

**August State University
Department of Educational Leadership, Counseling, and Special Education**

HANDBOOK

FOR THE

M.Ed. & Ed.S. in Educational Leadership

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I. INTRODUCTION

Thank you for your interest in becoming part of the Educational Leadership (EDLR) Program in the Department of Educational Leadership, Counseling, and Special Education (ELCSE) at Augusta State University. The graduate Educational Leadership (EDLR) program is a **performance-based** program accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the Georgia Professional Standards Commission (GPSC).

Georgia Professional Standards Commission Rule 505-2-.300 Educational Leadership defines Leadership Position and Leadership Role:

Leadership positions as determined by the Department of Education require certification and are those positions in which an individual has authority and supervisory responsibilities. Leadership roles do not require leadership certification and incumbents do not necessarily have authority or supervisory responsibilities but must be assigned to leadership roles at the school or school system level to complete program residency requirements.

As a performance-based educational leadership program, all EDLR course include field-specific activities that provide candidates opportunities to apply knowledge gained in real educational settings and to sharpen leadership skills and dispositions in accordance with the educational leadership standards established by the GPSC.

The primary goal of the performance field-based experiences is to link the theoretical, conceptual, and philosophical frameworks of educational leadership to active field-practice in real school/district settings. Performance-based field experiences involve direct interaction and involvement with appropriate staff, students, parents, and community.

In addition to performance-based field experiences in respective classes, each candidate completes an extended residency in a school and/or district. This extended residency is structured collaboratively by an Educational Leadership faculty member, an approved coach at the school or district level, and the candidate. This candidate support team guides performances for the candidate that provide authentic responsibilities that increase over time and in complexity; including direct interaction with appropriate staff, students, and the greater school/district community. While some experiences during the extended residency may be observations, the intent of this residency is for the candidate to engage in leadership performances not only to learn the work of an educational leader but also to practice and receive feedback on leadership knowledge, skills, and dispositions.

Our Vision

The Department's vision is to produce prepared, able, and responsive school professionals who transform P-12 learners into thinking, productive citizens.

Our Mission

The Department of Educational Leadership, Counseling, and Special Education (ELCSE) is committed to excellence in the preparation of educational leaders, school and community counselors, and teachers at the initial certification level and in advanced programs. The

Department prepares professional educators to serve diverse populations in both public and private educational settings.

The EDLR Program prepares quality educators in **leadership for teaching and learning** through rigorous course content embedded in **performance-based field** assignments, projects, and activities to make them **prepared, able, and responsive** as educational leaders in school and district settings.

This handbook provides candidates and prospective candidates with an overview of the Educational Leadership Program. Candidates and prospective candidates can obtain additional information from the Augusta State University website at (www.aug.edu/elcse).

Conceptual Framework

The preparation of educators is the most critical of all professions; without educators there are no other professions. The professional educator plays an essential role in student learning. The Conceptual Framework of the professional education unit at Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach and support diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the Katherine Reese Pamplin College of Arts and Sciences, the local community educational system, and the Partner School Network.

Standard: Prepared

Disposition: To think critically about the process of teaching, learning, and assessment.

Competencies: Candidates who are prepared will:

- P1 - demonstrate strong content and pedagogical preparation in their respective subject area or professional field.
- P2 - use self assessment and analysis as a basis for collaboration with colleagues, continuing professional development and lifelong learning.
- P3- possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or professional field of study and create learning experiences that enable all students to learn.
- P4- demonstrate an understanding about how students learn and develop (intellectually, socially, and individually) and provide developmentally appropriate curricula, learning opportunities and support.
- P5- demonstrate knowledge about how to use information and technology effectively to foster active inquiry, collaboration, and supportive interaction in educational settings.

Standard: Able

Dispositions: To be creative, challenging, and flexible in teaching/professional practices.

Competencies: Candidates who are able will:

- A1 - understand, use, and support a variety of instructional strategies to encourage critical

- and creative thinking, problem solving, and achievement.
- A2- create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.
- A3- plan, guide, and support instruction using knowledge of subject matter, the learners, the community, and curriculum goals.
- A4- understand and use authentic assessment to evaluate and ensure the continuous development of the learner.
- A5- organize, allocate, and manage resources to support learning.

Standard: Responsive

Disposition: To act in a fair manner that is empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents, peers, and others.

