

Markell Jackson, Ph.D., MBA

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www.linkedin.com/in/dr-markell-jackson-mba-3b831025/
H: (718) 655-6369 • C: (202) 294-9104

May 14, 2022

Dear Chair of Superintendent Search Committee,

As a results-oriented and motivated practitioner with rich experience in the Education field and a Doctor of Philosophy in Educational Leadership and Supervision and master's degree in business administration, I am confident I will make immediate contributions to the Superintendent role with Orange County Public Schools. After years of being in administration the decision was made to take part in the New York State Superintendent Development Program. This authentic learning experience, under the guidance of sitting superintendents, prepared me for transitioning to becoming Superintendent of schools. Furthermore, I have recent pandemic classroom teaching, instructional and district leadership experiences in large urban and rural large school divisions. I enjoy interacting closely with students however, because of my vast experience. I envision a leadership role working tirelessly impacting systematic educational policy. My resume is enclosed for your review and a more comprehensive view of my background can be found on my LinkedIn page (www.linkedin.com/in/dr-markell-jackson-mba-3b831025/)

The focus of my career to date has been in teaching, instructional coaching, human resource management, research on the education system, and management of schools. I have utilized every opportunity to promote social, emotional, and academic success for culturally diverse students. Over the course of 25 years, I have also offered key contributions to this field through leading publications and presentations on child welfare policies and programs, as well as research to develop innovative curriculum supporting domestic and international foster care systems. I have had consistent success as an instructional leader, elevating student achievement outcomes in urban and rural classroom K12 environments, teaching and supervising special education in large low-performing urban, rural, and suburban school divisions. Also, I have experience working in agency-based, center-based specialized, charter schools and prisons.

My personal story is one of triumph over challenge, and one that has molded me into a determined leader with an unwavering conviction to doing the right things for the right reason. I am a former Foster Care Alumnus who spent 21 years in the New York State Child Welfare System. Additionally, I am skilled in advocating for all learners and who engages staff, parents, students, and the broader community to advance district goals in a fiscally responsible manner. It is my belief that all students can learn despite some may have preexisting psychosocial risk factors that may impede their academic achievement outcomes. All students can achieve at a high level. I am confident of my ability to excel in this role. I recognize the importance of teachers, parents and instructional leaders working together to enhance academic performance and achievement outcomes. We must level the playing field so that every student can achieve their highest potential, we must ensure access to the tools necessary that enable all students to thrive in the global workforce. Throughout my career, I have established a reputation as a transformational leader who is driven by challenge, undeterred by obstacles, and committed to furthering standards of excellence.

Understanding the challenges schools face with State accountability and limited time to increase student outcomes, my role as Superintendent will be to ensure high levels of academic performance and achievement outcomes for all students. In my tenure superintendent, I would commit to providing students with a high level of education within a positive learning environment in OCPS. Emphasis would be on the creation of college and career academies with content specific courses based on students' interests; academic acceleration, creation of a social emotional program; high quality instruction with a shared curriculum; individualized professional learning cycles, mentoring and instructional coaching; a comprehensive assessment plan; a school-wide academic intervention/enrichment program; and a parent and community engagement program. These systems and structures resulted in a positive academic and social emotional impact on our culturally diverse population.

Should you need further information, I am available by phone or email. In the meanwhile, I look forward to the opportunity to speak with you at your earliest convenience.

Sincerely,



Dr. Markell Jackson

Accomplished educational practitioner and scholar with over 25 years of experience developing innovative programs for PreK-12 with a focus on special education programs and academic achievement of special needs and at-risk children in diverse communities. Proven history of effective leadership in planning and assessment, instructional leadership, budget oversight, and administrative and safety management in various school districts. Knowledgeable expert in developing and implementing evidence-based practices and programs and instructional coaching to best support students' learning opportunities.

Education

New York State Superintendent Development Program

SUNY Oswego, Oswego, NY

Doctorate in Philosophy in Organizational and Corporate Management and Educational Leadership and Supervision

Lynn University, Boca Raton, FL

Master of Business Administration with a focus on Human Resource Management

Florida Metropolitan University, Pompano Beach, FL

Master of Education with a focus on Special Education

Canisius College, Buffalo, NY

Master of Science, New York State Principal and District Leader Certification Program

Canisius College, Buffalo, NY

Bachelor of Science in Social Work

Daemen College, Buffalo, NY

Certifications

Postgraduate Professional License (PGP-0623840), Commonwealth of Virginia, July 2020 – June 2021

Administration & Supervision PreK-12, Commonwealth of Virginia

Special Education – General Curriculum K-12, Commonwealth of Virginia

Division Superintendent License, Commonwealth of Virginia

2020 New York State Superintendent, SUNY Oswego School of Education Development Program

Principal Pool Candidate, New York City Department of Education, 2013

School District Leader Permanent Professional Certificate (#496923111), New York State, 2009

School Building Leader Professional Certificate (#496922111), New York State, 2009

Professional Human Resources Management Certification, 2013

Society of Human Resource Management, SHRM-CP, SHRM SCP, Anticipated 2022

Selected Achievements

- Oversaw daily school operational procedures, academic planning, staff, human resources, and fiscal management for Non-Public Specialized Program serving 250 students from grades 5-12 with severe mental health, behavioral, and academic deficits.
- Collaborated with teachers and administrators to develop a program strategy that delivered evidence-based professional development training modules in Special Education to 19 rural school districts of 130 schools serving 45,000 students.
- Designed and enacted In-Home Intensive Positive Behavior Intervention and Support Systems program for students with severe behavior deficits focusing on professional development training for parents and caregivers.
- Revamped special education preschool to resolve 141 systematic programmatic citations by NYS Department of Education and NYC Department of Health which had resulted in partial charter revocation and layoff of 60 personnel.

Professional Highlights

Fairfax County Public Schools, Fairfax, VA
Adaptive Special Education Teacher

September 2021 – Present

Lead the department in using evidence-based teaching methodologies, modalities, and frameworks to enhance student performance and academic outcomes. Implement Positive Behavior Intervention Supports reduction methods to address problematic issues in students. Differentiate activities and goals to meet student's individual learning needs and abilities using various teaching modalities such as in-person, remote learning, and concurrent learning. Attend Professional Development Learning opportunities to expand knowledge of FCPS/FHS. Mentor First year teachers through professional development training. Update school-wide Lion Time Character Education PowerPoint twice a week to ensure students in the adaptive curriculum program can participate in general education programming.

- Introduced new research to evidence-based teaching strategies which increased student engagement by 50%.
- Co- Chair Lead - Social Emotional Learning Committee – Leading School-wide leadership initiatives to increase student academic performance and achievement outcomes -after the Covid Pandemic gap-year.
- Provides embedded professional development for teachers through, mentoring, modeling, and engaging, standards- based teaching modalities.

Various Schools/Institutions, Remote
Professional Development Trainer and Instructional Coach

September 2015 – Present

Provide technical assistance to under-performing school districts as part of the School Improvement Program. Communicate, implement, and demonstrate instruction practices known to improve teaching and aid teachers in effective strategies to address behavioral issues in the classroom. Create tutoring programs and recruit teachers to run programs.

- Developed coaching logs, differentiated rubrics, and lesson plans for instruction using technology-enabled diagnostic tools.
- Designed and enacted In-Home Intensive Positive Behavior Intervention and Support Systems program for students with severe behavior deficits focusing on professional development training for parents and caregivers.

Soundview Academy Middle School, Bronx, NY
Director of After-School Activities, July 2018 – July 2019

July 2016 – July 2019

Directed 25 educators and paraprofessional including staff supervision, development, hiring, and compliance with EEOC guidelines, Affirmative Action plans, and state and federal employment laws. Collaborated with program partners, subcontractors, schools, and site-based management to develop programming. Managed ADP timekeeping, payroll, and training programs on employee self-service platform.

