EDUCATIONAL ADMIN (EDAS)

EDAS 5505. Introduction to Leadership. (3 Credits)
This course considers the application of leadership theory of educational agencies. Planning, goal-setting and implementation, problem solving, organizational development, and change, interpersonal and group relations and school climate are examined.

EDAS 5512. Integrating Technology I for Educational Leaders. (3 Credits)
This course prepares prospective educational leaders to apply technology and its applications in the learning environment with particular reference to performance-based curricula, millennium learners.

EDAS 5515. Curriculum and Instruction for Educational Leadership. (3 Credits)
A study of the recent trends in curriculum design with the emphasis on the newer media and ways and methods of implementing innovative instruction. This course includes a study of the principles, procedures, and components of curriculum development, interpretation of test scores, and use of assessment data, program evaluation, and instructional supervision.

EDAS 5525. School & Community Partnerships. (3 Credits)
Candidates study School-Community Relations and their impact on the school operations. Emphasis is on the influence of the social forces on the school.

EDAS 5535. Ethical & Legal Aspects of Education. (3 Credits)
A study of the ethical and legal foundation of public education as it relates to the rights and responsibilities of school personnel, parents and students. Emphasis will be placed on policies and standards from the federal, state and local levels, with special emphasis on the Elementary and Secondary Education Act, Georgia law, and Georgia’s Code of Ethics.

EDAS 5545. Curriculum, Instruction and School Leadership. (3 Credits)
The goal of this course is to provide recent trends in curriculum and instructional design, while providing an understanding of educational administration and the principles, procedures, and research of school improvement.

EDAS 5555. Preparing Educational Leaders for Diversity. (3 Credits)
The focus of the course is to assist school leaders in recognizing that encounters with “difference” promote the understanding of others, as well as self-understanding, and the appreciation and mutual respect of diverse perspectives and cultures. This recognition enables them to create a school environment that is welcoming, inclusive and increasingly diverse in pedagogy and practice.

EDAS 5575. Managing Human and Fiscal Resources in Schools. (3 Credits)
This course is designed to provide the candidate with the knowledge, skills, and dispositions from a building leader’s perspective to both lead and manage fiscal and personnel school functions and other school resources. These include business procedures, fiscal accounting, and budgeting and personnel administration.

EDAS 5580. School Discipline Problems. (3 Credits)
Students analyze school climate, school discipline, school safety, and control of violence. The course focuses on constructing plans for controlling violence, safety, improving attendance, and reducing tardiness. As opposed to classroom management the course concentrates on school-wide management.

EDAS 5585. School Safety, Schoolwide Discipline, and Classroom Management. (3 Credits)
Candidates analyze school climate, school safety, school discipline and control of violence. This course has 3 major emphases: 1) school safety; 2) school-wide discipline, and 3) classroom management. The educational leader will demonstrate the ability to develop and implement a school safety plan; produce, articulate and disseminate a school-wide discipline plan; coach, support, teach and develop teachers as classroom managers.

EDAS 5595. Clinical Experiences in Educational Administration. (3 Credits)
The course includes completion of 250 clock hours of administrative experiences in eleven major areas of school administration as outlined in the Clinical Manual. Each candidate prepares an experience portfolio reflecting on all experiences. Logs are submitted to the instructor of the course.

EDAS 6000. Professionalism and Ethics. (3 Credits)
Educational leaders manage and develop faculty and staff members’ professional skills and practices in order to drive student learning and achievement. Building an effective staff requires careful personnel recruitment, selection, assignment of responsibilities, support, evaluation, and retention. Additionally, leaders recognize the need for ethical educators. They safeguard the environment by setting, communicating, and enforcing clear standards for how educators are expected to conduct themselves with students, with one another, and within the broader community. A critical factor in establishing and maintaining a safe environment is appropriate and professional educator conduct.

EDAS 6015. Supervision, Curriculum and Instruction. (3 Credits)
This course is a research-based and a practical study of supervision as it applies to educators and the challenges they face. The course defines supervision as it relates to the complex demands being placed on principals, central office administrators and teachers in today’s educational setting. INTASC Standard will be included in the supervisory experiences with emphasis on learner development (Standard 1), planning for instruction (Standard 7), and instructional strategies (Standard 8). The course provides opportunities for the candidate to perform real supervisory experiences in real time, in a real setting.