Competencies: Candidates who are responsive will:

- R1- respect the dignity of all persons believing that all children can learn and have the right to an opportunity to do so.
- R2- translate knowledge into creating and supporting meaningful experiences for diverse learners.
- R3-accept responsibility for teaching and working in authentic settings with diverse populations of learners.
- R4- demonstrate a commitment to meet the educational needs of learners in a fair, caring, nondiscriminatory, and equitable manner.
- R5 reflect on practice and continually evaluate the effects of choices and actions on others (students, parents, and other professionals in the learning community).
- R6- foster professional relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

II. GRADUATE PROGRAMS IN EDUCATIONAL LEADERSHIP

The Educational Leadership program at Augusta State University provides students with several degree and endorsement options: a Master of Education degree in Educational Leadership, an Educational Specialist degree in Educational Leadership, Master of Education in Teacher Leadership, and the Teacher Support Specialist Endorsement. The Master’s degree in Educational Leadership does not lead to initial certification in Georgia. The Educational Specialist in Educational Leadership degree leads to initial certification in Georgia (PL-6 Building and/or System Level), a clear renewable performance-based leadership certification.

Courses in all programs are scheduled in 8-week terms to provide students the opportunity to complete applicable programs in a timely fashion. Each course requires candidates to complete field experiences at the building and/or system level. Prospective candidates must meet College of Education criteria for graduate student admission.

Candidates seeking school or district leadership certification will:

1. Understand and apply basic concepts and principles related to school and/or school-district leadership – for example personnel administration, human relations, school law,

Principalship, school business administration, ethics, instructional supervision, and curriculum development.

2. Analyze sound practices and policies at school and district levels as they pertain to the role of change agent and make recommendations for such changes; and understand and influence the larger political, social, legal, ethical, and cultural contexts from a school or school-district perspective.

Master of Education (M.Ed.) in Educational Leadership

This is a 36-hour degree program. Candidates must serve in a leadership role or position at the school building or system level to fully meet the residency requirements. Courses in the M.Ed. with a Major in Educational Leadership include:

Course Number	Title	Credit Hours
EDLR 6205	Capstone Course or EDLR Elective	3
EDLR 6400	Fundamentals of School Leadership	3
EDLR 6410	Educational Personnel Administration	3
EDLR 6420	Educational Business Administration	3
EDLR 6430	School Law	3
EDLR 6500	Curriculum Development for Educational Leaders	3
EDLR 6550	Instructional Supervision for Educational Leadership	3
EDLR 6610	The Principalship	3
EDLR 6620	Human Relations for Educational Leaders	3
EDLR 6630	Administration of Literacy Programs	3
EDLR 6021	Educational Research	3
EDLR 6900	Practicum in Educational Leadership I	1
EDLR 6901	Practicum in Educational Leadership II	1
EDLR 6902	Practicum in Educational Leadership III	1
Total Hours for the Degree Program		36

Educational Specialist (Ed.S.) in Educational Leadership

This is a 30-hour degree program for candidates who already have a Masters degree in Educational Leadership. Candidates must serve in a leadership role or position at the school building or system level to fully meet the residency requirements. Courses in the Ed.S. with a Major in Educational Leadership include:

Course Number	Title	Credit Hours
EDLR 7110	Supervision for Teacher Support Specialist	3
EDLR 7120	Internship for Teacher Support Specialist	3
EDLR 7450	Public School Finance	3
EDLR 7460	Leadership Styles	3
EDLR 7470	School Finance	3
EDLR 7500	Organizational Development in Education	3
EDLR 7570	Ethics and Issues in Educational Leadership	3
EDLR 7021	Conducting Educational Research	3
EDLR 7351	Internship I	1
EDLR 7352	Internship II	1
EDLR 7353	Internship III	1

Required Elective (advisor approved)	3
Total Hours for the Degree Program	30

Successful completion of EDLR 7110 and EDLR 7120 leads to a Teacher Support Specialist Endorsement (Georgia Certificate).

Educational Specialist (Ed.S.) in Educational Leadership (Extended Ed.S.)

This is a 48-hour degree program for candidates with a Master’s degree outside the area of in Educational Leadership. Candidates must serve in a leadership role or position at the school building or system level to fully meet the residency requirements. Candidates must complete six hours of pre-service coursework (EDLR 6400 and EDLR 6430) before beginning the Ed.S. core. Courses in the Extended Ed.S., with a Major in Educational Leadership, include:

Prerequisite Courses

Course Number	Title	Credit Hours
EDLR 6400	Fundamentals of School Leadership (Pre-service requirement)	3
EDLR 6410	Educational Personnel Administration	3
EDLR 6420	Educational Business Administration	3
EDLR 6430	School Law (Pre-service requirement)	3
EDLR 6500	Curriculum Development for Educational Leaders	3
EDLR 6550	Instructional Supervision for Educational Leadership	3
EDLR 6610	The Principalship	3
EDLR 6620	Human Relations for Educational Leaders	3
EDLR 6630	Administration of Literacy Programs	3
EDLR 6021	Educational Research	3
EDLR 6900	Practicum in Educational Leadership I	1
EDLR 6901	Practicum in Educational Leadership II	1
EDLR 6902	Practicum in Educational Leadership III	1
Total Hours for the Prerequisites		21

Ed.S. Courses

Course Number	Title	Credit Hours
EDLR 7110	Supervision for Teacher Support Specialist	3
EDLR 7120	Internship for Teacher Support Specialist	3
EDLR 7450	Public School Finance	3
EDLR 7460	Leadership Styles	3
EDLR 7470	School Finance	3
EDLR 7500	Organizational Development in Education	3
EDLR 7570	Ethics and Issues in Educational Leadership	3
EDLR 7021	Conducting Educational Research	3
EDLR 7351	Internship I	1
EDLR 7352	Internship II	1
EDLR 7353	Internship III	1
Total Hours for Ed.S. Courses		27
Total Hours for the degree		48

All students must be advised prior to registration for any course in Educational Leadership.