- Leveraged technology systems to better track student success and evaluate program outcomes.

Orchestrated day-to-day operations and educational programming for 250 Middle School students, which included scheduling and supervising 25 staff. Oversaw DYCD budgets and development of educational programs and curriculum. Ensured compliance with EEO regulations, Affirmative Action program, and employment labor programs. Administered payroll processing, PTO requests, and employee timecards, Trained and evaluated instructor performance; and recommended new approaches, policies, and procedures to continuously improve efficiency levels and services.

- Expanded program from 60 students to 160 students in less than two years.
- Instituted methods to track student progress, foster program engagement, and attain program outcomes.
- Fostered positive collaboration among students and staff by articulating a clear vision for school operations, ensuring consistent performance standards, and engaging community members.

Comprehensive Kids Developmental School, New York, NY
Principal, Educational Consultant, and Professional Development Trainer

October 2014 – July 2015

Developed and implemented effective program curriculum, oversaw staff development plans, and prepared and executed budget. Ensured staff and activities complied with city, state, and federally mandated requirements and completed assessments and evaluations for NYS departments. Led proposal writing, resource allocation, protocol development, and program operations for school. Served as intermediate supervisor to Lead Teachers.

- Overhauled special education preschool from 141 systematic program citations, partial revocation of charter, and loss of over 60 personnel.
- Hired and retained 135 certified personnel and oversaw program staff and their activities including classrooms, outreach, enrollment, family engagement, and safety assurance.
- Observed instructional methods and content of educational programs to ensure alignment of classroom programming to NY State Pre-Kindergarten Foundations for the Common Core.

New York City Department of Education, New York, NY
Principal Candidate and Substitute Teacher

March 2013 – October 2014

Supervised 40 teachers and 60 instructional education staff including lesson plan review, schedule creation and management, student performance, and facility safety. Established and monitored performance objectives for students and teachers and enforced school policies and safety protocols. Identified, recruited, and retained educational personnel and ensured professional development and growth. Constructed and executed Human Resources mandates, protocol policies and procedures for hiring, termination, and performance standards. Provided inputs for the preparation and management of budgets, schedules, and co-curricular programs. Conducted embedded professional development training seminars on empirically based best practice pedagogical frameworks and paradigms. Mentored two teachers completing the New York State School Building Leaders Graduate Level Administrative Practicums.

- Served as Instructional Leader focused on the promotion of student behavior and ensuring compliance with Federal, State, and local education mandates and regulations.
- Reviewed and revised Comprehensive School Improvement Safety Plan resulting in efficient procedures for the health and safety of all students and personnel.
- Monitored NYS Testing programs, No Child Left Behind and Rise to the Top legislation to develop school Professional Development Plan.
- Managed daily school operational procedures, academic planning, staff, human resources, and fiscal management for Non-Public Specialized Program serving 250 students from grades 5-12 with severe mental health, behavioral, and academic deficits.

New LIFE School, New York, NY
Assistant Principal

August 2011 – February 2013

Oversaw all school operations including recruitment, talent development, administering payroll processing, and supervision of 125 staff. Produced academic and behavioral standards for students, administered student discipline, ensured compliance with all federal and state laws, and enforced safety regulations. Aided principal in managing school administration, curriculum, programs, services, budgets and schedules. Communicated school goals, vision, and needs to teachers and the community.

- Mentored 75 teachers on daily lesson planning to ensure high quality standard.
- Developed two teachers that completed the New York State School Building Leaders Graduate Level Administrative Practicums.

Pinal County Education Service Agency, Superintendent Office, Florence, AZ
Professional Development Special Education Specialist

October 2009 – June 2010

Designed custom coursework, evaluations, testing, and classroom organization strategies. Conceptualized and implemented professional development initiatives at the state and county level. Prepared grant applications and amendments to the County Superintendent. Evaluated and advised on curriculum planning, individual lessons, and teaching methods for multiple grade levels. Launched training management software, database, calendars, procedures and tools, and strategic training manuals and plans to support county and statewide academic achievement.

- Established the Department of Special Education Programs including budget management and achieving deliverables that met SMART goals.
- Collaborated with teachers and administrators to develop a program strategy that delivered evidence-based professional development training modules in Special Education to 19 rural school districts of 130 schools serving 45,000 students.
- Expanded the school district's use of technology through Assistive Technology hardware, applications, and productivity software for special education programming.
- Analyzed school district improvement plans and professional development programs to improve student academic achievement outcomes such as designing, developing, and revising training modules and e-Learning courses.

Additional Experience

Human Resources Director, Human Development Services of Westchester, Inc., Westchester, NY, June – November 2019
Human Resources Director, Highbridge Advisory Council Services, Inc., Bronx, NY, July – November 2018
HR Consultant, The Lindenberger Group, Pennington, NJ, November 2015 – Present
Human Subjects Review Committee Consultant, Casey Family Programs, Seattle, WA, July 2015 – July 2017
Educational Consultant and Professional Development Trainer, June 2011 – September 2011
Adjunct Professor, George Mason Graduate School of Education, Fairfax, VA, June 2010 – September 2011
Principal and Special Education Teacher, Prince William County Schools, 2007 – 2009
Special Education Teacher and Autism, Behavior, and Learning Impaired Specialist, Broward County, 2006 - 2007
Administrator, Broward County, 2004 – 2007
Adjunct Instructor, Keiser University, 2004 – 2006
Adjunct Instructor, Florida Metropolitan University, 2004 – 2006
Special Education Teacher /Behavior, Learning Impaired Specialist /Consultant for Department of Defense Dependent Activity /Teacher Recruiting Specialist, Seoul American Middle School, 2000 – 2002
Special Education Teacher, Prince George's County Public Schools, 1999 – 2000
Educational Facilitator, Athletes in Service to America, 1998 – 1999

Publications

1. Harrison-Jackson, M., "A Multi-State Evaluation of the Factors Predicting Educational Achievement of Foster Care Alumni Adult" (2009). *Graduate-Level Student Theses, Dissertations, and Portfolios*. 221.
2. Pecora, P.J. & Harrison-Jackson, M. The challenge of improving children's well-being and measuring outcomes: An American perspective. In C. McCauley, & W.E. Rose, W.E. (Eds.). *Child Well-Being: Understanding Children's Lives*. London and Philadelphia: Jessica Kingsley Publishers.
3. Pecora, P.J. & Harrison-Jackson, M. Child welfare policies and programs. In J. Jenson and M. Fraser (Eds.) *Social Policy for Children and Families: A Risk and Resilience Perspective*. (Second and Third Edition) Newbury Park: Sage Press.

