All programs in the Department of Educational Leadership and Human Services consider assessment results as critical for program improvement. As a consequence, the faculty members review the information and determine to continue practices and courses that produce good results and to make changes for those which need changes based on candidate results or new trends in the fields to which the data are related. Consideration of changes and data are done all doing the year instead of waiting until a specific date since candidates need the information. However, major consideration is done by faculty members in June. Information on changes for specific programs follows.

**COUNSELOR EDUCATION, M.ED, M.S**

The Florida Teacher Certification Test which Counselor education candidates must take to get the masters degree was revised by the state of Florida and presented challenges to the candidates. A faculty member participated in working with the state test revision committee and the faculty reviewed the strands on the state test. The strands are covered in courses and the items most candidates needed assistance with were in MHS 5005. The faculty made changes in MHS 5005, Introduction to the Counseling Profession and made this a mandatory course for all counseling education majors. This has proved valuable for candidates.

The Department also changed the title and emphasis in a course so that it would match recent trends in the field and enable students to better serve the growing minority population in the United States. Thus, the candidates are now required to take MHS 6420 Counseling Minority Populations.

The candidates are also required to take TSL 5700 ESOL Issues and Strategies for Other Professionals and RED 5336 Reading in the Content Areas. These courses meet state requirements and enable candidates to have the knowledge, skills, and dispositions needed for working with diverse populations.

The data also indicated that other aspects of the program should continue and was of value to the candidates with minor changes as needed.

**EDUCATIONAL LEADERSHIP, M.ED., M.S., CERTIFICATION**

In the Educational Leadership program at the masters and certification levels, data from course performance, the program’s comprehensive examination, the Florida Educational Leadership Examination, and feedback from partners and internship school supervisors are used. The data showed that candidates had problems with administering curriculum as administrators. Thus, the courses provided by the Elementary Department and Secondary Education and Foundations Department were replaced with EDG 6250 Curriculum Design and Development. This new course was designed to help administrators know what to do with one of their major functions as the curriculum leader of their schools. The Elementary and Secondary Education and Foundations Departments still offer the curriculum courses that all of our majors used to take. However, the candidates who did not have an education undergraduate degree are required to take the curriculum and foundation classes to bridge their gap in knowledge.

Communication processes were also increased and meetings across degree lines are being held with candidates to improve their understandings and knowledge relative to the educational leadership career field. Emails and meetings are used more extensive for this purpose.
EDUCATIONAL LEADERSHIP, PH.D.

In the doctoral program, the data showed that students who had a GRE score of 800 or better performed at a higher level in their classes. Thus, the GRE score was reset at 800 or above with the Fall 2009 admits. The responses of the professors clearly show that these candidates are better prepared relative to their knowledge, skills, and dispositions. Their oral and written presentations, papers, and discussions clearly demonstrate that they are better prepared to handle the rigor of this Ph.D. program.

CONCLUSION

In the Department, other changes have also become a part of the programs. Among these changes was the development of a form to use when working with students to capture their strengths or needs. This form also provides information that states if the situation has been completed. The programs meet separately at least once a month and jointly at least once a month. This enables each program to continuously evaluate and make improvements and to work across program areas to consider using proven approaches and policies in all programs. Policies on plagiarism, class absences, dispositions, student rights and responsibilities, and faculty rights and responsibilities were made clearer so that everyone could easily understand what was essential. The draft College of Education Safety and Health Handbook was developed and a few ideas were added to the Ph.D. facilities course. This document will be a part of the June 2010 review of programs plan. The faculty works assiduously to have a continuous program improvement model.