with a minimum score of 295- verbal and quantitative combined or Miller Analogies Test (MAT) with a minimum score of 396 – NO SCORE OLDER THAN 6 YEARS WILL BE ACCEPTED. PLEASE NOTE: this requirement is waived for any candidate who has successfully completed a graduate degree prior to beginning this program.

10. Interview (waived for Samford alumni)
* Candidates shall not be admitted to the Class AA educational administration program after Fall semester 2010.
* Applications for certification in Class AA educational administration must be received PRIOR to September 01, 2012
* Applicants for Class AA certification who are meeting requirements for a certificate, which covers a grade span different from the grade span covered, by the certificate used as the basis for admission to the Class AA Instructional Leadership program must meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP). Some individuals hold an Alabama certificate for principal 1-6 or 7-12 rather than P-12 program must meet the Praxis II requirements as a precondition for certification.

Please send all application materials to:

Brooke Karr  
Graduate Admissions Office  
School of Education  
Samford University  
800 Lakeshore Drive Birmingham, Alabama 35229

Admission is competitive and applicants meeting the application deadline will be given preference. Admission is determined by the School of Education Graduate Studies Department Admissions Committee, which considers a combination of the applicant’s GPA(s), GRE/MAT score(s), results of scholarly writing sample evaluation, statement of purpose, recommendations, and interview (if applicable).
GENERAL INFORMATION:

1. **Program Checklist**
   Candidates must follow the checklist in place at the time the student begins their program.

2. **Transfer Credits**
   Candidates holding a degree in a teaching field may be eligible to transfer up to six (6) semester hours (or no more than two (2) courses) of coursework from another institution, provided these courses are equivalent to Samford’s courses, the courses are on the same level as the degree the candidate wishes to pursue and these courses were **NOT** used towards the completion of a previous degree. Transfer courses require the pre-approval of the Chair of the Graduate Studies, the Certification Officer, and the Alabama State Board of Education (ALSDE). Candidates wishing to receive pre-approval must provide three (3) official copies of transcripts and detailed catalog course descriptions for each course from the University where these courses were taken. No courses will be considered older than six (6) years and the candidate must have earned a grade of B or better in each course the candidate wishes to be considered for transfer.

3. **Scholarships**
   Please contact the office of graduate studies at 205.726.2019 for more information.

4. **Tuition Payments**
   Tuition charges are payable on or before the first day of each term. Please refer to the class schedule or your billing statement to determine deadlines for payment. For payment, contact the Bursar’s Office at 205.726.2816. A late fee will be assessed by the Bursar’s Office for students with outstanding balances at the close of business on the day tuition is due.

COMPLETION REQUIREMENTS:

1. **Completion of Coursework**
   Candidates 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.

2. **State Certification Application**
   Upon starting the last semester of classes, candidates will come to a Comprehensive Examination orientation meeting. At this meeting, the Certification Officer, will present you with all materials needed to apply for your State certification. All certification paperwork should be turned in to the Certification Officer no later than the last day of the
candidate’s last class before graduation. All degrees leading to initial certification will require a passing score on the PRAXIS to be eligible to apply for state certification.

3. **Comprehensive Exit Examination**
   Each candidate must successfully complete a comprehensive assessment documenting mastery of the Class AA Instructional Leadership program. Assessment will include both an oral and written component. The Chair of Graduate Studies, will inform candidates of the Comprehensive Examination process at the Comprehensive Examination orientation meeting. Candidates will complete the Comprehensive Examination process at a date determined by the Chair of Graduate Studies.

4. **Retention and Completion**
   Candidates 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. A GPA of 3.25 must be maintained throughout the graduate program and until the completion of the program. Candidates whose GPA drops below 3.0 will be withdrawn from the program.
   - Applications for certification in Class AA educational administration must be received PRIOR to September 01, 2010.