Affiliations

- The Council of New York State Superintendent, 2019 – 2021
- Fairfax County Federation of Teachers, 2020 – 2021
- Fairfax NAACP, 2020 – 2021
- Fairfax Alliance for Black School Educators, 2021
- Society of Human Resource Management, SHRM, 2018 – 2020

References

Kevin Greata, Assistant Principal Office: 703 219-2200, Mobile: (571) 474-5416, KJGreata@fcps.edu (**Current Supervisor**)

Erin Lenart, Ed., Principal, Mobile: (571) 279-7913, eblenart@gmail.com (**Former Principal**)

Dr. Phyllis Pajardo, Superintendent of Schools Fairfax City Schools, Office: (703) 293-393-7132, Phyllis.Pajardo@fcps.edu

Marie Wiles, Ph.D., Superintendent of Schools Guilderland C.S.D, Office, (518) 456-6200, ext. 3102
wilesm@guilderlandschools.net (**Superintendent Leadership Coach**)

Peter J. Pecora, M.S.W., Ph.D, Managing Director of Research Services, Casey Family Programs & Professor -University of Washington School of Social Work, Office (206) 270-4936, Mobile: (425) 443-1459 ppecora@casey.org (**Dissertation Mentor**)

Bonnie Butcher, Ph.D. Director of School Improvement Queens South NYCDOE Borough Offices
Office: (718)-296-4811, Mobile: (718) 541-5871 BButche2@schools.nyc.gov

Marvin L. Walton, Chief Executive Officer, Mobile: (312) 287-207, mwalton246@gmail.com (**Former Supervisor**)

Guilderland Central School District

www.guilderlandschools.org

— Administration Offices —

P.O. Box 18, 8 School Road Guilderland Center, NY 12085 (518) 456-6200 FAX (518) 456-1152

MARIE WILES, Ph.D., *Superintendent of Schools*
NEIL T. SANDERS, *Assistant Superintendent for Business*
REGAN D. JOHNSON, *Assistant Superintendent for Human Resources*
DEMIAN J. SINGLETON, Ed.D., *Assistant Superintendent for Instruction*

BOARD OF EDUCATION

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January 19, 2021

To Whom It May Concern:

I am pleased to write this letter of recommendation for Dr. Markell Jackson who is applying for a position in educational leadership. I have known Markell for a little over one year; he is a graduate of the 2020 SUNY Oswego Superintendent Development Program and I was his faculty member. During our 10 months of weekly meetings together, I got to know Markell as a passionate lifelong educator with a deep commitment to improving opportunities for all learners. Dr. Jackson has a truly remarkable life story; he has triumphed over a traumatic youth and those who doubted his capacity to be successful in school or in life. His story provides the kind of inspiration that every student and educator needs to never give up and provides a compelling reason to consider him as an educational leader in your school district.

I believe that Dr. Jackson possesses many qualities and characteristics of a highly effective educational leader, but I will focus on those that I have observed during his participation in the Superintendent Development Program. The first is his commitment to enhancing student performance and closing or narrowing gaps in student achievement. He believes that the best way to accomplish this work is through a high performing professional faculty and staff. His expertise and experience in human resources is invaluable in the recruitment, hiring, and retention of the highest quality people. His strength in the areas of professional evaluation and professional development of staff is also critical in the ongoing effort to put the most skilled and committed individuals with children, because it is the quality of the teachers and the principals that can so profoundly impact the success of our students.

During our many discussions about district level issues like the budget, negotiations, personnel practices, public relations, etc., Markell's contributions were always filtered through the lens of improving outcomes for all students, but especially those who have been marginalized. While many administrators will say that they are committed to that mission, real educational leaders actually make decisions and take action that positively impact students. Markell has courageously done just that.

Another distinguishing characteristic of Markell is his interest in his own learning and growth. Even a cursory review of his résumé illustrates his strong commitment to intellectual pursuits and the development of practical skills. He has a breadth of knowledge and expertise honed after years of study, research and experience. That commitment to self-improvement and continuous growth earned him the admiration of his peers in the Superintendent Development Program, and I am certain would inspire the admiration of your school community as well. I am

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impressed by his interest in continuing to learn more, which is an essential skill when leading a school community through challenging times such as these.

Markell distinguishes himself through his valuable leadership and administrative skills, his formidable work ethic and his passion for improving educational opportunities for all children. He would serve your educational institution well in its goal to forge a brighter future for the children it serves.

Please do not hesitate to contact me if you wish to speak further. It would be my pleasure to do so.

Sincerely,

A handwritten signature in cursive script that reads "Marie Wiles".

Marie Wiles, Ph.D.
Superintendent of Schools



January 25, 2021

Polk School District (RE: Professional Reference for Dr. Markell Harrison Jackson)

Dear District Human Resources staff,

I am writing to provide a letter of reference for Dr. Markell Harrison Jackson, who I met in 2009 when he co-presented with some of my staff at a national mental health conference regarding our alumni study findings about post-traumatic stress syndrome and other mental health service needs. In that presentation Markell spoke to the many successes of youth who have been placed in foster care, and what educational and other supports can make a difference.

I then worked with Markell when he was a student at Lynn University in Florida as an external member of his doctoral dissertation committee. Because his dissertation entailed a special set of data analyses from a foster care alumni follow-up study we had conducted in 23 communities, Markell collaborated with my research staff at the Casey Family Programs. After his graduation, we co-authored two book chapters together on child welfare policy; and he worked with me to summarize the results of a study of family support services in Los Angeles.

Markell has the ability to work clearly on program design and policy issues related to education; and is an excellent teacher of special education students, and leader of education and other district staff:

- ✚ He has over fifteen years of experience in writing, implementing, evaluating, and more recently coaching others, in how to design Individualized Educational Plans, Functional Behavior Assessments and Behavior Intervention Plans.
- ✚ He understands the processes by which federal, state, local district and school educational programming and policies are formulated, enacted, implemented, and evaluated.
- ✚ Markell has the ability to work clearly on program design and policy issues related to education and is an excellent teacher of special education students.

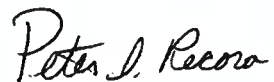
Markell recently completed an intensive nearly year-long intensive Superintendent professional development course. As part of that course and his administrative experience in several schools he has learned much about the following areas that are integral to being an effective Superintendent:

- A. Keeping the Board informed of the condition of the District's educational system; assure effective communication between the Board and the staff of the school system.

- B. Preparing the agenda for Board meetings, in consultation with the President of the Board. Prepare and submit recommendations to the Board relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.
- C. Developing and recommending to the Board objectives of the educational system; see to the development of internal objectives which support those of the Board.
- D. Developing and recommending to the Board long-range plans consistent with population trends, cultural needs, and the appropriate use of District facilities, and see to the development of long-range plans which are consistent with Board objectives.
- E. See to the development of specific administrative procedures and programs to implement the intent established by Board policies, directives, and formal actions.
- F. See to the execution of all decisions of the Board, including seeing that sound plans of the organization, educational programs, and services are developed and maintained for the Board.
- G. Maintaining adequate records for the schools, including a system of financial accounts, business and property records, personnel records, school population, and scholastic records. Act as custodian of such records and all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board.
- H. Be directly responsible for news releases and/or other items of public interest emanating from all District employees which pertain to education matters, policies, procedures, school-related incidents or events. Approve media interviews of this nature with District employees.
- I. Provide for the optimum use of the staff of the District by ensuring that the District is staffed with competent people who are delegated authority commensurate with their responsibilities.
- J. See that appropriate in-service training is conducted.
- K. Prior to action by the Board, recommend the appointment, discipline, or termination of employment of the administrators of the District.
- L. Prior to action by the Board, recommend the appointment, discipline, or termination of employment of teaching and non-teaching personnel of the District.
- M. See to the development throughout the District of high standards of performance in educational achievement, use and development of personnel, public responsibility, and operating efficiency.
- N. See that the development, authorization, and maintenance of an appropriate budgetary procedure is properly administered.
- O. See that all funds, physical assets, and other property of the District are appropriately safeguarded and administered.
- P. Establish and maintain liaison with community groups that are interested or involved in the educational programs of the District.
- Q. Establish and maintain liaison with other school districts, BOCES, the State Education Department, colleges and universities, and the U.S. Department of Education.

In closing, it is a pleasure to recommend Markell Harrison-Jackson for your school district.
Please call or e-mail me if I can be of further assistance.

Sincerely,



Peter J. Pecora, Ph.D.