Students who seek the PL-6 Georgia certificate must pass GACE in Educational Leadership and complete the requirements for a Georgia certificate.

Teacher Support Specialist (TSS) Endorsement

The Teacher Support Specialist Endorsement prepares candidates to support teachers (including those teachers in induction programs) in planning, implementing, and assessing classroom instruction based on standards-based practices that engage all students in active learning.

Course Number	Title	Credit Hours
EDLR 7110	Supervision for Teacher Support Specialist	3
EDLR 7120	Internship for Teacher Support Specialist	3
Total Hours for the TSS Endorsement		6

All students in the Educational Leadership program are directed to the Georgia Professional Standards Commission’s website at www.gapsc.com for all leadership certification rules and updates.

III. PERFORMANCE-BASED RESIDENCIES

Candidates complete an extended residency at the school level (EDLR 6900, 6901, 6902) and/or the system level (EDLR 7351, 7352, 7353). Candidates must serve in a leadership role or position at the school building or system level to fully meet the residency requirements. Prior to the beginning of the residency, a candidate meets with the university supervisor and the coach to develop a residency plan and to formulate a beginning leadership agreement.

During each Practicum or Internship sequence candidates work under the collaborative guidance of the coach and university supervisor on assignments, projects, and/or field activities aligned to GPSC Educational Leadership standards.

Candidates document all aspects of the residency in an electronic portfolio (GPSC Standard Seven) that is created in LiveText®. A candidate’s portfolio is reviewed during each residency course. The Residency Plan Template below is used to document assignments and activities developed by the Beginning Leader Support Team for the candidate during the residency courses.

Candidates also complete an Impacting Student Learning (ISL) field experience during the residency courses. Complete information for the ISL may be found in the course syllabus. The rubric for evaluating the ISL is found on the next page of this handbook.

Residency Plan Template

Educational Leadership Residency Assignments/Activities Plan				
Residency Course Number & Title:				
Semester :				
Beginning Leader Candidate’s Name:				
Candidate’s Residency Coach/ Position:				
Professor:				
Leadership Assignments/ Activities	Description	Aligned Standards and Elements	Timeline /Status	Outcome Expectations & Evidences
<hr/> Candidates Signature and Date: Coaches Signature and Date: Faculty Signature and Date:				

Candidates also complete an extended assignment during the residency to demonstrate the candidates’ ability to impact student learning at either the school or district levels.

Impacting Student Learning (ISL)

ISL Dimension	Unsatisfactory (1 pt)	In Progress (2 pts)	Proficient (3 pts)	Exemplary (4 pts)
Instructional issue is identified. (1, 20%)	The candidate fails to present any data to document an instructional need within the school or district.	The candidate presents some data that suggests an instructional need within the school or district.	The candidate gathers, analyzes, and uses data from a variety of sources (such as student assessment results, student and family demographic data, community needs) to identify an instructional issue.	The candidate gathers, analyzes, and uses data from a variety of sources (such as student assessment results, student and family demographic data, community needs) to identify an instructional issue. Also, the candidate clearly outlines how these data are used to guide decision making and problem solving.
Research related to understanding the identified instructional need and strategies for	The candidate fails to present research related to the identified instructional need.	The candidate identifies and summarizes educational research related to the identified	The candidate identifies, summarizes, explains the application and relevance of educational	The candidate identifies, summarizes, explains the application and relevance of educational research related to

ISL Dimension	Unsatisfactory (1 pt)	In Progress (2 pts)	Proficient (3 pts)	Exemplary (4 pts)
addressing the need is presented. (1, 20%)		instructional need and strategies for addressing the need.	research related to the identified instructional need and strategies for addressing the need.	the identified instructional need and strategies for addressing the need. The candidate explains how the research guides decision making and problem solving.
Plan developed A SMART goal is: Strategic and Specific, Measurable, Attainable, Results Oriented, Relevant, Rigorous, and Time Bound (1, 20%)	The candidate fails to present a complete plan for responding to the identified need.	The candidate presents a plan that addresses some of the elements of SMART Goals elements.	The candidate presents a plan that addresses all elements of SMART Goals.	The candidate presents a plan that addresses all elements of SMART Goals and clearly uses the research to support the action plan.
Plan is implemented. (1, 20%)	The candidate fails to implement the plan outlined.	The candidate implements and documents some of the plan.	The candidate implements and documents the plan as presented.	The candidate implements and documents the plan as presented. The candidate documents the use of formative assessment to guide implementation of the plan.
Summative assessment (1, 20%)	The candidate fails to evaluate the impact on students learning through the use of summative assessments.	The candidate uses summative assessments for evaluating the impact on student learning.	The candidate uses summative assessments for evaluating impact on student learning and documents formative and summative data.	The candidate uses summative assessments for evaluating impact on student learning and documents formative and summative data. The candidate presents thoughtful reflections, questions, and insights concerning results and sets future goals based on data presented.