06/13

*Students and applicants with disabilities who seek accommodations must make a request by contacting the Section 504/Disability Access and Accommodation Coordinator, Anne Sherman, Director of Disability Resources, 205-726-4078, disability@samford.edu.*
CLASS AA EDUCATIONAL SPECIALIST DEGREE IN INSTRUCTIONAL LEADERSHIP

Required Courses:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE NAME</th>
<th>CREDITS</th>
<th>TERM</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 621</td>
<td>Educational Business Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 622</td>
<td>Seminar in Instructional Leadership</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 623</td>
<td>Organizational Innovation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 625</td>
<td>Legal and Policy Issues in Education</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>EDUC 627</td>
<td>Professional Development and Mentor Training</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>EDUC 628</td>
<td>Advanced Evaluation of Teaching and Learning</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>EDUC 629</td>
<td>Practicum in Quality Leadership</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 637</td>
<td>Current Issues in Education and Leadership</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>EDUC 638</td>
<td>Professionalism and Ethics in Education</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>EDUC 681</td>
<td>Research in Certification Field</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>30 HOURS</td>
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</tbody>
</table>

*This checklist is the most current checklist approved by ALSDE, please note this checklist is subject to change and the candidate will be held responsible for completing all requirements of the checklist currently in place when the candidate begins their program.

***Survey of Special Education and Educational Technology coursework will be required in addition to the program requirements for this program, if not previously completed.
**Cohorts:**
Candidates admitted to the program will proceed through the curriculum in cohort fashion. Cohorts will be limited to no more than twenty (20) candidates. As candidates proceed through the program, opportunities will be provided for group focus sessions for member candidates to share problem-based concerns and successes and to collaborate on issues and solutions.

**Collaboration:**
The EdS program in instructional leadership is built around university/LEA partnerships that include:
- Joint selection and admission process
- Joint curriculum design
- Joint mentoring decisions
- Joint planning for field experiences
- Joint planning for problem-based activities

**Content:**
1. The core of the instructional content portion of the class AA program shall be the Alabama Standards for Instructional Leaders
2. The content shall be an extension, rather than a repetition of instructional approaches used in the class A instructional leadership programs
3. Content shall be related to the practice of sharing leadership at high levels of expertise, rather than focusing on observation and participation
4. The core of the instructional content shall be anchored in practical experiences
5. Practical experiences shall be carefully planned and linked to at least one central instructional problem which will serve to focus the candidate’s research and problem-solving efforts
6. Program content shall incorporate experiences that encourage candidates to engage in alternative ways of thinking about educational settings, planning, scheduling, and approaches to teaching to accomplish learning goals for candidate populations with ever-changing needs
7. The program shall include a significant content focus on adult learning theory
<table>
<thead>
<tr>
<th><strong>FULL NAME</strong> (include any previous names your information may be listed under – maiden name, old last name, etc.):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOCIAL SECURITY NUMBER:</strong></td>
</tr>
<tr>
<td><strong>HOME MAILING ADDRESS</strong> (include apartment, city, zip code, etc.):</td>
</tr>
<tr>
<td><strong>HOME PHONE NUMBER</strong> (include area code):</td>
</tr>
<tr>
<td><strong>CELL PHONE NUMBER</strong> (include area code):</td>
</tr>
<tr>
<td><strong>EMAIL ADDRESS(ES) – (include personal and professional):</strong></td>
</tr>
<tr>
<td><strong>DATE OF BIRTH:</strong></td>
</tr>
<tr>
<td><strong>COUNTRY OF BIRTH:</strong></td>
</tr>
<tr>
<td><strong>COUNTRY OF CITIZENSHIP:</strong></td>
</tr>
<tr>
<td><strong>RELIGIOUS PREFERENCE:</strong></td>
</tr>
<tr>
<td><strong>RACE/ETHNICITY and GENDER:</strong></td>
</tr>
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</table>
**Employer Information**

<table>
<thead>
<tr>
<th>PRESENT EMPLOYER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER OF YEARS AT PRESENT EMPLOYER:</td>
</tr>
<tr>
<td>CURRENT PROFESSIONAL TITLE/POSITION:</td>
</tr>
<tr>
<td>IMMEDIATE SUPERVISOR (include name and title/position):</td>
</tr>
<tr>
<td>EMPLOYER PHONE NUMBER (include area code):</td>
</tr>
</tbody>
</table>

Are you applying with a cohort? _____  If so, what school system? _______________________________________

When do you anticipate beginning graduate school?  ___________________________________________________

**Teaching Certificate Information**

Are you in possession of a U.S. or international teaching certificate?   Yes_____ No_____  
If yes, please identify highest Class level and teacher number:________________________________________
If you do not hold a certificate, are you or will you be eligible for a U.S. or international certificate?  Yes_____ No_____  
If you do not currently hold a certificate, but will be eligible, please give eligibility date: ______________________
Any candidate who does not currently hold a certificate, but will be eligible, must provide documentation that certification has been applied for in place of providing a copy of the certificate as part of the candidate’s application materials and must provide the Graduate Studies office with a copy of the certificate immediately when the certificate is received.  If the certificate is not provided, the candidate will not be eligible for graduation until a copy of the certificate is on file.