Managing Director of Research Services
Casey Family Programs, and Professor, School of Social Work, University of Washington
ppecora@casey.org Phone: 206-270-4936

MARVIN L. WALTON

3 TRIBECA AVENUE UNIT 506A • JERSEY CITY, NJ 07305 • 312-287-2077 • mwalton246@gmail.com

November 1, 2018

TO WHOM IT MAY CONCERN:

It is a pleasure to provide reference for Markell Harrison-Jackson, Ph.D. Dr. Jackson and I worked collaboratively at Highbridge Advisory Council Family Services, Inc. (HAC). I have found him to be an amazing person with exceptional character with one of the strongest analytical aptitudes for being highly capable to lead the Human Resources Department of an agency.

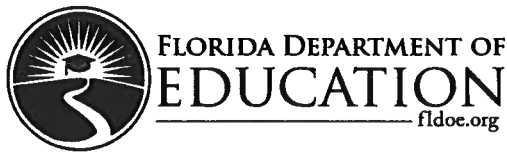
During my tenure of working with Dr. Jackson, he demonstrated a strong work ethic and a supreme allegiance to the importance of human capital management. He had strong organizational skills and prides himself in doing the right thing right, the first time. He's astute, authentic and his integrity is second to none. Dr. Jackson was not one who sat around and waited for things to happen; he was a catalyst in making things happen in a positive way. He restructured the on-boarding process for HAC which helped to fill several vacant positions that yielded an increase in the operating efficiencies for the agency. I am certain he will the same for your organization. Therefore, I highly recommend him for your organization.

I am confident that by selecting Dr. Jackson for your organization, he will provide the right type of effective human capital management. If I can provide any additional supporting reference for his candidacy please contact me by phone at (312) 287-2077 or email at mwalton246@gmail.com.

Sincerely,



Marvin Walton
Former Chief Executive Officer
Highbridge Advisory Council Family Services, Inc.



Official Statement of Status of Eligibility

MARKELL JACKSON
1023 EAST 216 STREET
BRONX, NY 10469

Florida DOE Number: 883217
Applicant ID Number: ###-##-9735
Processing Date: 01/13/2022
Expiration Date: 01/13/2025

DO NOT DESTROY. PLEASE RETAIN UNTIL ALL REQUIREMENTS ARE COMPLETE

This Official Statement of Status of Eligibility outlines requirements for issuance of a Florida Educator's Certificate. Florida school district personnel will advise you of any additional requirements for employment in the school district and including compliance with applicable federal laws and regulations.

For Florida educator certification purposes, college degrees and credits must be earned at institutions that are either accredited by an agency recognized by the U.S. Department of Education or approved by the Florida Department of Education. College level credits recommended by the American Council on Education (ACE) are also acceptable.

YOU ARE ELIGIBLE FOR A FLORIDA EDUCATOR'S CERTIFICATE AS SHOWN BELOW.

Professional Certificate: For issuance of a Professional Educator's Certificate valid for five years covering Educational Leadership (All Levels), official documentation of the following requirements must be submitted to the Bureau of Educator Certification:

- Results of your fingerprint processing from the Florida Department of Law Enforcement and the FBI. Your employer will assist you in completing the fingerprint process. If your application or fingerprint report reflects a criminal offense or suspension/revocation record, your file will be referred to Professional Practices Services for further review. Issuance of your certificate will be contingent upon the results of this review.

Additional Comments:

• Please review the Submitting Fingerprints for Certification instructions on the Florida Department of Education (FLDOE) Educator Certification Website at <http://fldoe.org/teaching/certification/steps-to-certification/step-4-submitting-fingerprints-for-cer.stml> . From there you may determine the category under which you should proceed with fingerprint processing. Please note: If an individual chooses to have his/her fingerprints processed prior to Florida employment for issuance of the Professional License, it may be necessary to have the fingerprints re-processed, and the individual may have to pay a second processing fee as a condition of employment in a Florida public school.

This evaluation outlines one educator preparation route and pathway to certification. For other options, please select 'Alternative & Traditional Certification' from our home page (<http://www.fldoe.org/teaching/certification>).



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YOU ARE ELIGIBLE FOR A FLORIDA EDUCATOR'S CERTIFICATE AS SHOWN BELOW.

Professional Certificate: For issuance of a Professional Educator's Certificate valid for five years covering Exceptional Student Education (Grades K-12), official documentation of the following requirements must be submitted to the Bureau of Educator Certification:

- Results of your fingerprint processing from the Florida Department of Law Enforcement and the FBI. Your employer will assist you in completing the fingerprint process. If your application or fingerprint report reflects a criminal offense or suspension/revocation record, your file will be referred to Professional Practices Services for further review. Issuance of your certificate will be contingent upon the results of this review.

Additional Comments:



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Oswego State University - School of Education

Greater Southern Tier BOCES

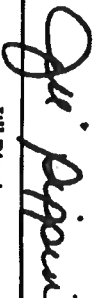
**2020 New York State
Superintendent Development Program**

Certificate of Completion

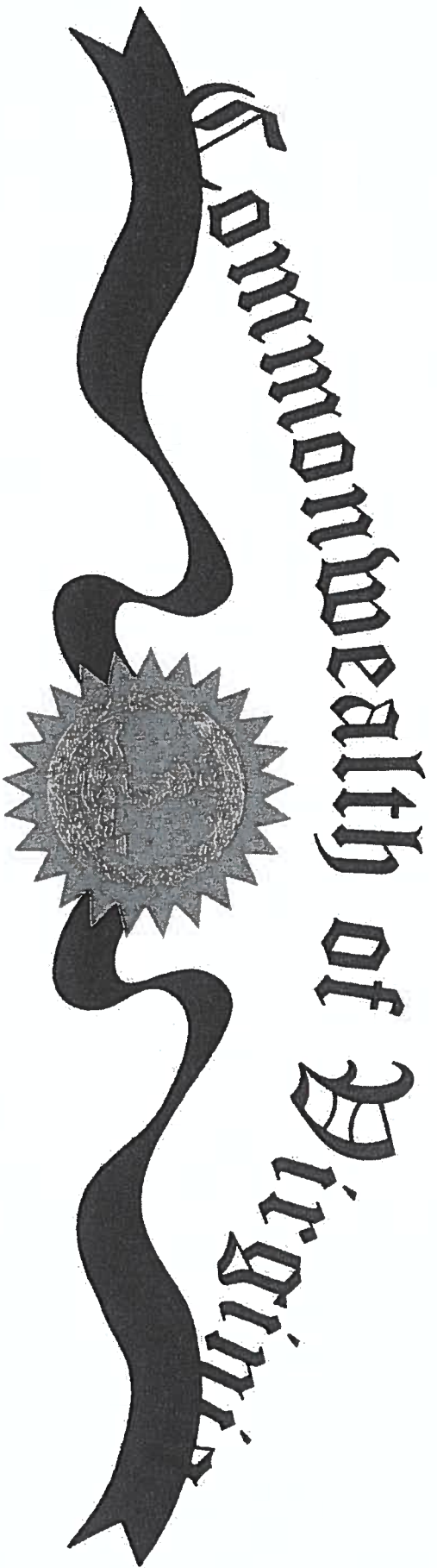
this is to certify that

Dr. Markell Jackson

has successfully completed the 2020
Superintendent Development Program



Jill Piprin
Dean, Division of Extended Learning
Oswego State University



In recognition of the fulfillment of the
Virginia Board of Education requirements, this

Division Superintendent License

ISSUED TO

MARKELL HARRISON JACKSON

(DOCTORAL DEGREE)

Effective July 1, 2020, to June 30, 2030

(Child abuse recognition and intervention requirement has been met.)
(Emergency first aid, CPR, and AED training requirement has been met.)
(Dyslexia awareness training requirement has been met.)