The Practicum or Internship culminates in the production of a comprehensive electronic portfolio in *Livertext*, a web-based technology evidencing acquired knowledge, skills, and dispositions in all the domains of the following seven GPSC Educational Leadership Standards and Code of Ethics:

GPSC Educational Leadership Standards

- 1. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating a continuous change process to improve the educational program through facilitating the development, articulation, implementation, and stewardship of a shared school or district vision of learning supported by the school community.*
- 2. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting positive school culture, providing an effective instructional program based on Georgia standards, applying research based best practice to student learning, and designing comprehensive professional growth plans for staff.*

3. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by implementing a continuous organizational improvement approach to developing and managing the organization, operations, and resources as prescribed in Georgia law, rules and regulations and in a way that contains costs and maximizes benefits for students, parents and taxpayers.

4. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, managing conflict and mobilizing community resources.

5. Candidates who complete the program are educational leaders who have demonstrated the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in a legal and ethical manner based on knowledge and understanding of Georgia and federal laws, regulations, and judicial decisions affecting education in Georgia.

6. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by demonstrating an understanding of, responding to, and influencing the larger political, social, economic, legal, and cultural context.

7. Candidates participate in an internship that provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, and standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

GPSC Code of Ethics for Educators

1. *Criminal Acts* - An educator should abide by federal, state, and local laws and statutes. Unethical conduct includes the commission or conviction of a felony or misdemeanor offence, including DUI/BUI, but excluding minor traffic violations such as speeding, following too closely, improper lane change, etc. As used herein, "conviction" includes a finding or verdict of guilt, a plea of guilty, or a plea of guilty, or a plea of nolo contendere.

2. *Abuse of Students* – An educator should always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

3. *Alcohol or Drugs* – An educator should refrain from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes but is not limited to:

4. *Misrepresentation or Falsification* – An educator should exemplify honesty and integrity in the course of professional practice.

5. *Public Funds and Property* – An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

6. Improper Remunerative Conduct – An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

7. Confidential Information - An educator should comply with state and federal laws and local school board policies relating to the confidentiality of student records, unless disclosure is required or permitted by law. Unethical conduct includes but is limited to sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, and assessment/testing results.

8. Abandonment of Contract – An educator should fulfill all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is limited to:

9. Failure to Make a Required Report – An educator should file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. 19-7-5), or any other required report. Unethical conduct includes the failure to make a required report.

10. Professional Conduct – An educator should demonstrate conduct that follows generally recognized professional standards. Unethical conduct is any conduct that seriously impairs the certificate holder's ability to function professionally in his or employment position or conduct that is detrimental to the health, welfare, discipline, or morals of students (inappropriate language, physical altercations, inadequate supervision, inappropriate discipline, etc.).

The electronic portfolio is reviewed and assessed against the seven Georgia Performance Standards for Educational Leadership by Beginning Leadership Candidate Support Team and a program faculty panel. Candidate dispositions are assessed by the field Coach and Supervising Professor at mid-residency and at the end of each the residency series.

Leadership Dispositions

Candidate dispositions are assessed through a self-assessment at admission to the program and by the faculty and coach serving on the candidate's support team. The rubric that follows describes the dispositions.