**Graduate School Testing Information (waived for students who have previously completed a graduate degree)**

<table>
<thead>
<tr>
<th>Graduate Record Exam (GRE)</th>
<th>Date Taken</th>
<th>Score</th>
<th>Date Taken</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miller Analogies Test (MAT)</td>
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<td></td>
</tr>
</tbody>
</table>

**Academic Experience**

**High School and College/University Information**

<table>
<thead>
<tr>
<th>Name of High School: ______________________________</th>
<th>Graduation Year: __________ Degree earned: ________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of College/University: ______________________</td>
<td>Graduation Year: __________ Degree earned: ________________ Major: ____________________</td>
</tr>
<tr>
<td>*Need two official transcripts</td>
<td></td>
</tr>
</tbody>
</table>

| Name of College/University: ______________________ | Graduation Year: __________ Degree earned: ________________ Major: ____________________ |
| *Need two official transcripts                      |                                                               |

| Name of College/University: ______________________ | Graduation Year: __________ Degree earned: ________________ Major: ____________________ |
| *Need two official transcripts                      |                                                               |

| Name of College/University: ______________________ | Graduation Year: __________ Degree earned: ________________ Major: ____________________ |
| *Need two official transcripts                      |                                                               |

If any additional education was earned, please describe in detail on an attached sheet of paper.

Have you ever been placed on academic probation by any school?  Yes _____ No _____ If so, please explain:
Have you had an introductory Special Education course? _____ If so, where and when? ________________
Have you had an introductory educational technology course? _____ If so, where and when? ________________

I understand that if I have not previously earned credit at the master’s level or above in special education and technology, I will be required to take one or both courses in addition to my graduate program, depending on the course(s) I am lacking.

Signature _____________________________________________     Date _________________________________

By signing this application, I certify that all information listed is true and correct. I understand that I am ultimately responsible for meeting the requirements of my program/degree. I understand if any information is intentionally falsified, my eligibility for degree completion, “good-standing status”, and eligibility for ALSDE certification may be denied. Further, I realize that if admitted, I will be issued a Samford University email address and that, should I be admitted, immediately following admission and throughout the entire duration of my status as an active student, all communication from Samford University and the School of Education Graduate Studies Department will be disseminated to my Samford email address only and I will be held responsible for checking this account regularly. Finally, I realize that Samford University is a Christian institution and that it has a right to require of it’s candidate’s conduct that is at all times honorable, clean, and sober.

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 Americans with Disabilities Act of 1990.

Please submit all application materials (with the exception of the Student Health form) to:
Brooke Karr
Graduate Admissions Office
School of Education
Samford University
800 Lakeshore Drive Birmingham, Alabama 35229
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 direct supervisor 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.
Name of applicant: _____________________________________________________________________________

Applicant’s Intended Program of Study: _____________________________________________________________________________

Name of Supervisor: _____________________________________  Title: __________________________________

Supervisor Signature: ____________________________________  Date: __________________________________

Please rate the applicant based on your observation of his or her performance. Please use the rating scale in the lower right-hand corner. If a specific disposition was not observed, please indicate this by leaving the rating box for that particular disposition blank.

<table>
<thead>
<tr>
<th>DISPOSITION</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacts appropriately and positively with others</td>
<td></td>
</tr>
<tr>
<td>Treats others with courtesy, respect, and open-mindedness</td>
<td></td>
</tr>
<tr>
<td>Exhibits sound judgment and moral reasoning</td>
<td></td>
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<tr>
<td>Works with diverse groups and handles issues of diversity with respect and affirmation</td>
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<tr>
<td>Shows concern for the self-concept and self-esteem of others</td>
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<tr>
<td>Exhibits a strict code of honesty related to all assignments</td>
<td></td>
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<tr>
<td>Acknowledges the work of others scrupulously</td>
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</tr>
</tbody>
</table>

**TOTAL SCORE** _______________ out of a maximum possible score of 36

**Rating Scale:**
- Not Observed = NO
- Below Average = 1
- Average = 2
- Above Average = 3
My Application Checklist

Please keep this checklist to help you keep track of your application materials. All materials listed below must be submitted to the Graduate Studies office by the application deadline in order to be considered for admission.