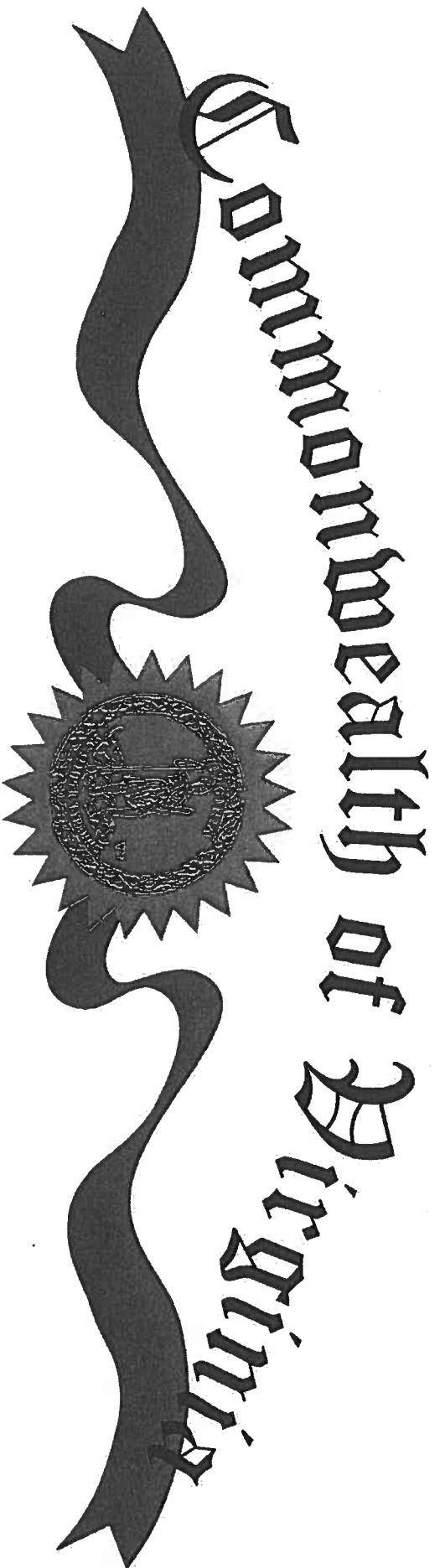
Daniel A. Geeker

Daniel A. Geeker
President, Board of Education

License Number: DS-0601507
January 22, 2021

James F. Lane

James F. Lane, Ed.D.
Superintendent of Public Instruction



POSTGRADUATE PROFESSIONAL LICENSE

Effective July 1, 2020, to June 30, 2030

MARKELL JACKSON

(DOCTORAL DEGREE)

This individual is hereby licensed by the Virginia Board of Education and is endorsed in the following area(s):

ADMIN AND SUPERVISION PREK-12
SPECIAL ED - GENERAL CURRICULUM K-12

(Child abuse recognition and intervention requirement has been met.)
(Emergency first aid, CPR, and AED training requirement has been met.)
(Dyslexia awareness training requirement has been met.)

A handwritten signature in black ink, appearing to read "Daniel A. Gecker".

Daniel A. Gecker
President, Board of Education

License Number: PGP-06233840
August 7, 2020

A handwritten signature in black ink, appearing to read "James F. Lane".

James F. Lane, Ed.D.
Superintendent of Public Instruction

Ph.D In Global Leadership Program

Purpose

The Doctor of Philosophy Ph.D degree in Global Leadership prepares graduates to lead academic and non-academic organizations in ever-changing global society. The doctorate offers a comprehensive, multifaceted, multi-level curriculum designed to provide scholar-practitioners with the complex knowledge, skills and competencies to create opportunities for ongoing learning in and variety of settings and locations.

Students in the Educational leadership specialization may have the following professional development needs:

- Advanced research and training to obtain executive position with a K-12 public or private school system (e.g superintendent, assistant superintendent or director/headmaster).
- Advanced training in research and educational leadership related coursework, culminating in the doctoral degree, which will enable students to apply for positions as professor in educational leadership and related programs offered by colleges and universities, primary at the master and doctoral level.
- A terminal degree for a career change (i.e. teaching or consulting)

Interdisciplinary

The P.hD program is designed to be interdisciplinary in nature the coursework in the program is taught by faculty members of the College of Business and Management and the Ross School of Education and Human Services. Nine requirements are needed for the successful completion of the Ph.D in Global Leadership degree program

1. Meet the statistics competency prerequisite
2. Complete a minimum of 60 doctoral credit hours of coursework, consisting of 9 credit hours of required research core, 24 credit hours of required leadership core, 21 credit hours of the specialization, and mammon of six credits of dissertation coursework. Dissertation topic choice must reflect application of the core curriculum and the area of specialization.
3. Maintain a cumulative 3.25 GPA ad a grade C or higher for al coursework in the degree program. A grade below a C (2.00) must be repeated.
4. During the Ph.D program, no more than two courses may be repeated.
5. Complete the residency requirement.
6. Maintain continuous enrollment.
7. Prepare acceptable qualifying paper.
8. Prepare and defend the dissertation proposal.
9. Successfully defend and complete the dissertation and obtain signatures of approva.l from all members of the Dissertation Committee.
10. Comply with all pertinent regulations of the University.

LYNN UNIVERSITY



Upon recommendation of the Faculty,

the Trustees of the University have authorized the President to confer upon

Markell Harrison-Jackson

the degree of

Doctor of Philosophy

with all honors, rights, and privileges pertaining thereto

In witness whereof we affix the seal of the

University and the signatures

of those duly authorized

this ninth day of May two thousand and nine.

President

Lyndie M. Patterson
Vice President for Academic Affairs

Lynn University
Ross College of Education
Ph.D. Program in Global Leadership
Educational Leadership
Plan of Completion

Name: MARKELL HARRISON-JACKSON

Date: March 3, 2009

ID#: 2624363

<u>Course of Study</u>	<u>Courses Completed</u>	<u>Comments</u>
RESEARCH CORE		
RES 700: Research Design	A	
RES 702: Writing for Research	C+	
RES 704: Quantitative/Qualitative Methods of Research	B	
RES 703Q – Critical Analysis		
EDUCATIONAL LEADERSHIP SPECIALIZATION		
EDU 624 Communication	A-	Edu 635
EDU 710: Leadership Theory & Research	A	
EDU 720: Project Management	A-	Int'l Edu Sys
EDU 721: Human Resources Mgt. in Ed. Orgs.	T	Fla Met. Univ
EDU 724: Law & Governance in Educational Organizations	B-	
EDU 725: Educational Finance	B	
EDU 801 – Practicum II	T	Canisius College
EDU 735		
GLOBAL LEADERSHIP		
LDR 710: Leadership Theory & Research	A	
LDR 711: Leading in a Culture Change	A-	
LDR 712: Managing Across Cultures	A	
LDR 713: Leading Organizations in Crisis	T	Canisius College
LDR 720: Project Management	B	
LDR 721: Managing Innovation and Technology	A	
LDR 722: Governance of Org. Performance & Board Relations	A	
LDR 790: Leadership and the Execution Of Strategic Plans	T	Fla Met. University
QUALIFYING PAPER 897	# OF TERMS: 4	
DISSERTATION		
RES 900 – Doctoral Research	P	
RES 901: Dissertation Continuation (1 credit As often as needed)		
RES 902: Defense and Completion Dissertation		