	1. Unsatisfactory (1 pt)	2. In Progress (2 pts)	3. Proficient (3 pts)	4. Exemplary (4 pts)
<p>1. Prepared: To think critically about the process of teaching, learning and assessment. 1/3 (33%)</p>	<p>Interactions and dialogue fail to focus on teaching and learning. Tasks are not completed and no actions address meeting the learning needs of all students.</p>	<p>Interactions and dialogue address completing tasks related to teaching and learning.</p>	<p>Interactions and dialogue address the quality of teaching and learning with an emphasis on understanding and supporting the individual needs of all learners. The relationship between teacher performance and student performance is critically analyzed. Adjustments in curriculum, instruction, and assessment are attributed to this analysis.</p>	<p>Interactions and dialogue consistently address the quality of teaching and learning with an emphasis on understanding and supporting the individual needs of all learners. The relationship of teacher performance, student performance, and support services are critically analyzed. This analysis provides formative and summative data for adjustments in curriculum, instruction, and assessment.</p>
<p>2. Able: To be Creative, challenging, and flexible in teaching/professional practices. 1/3 (33%)</p>	<p>Interactions and dialogue fail to demonstrate a commitment to providing a creative, challenging, and flexible learning environment that supports all students fairly and equally.</p>	<p>Interactions and dialogue suggest some intention for providing a creative, challenging, and flexible learning environment that supports all students fairly and equally.</p>	<p>Interactions and dialogue provide a creative, challenging, and flexible learning environment that supports all students fairly and equally.</p>	<p>Interactions and dialogue provide evidence of multiple approaches to providing a creative, challenging, and flexible learning environment that supports all students fairly and equally. Regular, consistent monitoring of the educational processes guide school improvement.</p>
<p>3. Responsive: To act in a manner that is empathetic, enthusiastic, inclusive, and reflective in relations with students, parents, peers, and others. 1/3 (33%)</p>	<p>Interactions and dialogue are limited and generic in nature. No evidence of ability to be caring when interacting with students, peers, or parents. There is no viable learning community to demonstrate being empathetic (caring), inclusive, and enthusiastic towards students, peers, and parents.</p>	<p>Interactions and dialogue are centered of meeting the needs of students, peers, and parents. Interactions and dialogue seldom go beyond required duties. Some behaviors (verbal and nonverbal) indicate caring for students, peers, or parents.</p>	<p>Interactions and dialogue are centered on meeting the development needs and concerns of students. A variety of verbal and nonverbal behaviors clearly demonstrate caring for all students, peers, and parents. A learning community is active and behaves in an empathetic (caring), inclusive, and enthusiastic manner.</p>	<p>Interactions and dialogue are centered on a comprehensive approach for meeting the developmental needs of students. The voices of students, parents, and the community are sought in a proactive way. The learning community demonstrates a strong and consistent commitment for being empathetic (caring) inclusive, and enthusiastic when responding to individuals.</p>

LiveText

All candidates are required to purchase LiveText at the beginning of their program of study. Field experiences in each EDLR course must be submitted and reviewed in LiveText, and all candidates prepare an electronic portfolio with artifacts and reflections on performances addressing the seven Georgia Educational Leadership Standards.

IV. COURSE DESCRIPTIONS

EDLR 2900 *Leadership in Mentoring and Tutoring (2-2-3)*

This course introduces university students to literacy training in mentoring and tutoring.

EDLR 6205 *Capstone in Educational Leadership (0-6-3)*

A culminating portfolio (electronic and/or hard copy) will allow the student to synthesize the concepts and content learned in the educational leadership program. The portfolio will be presented in a public forum.

EDLR 6400 *Fundamentals of Educational Leadership (2-2-3)*

This course is an introduction to the theory and practice of educational administration. Major concepts in administration will be covered leading to a conceptual understanding and competence for effective school leadership. School/District-level performance-based field/lab exercises required.

EDLR 6410 *Educational Personnel Administration (2-2-3)*

Organizational dimensions and human resource planning will be discussed as they pertain to recruitment, selection, placement and induction, staff development, appraisal, rewards, collective negotiations, and legal, ethical and policy issues in the administration of human resources. School/District-level performance-based field/lab exercises required.

EDLR 6420 *Educational Business Administration (2-2-3)*

This course surveys the non-instructional areas of educational administration. Topics studied include the management of finance, information, time records, physical facilities, and resource management. The management aspects of related topics such as student affairs, personnel services, sensitive educational programs, special education services and other public and private educational arrangements are also discussed as part of the course. School/District-level performance-based field/lab exercises required.

EDLR 6430 *School Law (2-2-3)*

This course examines the legal and fiduciary roles and responsibilities of the school administrator in a performance-based school leadership context. Candidates will examine and demonstrate an understanding of significant aspects of federal, state, and local laws, necessary to create a supportive learning environment focused on success for all learners. Ethics and legal issues in communication and relationship-building are integral parts of the course. School/District-level performance-based field/lab exercises required.

EDLR 6440 *Developing Professional Learning Communities 3-0-3)*

This course prepares candidates to develop and implement professional learning communities in their schools. School/District-level performance-based field/lab exercises required.

EDLR 6500 *Curriculum Development for Educational Leaders (A/S) (2-2-3)*

Problems of the school, teaching, and curriculum development; emphasis on the preparation and implementation of curriculum. School/District-level performance-based field/lab exercises required.

EDLR 6550 *Instructional Supervision for Educational Leaders (2-2-3)*

This course is designed to introduce students to an understanding of their supervisory role to all personnel in the school/district setting. Students will develop the awareness, understanding, and capability related to the concepts of supervisory leadership, employ adult learning theory, encourage human relations, provide staff development, apply administrative functions, and organize for change in a collaborative mode with the administrator, teaching staff, adjunct faculty, non-contractual school personnel and community. School/District-level performance-based field/lab exercises required.