I have submitted…

___ Application

___ Application fee (alumni are not required to submit application fee)

___ Two official transcripts from each institution attended (Escripts will be accepted)

___ GRE or MAT score no older than six years (waived if previously completed a graduate degree)

___ Copy Class A teaching certificate (must satisfy one of the ALSDE certificate requirements)

___ Experience Verification form (notarized)

___ Scholarly Essay (Samford alum who have completed their master’s-level degree in the past 3 years are exempt)

___ Statement of Purpose (Samford alum who have completed their master’s-level degree in the past 3 years are exempt)

___ One letter of reference from immediate supervisor

___ Disposition form completed by my immediate supervisor

___ Two additional letters of reference (for a total of three letters) from professors, colleagues, or employers (Samford alum who have completed their master’s-level degree in the past 3 years are exempt)

Please submit all application materials to:

Brooke Karr
Graduate Admissions Office
Samford University
School of Education
800 Lakeshore Drive Birmingham, Alabama 35229
Faculty and Administrative Staff Contact Information
Dr. Maurice Persall, Faculty and Dept. of Educational Leadership Chair, 205.726.2019
Dr. Les Ennis, Director, Graduate Studies Admission Office, lsennis@samford.edu
Dr. Patti Wood, Faculty and Director of the Gifted Education Program, pfwood@samford.edu
Dr. Mark Bateman, Faculty, jmbatema@samford.edu
Dr. Jane Cobia, Faculty and Director of the Doctor of Education Program, jcobia@samford.edu
Dr. David Little, Faculty and Director of the ELEM-FYNT Program, dclittle@samford.edu
Dr. Peggy Connell, Faculty, phconnel@samford.edu
Dr. Robin Duncan, Faculty and Director of the SECD-FYNT Program, rcduncan@samford.edu
Mrs. Rebecca VanHook, Graduate Studies Coordinator, avanhook@samford.edu
Mrs. Brooke Karr, Graduate Admissions Coordinator, kbgilrea@samford.edu
Mrs. Beth Smith, SECD-FYNT Program Assistant, epsmith@samford.edu
Ms. Janet Smith, Teacher Certification Officer, jasmith@samford.edu
Mrs. Jessica Bosley, Assistant to the Teacher Certification Officer, ccmonroe@samford.edu
Dr. Betsy Rogers, Dept. of Curriculum and Instruction Chair, herogers@samford.edu

Other Campus Contacts:
Financial Aid, 205.726.2905
Bursar’s Office, 205.726.2816
Student Records, 205.726.2911
Student Health, 205.726.2835
Campus Safety, 205.726.2020
University Phone Directory, 205.726.2011
IDENTITY

Samford University is a Christian community focused on student learning.

Samford was founded in 1841 by Alabama Baptists. In the present day, it maintains its ties to Alabama Baptists, extending and enhancing their original commitment by developing and maintaining in the campus community an exemplary Christian ethos and culture.

MISSION

The mission of Samford University is to nurture persons in their development of intellect, creativity, faith, and personhood. As a Christian university, the community fosters academic, career, and ethical competency while encouraging social and civic responsibility, and service to others.

CORE VALUES

The Samford community values lifelong:

- belief in God, the Creator of heaven and earth, and in Jesus Christ, His only Son, our Lord.
- engagement with the life and teachings of Jesus
- learning and responsible freedom of inquiry
- personal empowerment, accountability, and responsibility
- vocational success and civic engagement
- spiritual growth and cultivation of physical well-being
- integrity, honesty, and justice
- appreciation for diverse cultures and convictions
- stewardship of all resources
- service to God, to family, to one another, and to the community.

SCHOOL OF EDUCATION GRADUATE STUDIES CORE VALUES

The School of Education Graduate Studies department values lifelong:

- dedication to every student’s success
- continuous improvement
- trust and personal responsibility in all relationships
- productive partnerships
- intelligent opportunism

VISION

Anchored in Christian understanding, Samford University will be a diverse community, stressing vigorous learning and personal faith, in the Baptist tradition. Within that commonality, the Community will be; innovative in teaching, learning and research; sensitive to global issues; aggressive in self-assessment and continuous improvement. Faithful to its mission, Samford will be known and acknowledged worldwide by holding to its core values. The world will be better for it.