Dean: _____

Date: 3/30/2009

RES 704	Quantitative /Qualitative Methods of Research (Prerequisite RES 702). Formerly RES 701		
II.	GLOBAL LEADERSHIP CORE (24 Credit hours)		
LDR 710	Leadership Theory and Research		
LDR 711	Leading in a Culture of Change		
LDR 712	Managing Across Cultures		
LDR 713	Leading Organizations in Crisis		
LDR 720	Project Management		
LDR 721	Managing Innovation and Technology		
LDR 722	Organizational Ethics and Performance (Formerly Governance of Org. Performance & Board Relations)		
LDR 790	Leadership and the Execution of Strategic Plans		
	Educational Leadership Specialization (21 Credit Hours)		
EDU 710	Leadership of Curriculum & Instruction (Formerly EDU 610)		
EDU 720	International Educational Systems (Formerly EDU 620)		
EDU 721	Human Resources Mgt. In Ed. Orgs. (Formerly EDU 621)		
EDU 735	Technology and Communication in Ed. Organizations (Formerly EDU 635)		
EDU 725	Educational Finance (Formerly Fiduciary Management of Educational Organization EDU 723)		
EDU 724	Law and Governance in Educational Organizations		
EDU 699 or 801	EDU 699 Internship or EDU 810 Practicum		
IV.	DISSERTATION (minimum 6 credits)		
RES 900	Doctoral Research Seminar		
RES 901	Dissertation Continuation		
RES 902	Defense and Completion of Dissertation		
	TOTAL CREDITS OF COURSEWORK (60 MINIMUM)		

PhD in Global Leadership Course Descriptions

LDR 710 Leadership Theories and Research:

A presentation of theories of leadership that provides integrative perspectives on leadership research. The theories are put into context through case studies that examine several leaders in different fields. Ethics and morality in leadership decision making will be examined. (3 credits hours)

LDR711 Leading in the Culture of Change:

An examination of the skills that must be developed in order to lead effectively in a chaotic environment with its rapid-paced developments in technology, sudden shifts in the marketplace, and crisis and contention in public areas (3 credits hours)

LDR 712 Managing Across Cultures:

An examination of how culture can impact management practices. Case studies are used to design strategies for managing cultural differences from three perspectives: the individual manager, the multicultural team, and global organizations.

LDR 713 Leading Organizations in Crisis:

A detail examination of the field of crisis management. This course will provide insight into how managers dealt with serious incidents. Topic covered include: the leader's learning curve in crisis management, the leader's management of communications in crisis management and strategies for avoiding threats to the organization's viability.

LDR 720 Project Management:

An overview of the tools and techniques necessary to successfully manage any project. Topics covered include: project cost management, project leadership, project planning and control, and project risk management.

LDR 721 Managing Innovations and Technology:

The importance of three contemporary environmental trends- globalization, time compression, and technology – is examined. These three challenges define the framework for developing a process of technology change, technology strategy, and development of technology in the value chain.

LDR 722 Organizational Ethics and Performance:

An examination of the due diligence necessary to provide guidance for board members dedicated to establishing and maintaining an efficient and effective organization. Topics discussed include: developing clearly articulated missions, designing missions, designating standards that are ethical and prudent, and providing the leadership that supports the fulfillment of long-term goals.

LDR 790 Leadership and the Execution of Strategic Plan:

This course is the capstone course for the Ph.D degree program. The various concepts and issues presented in the course work and acquired in individual research are

synthesized to develop a strategic blueprint for organizational success. The Qualifying Paper must be completed in the same term in which this course is taken.

RES 700 Research Methods and Design

An overview of quantitative and qualitative methodologies and processes used in applied research: definition of the problem, selection of key variables, determination of appropriate methodology, selection of subjects, protection of subjects' protection of subjects' right, plan research, development of research for research implementation and data collection, and development of the research proposal and timeline.

RES 702 Writing for Research

This course is designed to prepare the student or the conduct of scholarly inquiry and technical writing. Topics to be covered include: refining one's writing style, plagiarism, APA style, conduct review literature and critiquing the work of others. The course provides and explanation to the preparation of the **Qualifying Paper**

RES 704 Research Methods and Design

An introduction to research including the purpose of research, principles of observation, development of paradigms, law, theories and hypotheses, definition and classification of variables, cause and effect, analysis of nonmothetic and ideographic research, development of research designs, and principles of measurement.

Res 900 Doctoral Research Seminar

Under the guidance of the course instructor and the Dissertation Committee, students complete the preparation of the Dissertation Proposal. Students will receive a grade for the course upon the successful defense of the Proposal before the Faculty.

LYNN UNIVERSITY
3601 N. MILITARY TRAIL
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Lynn University

ID : 2624363
Name : Markell Hamison-Jackson
SSN: XXX-XX-9735
Address : 4212 East Ahwatwkee Drive
Phoenix, AZ 85044



ACADEMIC TRANSCRIPT

PH.D. Division

Course Number	Title	CR Type	Gra Rpt	Att	Emd	HGpa	Q.Pts	GPA
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1997-98 : Summer UG Day

Term Begin Date: 6/15/1998 Term End Date: 8/22/1998

Organization : CANISIUS COLL

LDR 713	LEADING ORGANIZATIONS IN CRISIS	T		0.00	3.00	0.00	0.00	
Term Totals :				0.00	3.00	0.00	0.00	.00
Career Totals :				0.00	3.00	0.00	0.00	.00

1998-99 : Summer UG Day

Term Begin Date: 6/28/1999 Term End Date: 8/20/1999

Organization : CANISIUS COLL

EDU 801	PRACTICUM II	T		0.00	3.00	0.00	0.00	
Term Totals :				0.00	3.00	0.00	0.00	.00
Career Totals :				0.00	6.00	0.00	0.00	.00

2003-2004 : Spring UG Day

Term Begin Date: 1/13/2004 Term End Date: 5/10/2004

Organization : FLORIDA METROPOLITAN UNIV

EDU 721	HUMAN RESOURCE MANAGEMENT IN	T		0.00	3.00	0.00	0.00	
LDR 790	LEADERSHIP & EXEC OF STRATEGIC	T		0.00	3.00	0.00	0.00	
Term Totals :				0.00	6.00	0.00	0.00	.00
Career Totals :				0.00	12.00	0.00	0.00	.00

2003-2004 : Summer I GR Evening

Term Begin Date: 5/3/2004 Term End Date: 6/26/2004

EDU 724 I	LAW & GOVERNANCE IN EDUCATION/	B-		3.00	3.00	3.00	8.01	
LDR 710 A	LEADERSHIP THEORY & RESEARCH	A		3.00	3.00	3.00	12.00	
Term Totals :				6.00	6.00	6.00	20.01	3.33
Career Totals :				6.00	18.00	6.00	20.01	3.33

2004-2005 : Fall I GR Evening

Term Begin Date: 8/30/2004 Term End Date: 10/23/2004

LDR 712 I	MANAGING ACROSS CULTURES	A		3.00	3.00	3.00	12.00	
LDR 722 A	ORGANIZATIONAL ETHICS & PERFORI	A		3.00	3.00	3.00	12.00	
Term Totals :				6.00	6.00	6.00	24.00	4.00
Career Totals :				18.00	30.00	18.00	84.02	3.55

2004-2005 : Summer II GR Evening

Term Begin Date: 6/28/2004 Term End Date: 8/21/2004

EDU 835 I	TECH & COMM FOR EDUCATIONAL SY	A-		3.00	3.00	3.00	11.01	
LDR 720 I	PROJECT MANAGEMENT	B		3.00	3.00	3.00	9.00	
Term Totals :				6.00	6.00	6.00	20.01	3.33
Career Totals :				12.00	24.00	12.00	40.02	3.33

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Angela Rogers, Registrar

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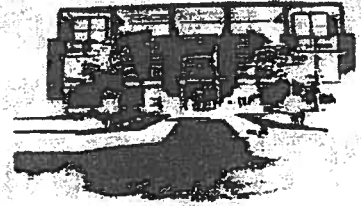
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3601 N. MILITARY TRAIL
BOCA RATON, FL 33431

Lynn University

ID : 2624363
Name : Markell Harrison-Jackson
SSN : XXX-XX-9735
Address : 4212 East Ahwatwee Drive
Phoenix, AZ 85044