EDLR 6610 *The Principalship (2-2-3)*

This course examines the roles and responsibilities of the school principal in a performance-based school leadership context. Candidates will examine significant aspects of the knowledge, dispositions, skills, and work of the school principal; as platforms for building and understanding the performance expectations and indicators of what it is to lead, manage, and institutionalize an effective school focused on success for all students. School/District-level performance-based field/lab exercises required.

EDLR 6620 *Human Relations for Educational Leaders (2-2-3)*

This course is designed to provide candidates in educational leadership knowledge, performance, and attitudinal competencies as they relate to principles of human relations and group dynamics: communication, motivation, attitudes, conflict resolution, positive energy, and group leadership. School/District-level performance-based field/lab exercises required.

EDLR 6630 *Administration of Literacy Programs (2-2-3)*

This course is designed to introduce educators to theories and practices involved in creating and supervising literacy programs. School/District-level performance-based field/lab exercises required.

EDLR 6640 *Institute for Current and Aspiring Educational Leaders (2-2-3)*

This course is designed as a comprehensive institute for aspiring and current educational leaders. A variety of resources will be provided to give an overview of what demonstrates effective school leadership through the medium of foundational leadership course themes (honesty, inner coherence, courage, keen sense of justice, right use of power, and “for the common good”) and personal transformational leadership principles. School/District-level performance-based field/lab exercises required. Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours.

EDLR 6650 *Grants Writing for Educational Leadership (2-2-3)*

This course is designed to allow students the opportunity to learn methods/processes of grants writing, i.e., project development, funding source development, and proposal writing. School/District-level performance-based field/lab exercises required.

EDLR 6900 *Practicum in Educational Leadership I (0-2-1)*

This course is designed to provide students with leadership opportunities in the solution of an administrative or leadership problem at the school site. In collaboration with the building level

coach, performance based, building level projects will be identified, planned, designed, implemented, and evaluated. *Prerequisite(s): none.*

EDLR 6901 *Practicum in Educational Leadership II (0-2-1)*

This course is designed to provide students with leadership opportunities in the solution of an administrative or leadership problem at the school site. In collaboration with the building level coach, performance based, building level projects will be identified, planned, designed, implemented, and evaluated. *Prerequisite(s): EDLR 6900.*

EDLR 6902 *Practicum in Educational Leadership III (0-2-1)*

This course is designed to provide students with leadership opportunities in the solution of an administrative or leadership problem at the school site. In collaboration with the building level coach, performance based, building level projects will be identified, planned, designed, implemented, and evaluated. *Prerequisite(s): EDLR 6900 and EDLR 6901*

EDLR 6950 *Selected Topics in Educational Leadership (2-2-3)*

This course examines problems in the light of recent knowledge and research in educational leadership. The focus is on specifically designated areas of educational leadership. School/District-level performance-based field/lab exercises required.

EDLR 7000 *Selected Topics in Educational Leadership (2-2-3)*

This course examines problems in the light of recent knowledge and research in educational leadership. Focus is on specifically designated areas of educational leadership. School/District-level performance-based field/lab exercises required.

EDLR 7110 *Supervision for Teacher Support Specialists (2-2-3)*

This course is designed to introduce educators to the theories and practices involved in supporting and supervising apprentice student teachers, interns, other field experience students, new teachers, school volunteers, substitute teachers, etc. It will provide opportunities for the participants to develop cognitive and affective skills necessary for guiding their protégés, etc. in planning, implementing, and evaluating classroom instruction and class room management. This is the first of two courses required for teacher support specialist endorsement. School/District-level performance-based field/lab exercises required.

EDLR 7120 *Internship for Teacher Support Specialists (0-6-3)*

This is the second course in a two course series for the teacher support specialist endorsement. This internship is designed to allow the support educator to demonstrate and apply knowledge, skills, and attitudes of supportive supervision in a clinical setting. Emphasis will be placed on the demonstration of specific support skills as required to supervise field experience students, student teachers, beginning teachers, veteran teachers, substitute teachers, school volunteers and others. School/Central Office improvement projects required.

EDLR 7130 *Philanthropic Development for Educational Leaders (3-0-3)*

This course encompasses an ethical framework for addressing the roles of educational leaders in regards to leading, managing, and overseeing philanthropic development and fundraising activities.

EDLR 7351 *Internship I (0-2-1)*

Internship in Educational Leadership for students enrolled in the Educational Specialist program.

EDLR 7352 *Internship II (0-2-1)*

Internship in Educational Leadership for students enrolled in the Educational Specialist program.

Prerequisite(s): EDLR 7351.

EDLR 7353 *Internship III (0-2-1)*

Internship in Educational Leadership for students enrolled in the Educational Specialist program.

Prerequisite(s): EDLR 7351 and EDLR 7352.

EDLR 7420 *Economics of Public Education (3-0-3)*

The course is designed to create an understanding of economic principles so that the candidate becomes aware of how changes in the macro economy can have an influence on public institutions. Emphasis will be placed on the analysis of policy issues and where economic trends influence public schools.