ACADEMIC TRANSCRIPT

PH.D. Division

Course Number	Title	CR Type	Gr	Rpt	Att	Emd	HGpa	Q.Pts	GPA	
2004-2005 : Fall II GR Evening										
Term Begin Date:		10/25/2004		Term End Date:		12/18/2004				
EDU 710 I	LDRSHIP OF CURRIC & INSTRUCTION	A-	3.00	3.00	3.00	3.00	11.01			
RES 802 A	STATISTICS	A	3.00	3.00	3.00	12.00				
Term Totals :						6.00	6.00	6.00	23.01	3.83
Career Totals :						24.00	36.00	24.00	87.03	3.62

2004-2005 : Spring I GR Evening										
Term Begin Date:		1/3/2005		Term End Date:		2/26/2005				
LDR 721 I	MANAGING INNOVATION & TECHNOLC	A	3.00	3.00	3.00	12.00				
RES 700 Q	RESEARCH DESIGN	A	3.00	3.00	3.00	12.00				
Term Totals :						6.00	6.00	6.00	24.00	4.00
Career Totals :						30.00	42.00	30.00	111.03	3.70

2004-2005 : Spring II GR Evening										
Term Begin Date:		2/28/2005		Term End Date:		4/30/2005				
EDU 720 I	INTERNATIONAL EDUCATION SYSTEM	A-	3.00	3.00	3.00	11.01				
LDR 711 A	LEADING IN A CULTURE OF CHANGE	A-	3.00	3.00	3.00	11.01				
Term Totals :						6.00	6.00	6.00	22.02	3.87
Career Totals :						36.00	48.00	36.00	133.35	3.69

2004-2005 : Summer I GR Evening										
Term Begin Date:		5/2/2005		Term End Date:		6/25/2005				
RES 702 Q	WRITING FOR RESEARCH	W	0.00	0.00	0.00	0.00				
Term Totals :						0.00	0.00	0.00	0.00	.00
Career Totals :						36.00	48.00	36.00	133.05	3.69

2005-2006 : Fall I GR Evening										
Term Begin Date:		8/29/2005		Term End Date:		10/22/2005				
RES 702 Q	WRITING FOR RESEARCH	C+	3.00	3.00	3.00	6.99				
Term Totals :						3.00	3.00	3.00	6.99	2.33
Career Totals :						39.00	51.00	39.00	140.04	3.59

2005-2006 : Fall II GR Evening										
Term Begin Date:		11/7/2005		Term End Date:		12/22/2005				
EDU 725 I	EDUCATIONAL FINANCE	B	3.00	3.00	3.00	9.00				
RES 704 Q	QUANT/QUALITVE METH OF RESEAR	B	3.00	3.00	3.00	9.00				
Term Totals :						6.00	6.00	6.00	18.00	3.00
Career Totals :						45.00	57.00	45.00	158.04	3.51

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3601 N. MILITARY TRAIL
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Lynn University

ID : 2624363
Name : Markell Harrison-Jackson
SSN : XXX-XX-9735
Address : 4212 East Ahwatukee Drive
Phoenix, AZ 85044



ACADEMIC TRANSCRIPT

PH.D. Division

Course Number	Title	CR Type	Gra Rpt	Att	Emd	HGpa	Q.Pts	GPA
2005-2006 : Spring I GR Evening								
Term Begin Date:		1/9/2006		Term End Date:		3/4/2006		
RES 897 JL	CONTINUOUS DEVELOPMENT OF QP	P		1.00	1.00	0.00	0.00	
Term Totals :				1.00	1.00	0.00	0.00	.00
Career Totals :				46.00	58.00	45.00	168.04	3.51
2005-2006 : Summer I GR Evening								
Term Begin Date:		5/8/2006		Term End Date:		7/1/2006		
RES 897 JL	CONTINUOUS DEVELOPMENT OF QP	P		1.00	1.00	0.00	0.00	
Term Totals :				1.00	1.00	0.00	0.00	.00
Career Totals :				47.00	59.00	45.00	168.04	3.51
2006-2007 : Fall I GR Evening								
Term Begin Date:		8/28/2006		Term End Date:		10/21/2006		
PHDQP009 JI	PHD QUALIFYING PAPER	P		0.00	0.00	0.00	0.00	
RES 897 JL	CONTINUOUS DEVELOPMENT OF QP	P		1.00	1.00	0.00	0.00	
Term Totals :				1.00	1.00	0.00	0.00	.00
Career Totals :				48.00	61.00	45.00	168.04	3.51
2006-2007 : Summer II GR Evening								
Term Begin Date:		7/3/2006		Term End Date:		8/26/2006		
RES 897 JL	CONTINUOUS DEVELOPMENT OF QP	P		1.00	1.00	0.00	0.00	
Term Totals :				1.00	1.00	0.00	0.00	.00
Career Totals :				49.00	62.00	45.00	168.04	3.51
2006-2007 : Fall II GR Evening								
Term Begin Date:		10/23/2006		Term End Date:		12/16/2006		
RES 900 Q	DOCTORAL RESEARCH SEMINAR	P		3.00	3.00	0.00	0.00	
Term Totals :				3.00	3.00	0.00	0.00	.00
Career Totals :				52.00	64.00	45.00	168.04	3.51
2006-2007 : Spring I GR Evening								
Term Begin Date:		1/8/2007		Term End Date:		3/3/2007		
RES 901 JS	DISSERTATION CONTINUATION	P		1.00	1.00	0.00	0.00	
Term Totals :				1.00	1.00	0.00	0.00	.00
Career Totals :				53.00	65.00	45.00	168.04	3.51

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Phoenix, AZ 85044



ACADEMIC TRANSCRIPT

PH.D. Division

Course Number	Title	CR Type	Gra Rpt	Att	Emd	HGpa	Q.Pts	GPA
2006-2007 : Spring II GR Evening								
Term Begin Date:		3/12/2007		Term End Date:		5/5/2007		
RES 901 JS	DISSERTATION CONTINUATION	P		1.00	1.00	0.00	0.00	
Term Totals :				1.00	1.00	0.00	0.00	.00
Career Totals :				54.00	66.00	45.00	158.04	3.51
2006-2007 : Summer I GR Evening								
Term Begin Date:		5/7/2007		Term End Date:		6/30/2007		
RES 901 JL	DISSERTATION CONTINUATION	P		1.00	1.00	0.00	0.00	
Term Totals :				1.00	1.00	0.00	0.00	.00
Career Totals :				55.00	67.00	45.00	158.04	3.51
2007-2008 : Fall I GR Evening								
Term Begin Date:		8/27/2007		Term End Date:		10/20/2007		
RES 901 JL	DISSERTATION CONTINUATION	P		1.00	1.00	0.00	0.00	
Term Totals :				1.00	1.00	0.00	0.00	.00
Career Totals :				57.00	69.00	45.00	158.04	3.51
2007-2008 : Summer II GR Evening								
Term Begin Date:		7/2/2007		Term End Date:		8/25/2007		
RES 901 JL	DISSERTATION CONTINUATION	P		1.00	1.00	0.00	0.00	
Term Totals :				1.00	1.00	0.00	0.00	.00
Career Totals :				56.00	68.00	45.00	158.04	3.51
2007-2008 : Fall II GR Evening								
Term Begin Date:		10/22/2007		Term End Date:		12/15/2007		
RES 901 JL	DISSERTATION CONTINUATION	P		1.00	1.00	0.00	0.00	
Term Totals :				1.00	1.00	0.00	0.00	.00
Career Totals :				58.00	70.00	45.00	168.04	3.51
2007-2008 : Spring I GR Evening								
Term Begin Date:		1/7/2008		Term End Date:		3/1/2008		
RES 901 JL	DISSERTATION CONTINUATION	NP		0.00	0.00	0.00	0.00	
Term Totals :				0.00	0.00	0.00	0.00	.00
Career Totals :				58.00	70.00	45.00	158.04	3.51
2007-2008 : Spring II GR Evening								
Term Begin Date:		3/10/2008		Term End Date:		5/3/2008		
RES 901 JL	DISSERTATION CONTINUATION	NP		0.00	0.00	0.00	0.00	
Term Totals :				0.00	0.00	0.00	0.00	.00
Career Totals :				58.00	70.00	45.00	158.04	3.51