EDLR 7450 *Public School Finance (2-2-3)*

The course will examine the equity and efficiency of tax supported public education, current trends in funding of public education and administrative tasks of the budget process such as determining needs, establishing cost, compensating personnel, purchasing, accounting, auditing, inventorying, warehousing, and paying the bills will be studied. School/District-level performance-based field/lab exercises required. Example: (3-0-3) 3 hours of lecture, 0 hours of lab, 3 credit hours.

EDLR 7460 *Leadership Styles (2-2-3)*

This course provides the opportunity for students to study leadership theory and effective management practices in American and International organizations. School/District-level performance-based field/lab exercises required.

EDLR 7461 *Leading Educational Change (3-0-3)*

This course addresses change theories, how they apply to reform measures in schools, and the impact of change on teaching and learning. Candidates apply strategies for leading and managing change in schools. School/District-level performance-based field/lab exercises required.

EDLR 7470 *School Facilities (2-2-3)*

This course surveys the school facilities needed to provide a suitable teaching/learning environment necessary to meet current and emerging education needs. The management aspects related to topics such as planning, modernizing, risk management, and technology are also discussed as part of the course. School/District-level performance-based field/lab exercises required.

EDLR 7500 *Organizational Development in Education (2-2-3)*

This course will introduce the student to the unique organizational behaviors of educational institutions. The processes of leadership, organization, development, theory, decision-making,

and administrative processes will be studied. The overreaching goal will be to develop leadership traits that will directly facilitate and impact levels of teaching and learning. School/District-level performance-based field/lab exercises required. *Prerequisite(s): admission to the Ed.S. program in Educational Leadership.*

EDLR 7570 Ethics and Issues in Educational Leadership (2-2-3)

This course addresses educational leadership as a crucial component in improving school effectiveness and student achievement. Students will examine and develop advocacies and ideological platforms for moral and ethical dimensions of leadership centered around purpose, values, and beliefs. The course examines problems and emerging practices in light of recent knowledge, research and societal demographics related to school leadership. School/District-level performance-based field/lab exercises required.

EDLR 7960 School Performance Analysis and Evaluation for Educational Leaders (3-0-3)

This course is designed to provide candidates with an understanding of the relevant domains of school performance (DoSP). The course introduces candidates to the identification, measurement, analysis, synthesis, and evaluation of relevant DoSP and the implications for school improvement. School/District-level performance-based field/lab exercises required.

V. APPLICATION PROCESS

Application is available online at www.aug.edu/college_of_education. The following must be completed as part of the application process:

1. Completed application form for admission to graduate study.
2. Transcript from each college or university from which a degree was received.
3. Criminal Investigation Questionnaire and Release Form.
4. Augusta State University Certificate of Immunization.
5. Leadership Coach's Disclosure.
6. Non-refundable application fee of \$25 (check or money-order, payable to ASU).
7. Other supporting documents.

Other program specific admission requirements are:

M.Ed.

- Official GRE test scores (minimum verbal, 400; minimum quantitative, 400). Or official Miller Analogies Test (MAT) score \geq 390.
- Official GRE writing score \geq 3.0
- GPA must be an overall 2.5 or higher on all undergraduate work.
- GPA equivalent to 3.0 or higher may replace one deficient GRE verbal or quantitative score.

Ed.S.

- Leadership Coach's disclosure
- Official GRE test scores (minimum verbal, 450; minimum quantitative, 450). Or official Miller Analogies Test (MAT) score \geq 400.
- Official GRE writing score \geq 3.5
- GPA must be an overall 3.0 or higher on all graduate work.

- GPA equivalent to 3.5 or higher may replace one deficient GRE verbal or quantitative score.

Non-Degree and Endorsement Applicants

An applicant for admission into an **Endorsement** program **only**, is regarded as a non-degree applicant. A **non-degree** applicant is classified as a student interested in enrolling at ASU for course credit without pursuing a degree. The non-degree student is a transient student, post-baccalaureate, postgraduate, or audit student. A candidate for this type of limited enrollment seeks instruction in particular courses for personal or professional purposes, or for completion of degree requirements at another institution.

Each applicant for admission as a **non-degree** and **Endorsement** student must:

1. File a completed application form.
2. Provide evidence of satisfactory past academic work at baccalaureate or graduate level.
3. Satisfy all other admission requirements as determined by the Office of the Dean of Education.

Application Deadlines

Completed application and all supporting materials must be received on or before the following application deadlines:

- December 2 – for Spring Semester acceptance
- April 2 – for Summer Semester acceptance
- July 2 – for Fall Semester acceptance.

Admission is for entry into a specific program of study and for a specific semester. A student who is admitted for one program may enter a different program only after formal approval of an application for a different program for which the applicant meets all College of Education, departmental, and program requirements and prerequisites. Students desiring to change their programs are required to file a written request with the coordinator of Graduate Studies in the Office of the Dean of the College of Education. A fee of \$25.00 will apply to all changes requested.

VI. ADVISING

Once admitted to the Educational Leadership Program, you will be assigned a faculty advisor. You should contact your advisor to meet regarding your program of study and the Candidate Leadership Support Team. Also, an initial meeting with you, your faculty advisor, and your coach should occur at the beginning of your program.

VII. RETENTION AND EXIT POLICY FROM EDLR PROGRAM

Master's Degree Programs:

Transfer Hours:

A maximum of 9 semester hours of graduate work from an accredited institution may be transferred into a graduate program at Augusta State University. At the time of admission, the

student must discuss the transfer hours with the advisor(s) and file a formal, written request with the chair of the department of the discipline of the course(s) being considered for transfer hours to be included in the program of study.

Academic Standing:

Good Standing: A student must maintain a grade point average of at least 3.0 throughout his/her graduate program. Only a grade of C or better will be counted as successful completion of a course for the graduate program. A grade of D or less will be counted in the cumulative GPA. A student must have a cumulative 3.0 GPA in order to graduate.

Probation: A student who fails to maintain the required average will be placed on “academic probation.” In order to remain in the graduate program, the student must reestablish the cumulative grade point average of 3.0 during the next semester of enrollment.

Suspension: A student who is unable to remediate the grade point average after one semester will be placed on “academic suspension” for a period of one semester.

Reinstatement: To apply for reinstatement, the student must meet with the advisor(s), prepare a formal plan to address the academic problems, and submit a letter of appeal for readmission to the department chair of the appropriate program after one semester of academic suspension.

Dismissal from the Graduate Program: If a student is suspended for the second time, the student will be dismissed from the graduate program. A student who has been dismissed may petition for readmission to the graduate program after one calendar year from the date of dismissal. A new application for the graduate program must be accompanied by a letter of appeal for admission.

Specialist Degree Programs:

Transfer Hours:

A maximum of 9 semester hours of graduate work from an accredited institution may be transferred into a graduate program at Augusta State University. At the time of admission, the student must discuss the transfer hours with the advisor(s) and file a formal, written request with the chair of the department of the discipline of the course(s) being considered for transfer hours to be included in the program of study.

Academic Standing:

Good Standing: A student must maintain a grade point average of at least 3.25 throughout his/her graduate program. Only a grade of C or better will be counted as successful completion of a course for the graduate program. A grade of D or less will be counted in the cumulative GPA. A student must have a cumulative 3.25 GPA in order to graduate.

Probation: A student who fails to maintain the required average will be placed on “academic probation.” In order to remain in the graduate program, the student must reestablish the cumulative grade point average of 3.25 during the next semester of enrollment.

Suspension: A student who is unable to remediate the grade point average after one semester will be placed on “academic suspension” for a period of one semester.

Reinstatement: To apply for reinstatement, the student must meet with the advisor(s), prepare a formal plan to address the academic problems, and submit a letter of appeal for readmission to the department chair of the appropriate program after one semester of academic suspension.

Dismissal from the Graduate Program: If a student is suspended for the second time, the student will be dismissed from the graduate program. A student who has been dismissed may petition for readmission to the graduate program after one calendar year from the date of dismissal. A new application for the graduate program must be accompanied by a letter of appeal for admission.

Time Limits for Degree Completion

All requirements for the Master of Arts in Teaching degree, Master of Education, and Education Specialist degree must be completed within seven years of the first semester of enrollment.

Graduate Appeals

A student who is denied admission to, retention in, and/or exit from a graduate program has the right to appeal. Appeals are to be filed in writing with the Dean of the College of Education. A student also has the rights afforded by the Student Academic Appeals procedures and by the Student Academic Grievances procedures as specified in the Augusta State University Catalog.

Our Diversity Principle

The Educational Leadership program values diversity and invites candidates of varying race, ethnicity, religion, sexual orientation, socio-economic status, age, and exceptionality to apply to our program.

VIII. ACCREDITATION

In addition to University System of Georgia accreditation, ASU's education degree programs are approved by the Georgia Professional Standards Commission (GPSC) and accredited by the National Council for Accreditation of Teacher Education (NCATE).

IX. ADDITIONAL INFORMATION

Contact Information:

Department of Educational Leadership, Counseling, and Special Education (ELCSE)

Augusta State University, 2500 Walton Way, Augusta, GA 30904-2200.

Office: 706-737-1497, Fax: 706-667-4490

Website Link at: <http://www.aug.edu/elcse/>

College of Education, Graduate Admissions

Coordinator of Graduate Admissions, College of Education

Augusta State University, 2500 Walton Way, Augusta, GA 30904-2200.

Phone: 706-737-1499, Fax: 706-667-4706

E-mail: coegs@aug.edu