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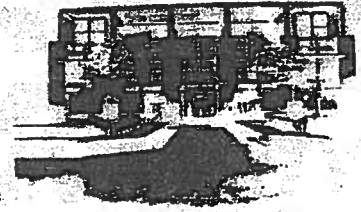
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LYNN UNIVERSITY
3601 N. MILITARY TRAIL
BOCA RATON, FL 33441

Lynn University

ID : 2624363
Name : Markell Harrison-Jackson
SSN: XXX-XX-9735
Address : 4212 East Ahwatwkee Drive
Phoenix, AZ 85044



ACADEMIC TRANSCRIPT

PH.D. Division

Course Number/Title	CR Type	Grd	Rpt	Att	Emd	HGpa	Q.Pts	GPA
2008-2009 : Fall I GR Evening								
Term Begin Date: 9/2/2008		Term End Date: 10/24/2008						
RES 901 JL DISSERTATION CONTINUATION	P			1.00	1.00	0.00	0.00	
Term Totals :		1.00	1.00	0.00	0.00			.00
Career Totals :		58.00	71.00	45.00	158.04			3.51
2008-2009 : Fall II GR Evening								
Term Begin Date: 10/27/2008		Term End Date: 12/19/2008						
RES 901 JL DISSERTATION CONTINUATION	P			1.00	1.00	0.00	0.00	
Term Totals :		1.00	1.00	0.00	0.00			.00
Career Totals :		60.00	72.00	45.00	158.04			3.51
2008-2009 : Spring I GR Evening								
Term Begin Date: 1/5/2009		Term End Date: 2/27/2009						
RES 901 JL	P			1.00	1.00	0.00	0.00	
Term Totals :		1.00	1.00	0.00	0.00			.00
Career Totals :		61.00	73.00	45.00	158.04			3.51
2008-2009 : Spring II GR Evening								
Term Begin Date: 3/9/2009		Term End Date: 5/1/2009						
RES 902 JL DEFENSE & COMPLETION-DISSERTAT	P			3.00	3.00	0.00	0.00	
Term Totals :		3.00	3.00	0.00	0.00			.00
Career Totals :		64.00	76.00	45.00	158.04			3.51
Division Career Totals :		64.00	76.00	45.00	158.04			3.51

Degree Information :

(1) 'Doctor of Philosophy' Date Conferred : 05/09/2009

Major(s)

Global Leadership

Specialization(s)

Educational Leadership

Notes :

DISSERTATION TITLE: A MULTI-STATE EVALUATION OF THE FACTORS
PREDICTING EDUCATIONAL ACHIEVEMENT OUTCOMES OF ADULT FOSTER
CARE ALUMNI

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Date Printed: 1/14/2011

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Angela Rogers, Registrar

STUDENT PRIVACY:
This verification form cannot be released to a third party without the written consent of the student. This form complies with Family Educational Rights and Privacy Act of 1974. For additional questions about this document, please contact the Registrar's Office at (561) 237-7209.

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ANY ALTERATIONS IN SHADED AREAS RENDER FORM VOID

CERTIFICATE OF RELEASE OR DISCHARGE FROM ACTIVE DUTY

1. NAME (Last, First, Middle) HARRISON, MARK DARWIN		2. DEPARTMENT, COMPONENT AND BRANCH ARMY/RA		3. SOCIAL SECURITY NO. [REDACTED]	
4.a GRADE, RATE, OR RANK SPC	4.b PAY GRADE 54	5. DATE OF BIRTH (YYYYMMDD) 19741129		6. RESERVE OBLIG. TERM. DATE Year 0000 Month 00 Day 00	
7.a PLACE OF ENTRY INTO ACTIVE DUTY TAMPA, FL		7.b HOME OF RECORD AT TIME OF ENTRY (City and state, or complete address if known) 125 ST PAUL ST 118 ROCHESTER, NY 14060			
8.a LAST DUTY ASSIGNMENT AND MAJOR COMMAND W34T BTRY D 1ST BN 79FA TR TC		8.b STATION WHERE SEPARATED FORT SILL, OK 73503-5100			
9. COMMAND TO WHICH TRANSFERRED NA			10. SGLI COVERAGE <input type="checkbox"/> None Amount: \$ 200,000.00		

11. PRIMARY SPECIALTY (List number, title and years and months in specialty. List additional specialty numbers and titles involving periods of one or more years.) NONE//NOTHING FOLLOWS	12. RECORD OF SERVICE			
	Year(s)	Month(s)	Day(s)	
	a. Date entered AD This Period	1997	11	04
	b. Separation Date This Period	1997	12	23
	c. Net Active Service This Period	0000	00	20
	d. Total Prior Active Service	0000	00	00
	e. Total Prior Inactive Service	0000	00	00
	f. Foreign Service	0000	00	00
	g. Sea Service	0000	00	00
	h. Effective Date of Pay Grade	1997	11	04

13. DECORATIONS, MEDALS, BADGES, CITATIONS AND CAMPAIGN RIBBONS AWARDED OR AUTHORIZED (All periods of service)
ARMY SERVICE RIBBON//NOTHING FOLLOWS

14. MILITARY EDUCATION (Course title, number of weeks and month and year completed)
NONE//NOTHING FOLLOWS

15.a MEMBER CONTRIBUTED TO POST-VIETNAM ERA VETERAN'S EDUCATIONAL ASSISTANCE PROGRAM	Yes	No	15.b HIGH SCHOOL GRADUATE OR EQUIVALENT	Yes	No	16. DAYS ACCRUED LEAVE PAID
		X		X		NONE

17. MEMBER WAS PROVIDED A COMPLETE DENTAL EXAM AND ALL APPROPRIATE DENTAL SERVICES AND TREATMENT WITHIN 90 DAYS PRIOR TO SEPARATION Yes No

18. REMARKS
DATA HEREIN SUBJECT TO COMPUTER MATCHING WITHIN DOD OR WITH OTHER AGENCIES FOR VERIFICATION PURPOSES AND DETERMINING ELIGIBILITY OR COMPLIANCE FOR FEDERAL BENEFITS//BLOCK 6, PERIOD OF DELAYED ENTRY PROGRAM: 19970925-19971103//MEMBER HAS NOT COMPLETED PLEAST FULL TERM OF SERVICE//NOTHING FOLLOWS

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19.a MAILING ADDRESS AFTER SEPARATION (include Zip Code) 125 ST PAUL ST 118 ROCHESTER, NY 14060	19.b NEAREST RELATIVE (Name and address - include Zip Code) FRANKLIN D HARRISON 125 ST PAUL ST 118 ROCHESTER, NY 14060
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20. MEMBER REQUESTS COPY 4 BE SENT TO: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	21. SIGNATURE OF MEMBER BEING SEPARATED <i>Markell D. Harrison</i>	22. OFFICIAL AUTHORIZED TO SIGN (Typed name, grade, title and signature) ROBERT M. DALL, GS3, C. TRANSITION MANAGEMENT
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SPECIAL ADDITIONAL INFORMATION (For use by authorized agencies only)

29. DATES OF TIME LOST DURING THIS PERIOD NONE	30. MEMBER REQUESTS COPY 4 Initials
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