EDAS 6020. Assessment, Evaluation and Continuous Improvement. (3 Credits)
Educational leaders manage and develop faculty and staff members professional skills and practices in order to drive student learning and achievement. Building an effective staff requires careful personnel recruitment, selection, assignment of responsibilities, support, evaluation, and retention. Additionally, leaders recognize the need for ethical educators. They safeguard the environment by setting, communicating, and enforcing clear standards for how educators are expected to conduct themselves with students, with one another, and within the broader community. A critical factor in establishing and maintaining a safe environment is appropriate and professional educator conduct.
EDAS 6025. Residency I. (5 Credits)
Candidates acquire leadership experiences under a Beginning Leader Candidate Support Team (BLCST) including a coach/mentor who is practicing supervisor/administrator/leader and ASU personnel. This course is part of a Performance-Based Educational Specialist program. One hundred percent of the activities/assessments for this course are performance-based. EDAS 6025 is designed for Ed.S. candidates to maximize opportunities and practices and to refine their skills in building level leadership. The experiences of this course include a Leadership Preparation Portfolio for the candidate to document and record progress toward meeting Professional Standards Commission (PSC) standards (using the LKES, assessing needs, and completing performance-based experiences in an authentic setting. The LKES is a performance appraisal process based on Georgia’s Leadership Performance Standards and has been adopted by the PSC. These experiences will lead to RESidency II (EDAS 6035).

EDAS 6030. Seminar I. (1 Credit)
This course is designed to give candidates an opportunity to share experiences while participating in Residency I. Candidates will make presentations on various topics and reflect on their learning. Additionally, sessions will be held on professionalism, ethics, legal aspects of leadership, GACE preparation, TKES and LKES simulations. Guest speakers will share their knowledge and experiences of being practicing school leaders.

EDAS 6035. Residency II. (5 Credits)
Candidates acquire leadership and administrative experiences under a Beginning Leader Candidate Support Team (BLCST) including a coach/mentor who is a practicing supervisor/administrator/leader and ASU personnel. This course is part of a Performance-Based Educational Specialist program. One hundred percent of the activities/assessments for this course are performance-based. EDAS 6035 is designed for Ed.S. candidates to maximize opportunities and practices and to refine their skills to building level leadership. The experiences of this course include the continuation of an Administrative Portfolio for the candidate to document and record progress toward meeting Professional Standards Commission (PSC) standards for Specialists’ Level preparation (using the LKES), assess needs, and completing performance-based experiences in an authentic setting. The LKES is a performance appraisal process based on Georgia’s Leadership Performance Standards and has been adopted by the PSC.

EDAS 6040. Seminar II. (1 Credit)
This course is designed to give candidates an opportunity to share experiences while participating in Residency II. Candidates will make presentations on various topics and reflect on their learning. Additionally, sessions will be held on professionalism, ethics, legal aspects of leadership, GACE preparation, TKES and LKES simulations. Guest speakers will share their knowledge and experiences of being practicing school leaders.

EDAS 6655. The Principal as Instructional Leader. (3 Credits)
This is an advanced course in school administration for students in the Education Specialist Performance-Based Program specializing in building level administration. Although some emphasis will be placed on management and structure of the school, the major focus in on the role of the principal in creating and maintaining a program of instructional excellence. Thus, every facet of the course will lead to creating a school leader who is able and willing to promote student achievement.

EDAS 6670. School Finance. (3 Credits)
This course is designed to provide the candidate with the basic principles of school finance, accounting procedures and an overview of school business management. Included is a review of the issues (and possible resolutions) that confront educational leaders, boards of education (BOE) and the public. Also included is the planning, preparation and administration of budgets. Candidates examine theories of financing public elementary and secondary schools with special attention to the Georgia requirements. Basic overview of taxation, bond issues and SPLOST are reviewed. This course is part of the performance-based specialist program. One third of the activities/assessment for this course are performance-based, while the second third of the activities/assessment are content-based and practice-based. Performance-based activities from the Ed.S. Handbook are to be performed and recorded in the candidate’s electronic portfolio. A verification for each activity by the candidate will be posted on verification form.

EDAS 6681. Recent Trends in Supervision. (3 Credits)
Recent trends in supervision are reviewed. The identification of problems arising in the practice of supervising as well as the evaluation procedures in today’s schools will be presented.

EDAS 6685. School and Community Relations. (3 Credits)
Students study school-community relations and their impact on the school operation. Emphasis is on the influence of the social forces on the school.

EDAS 6702. Educational Leadership and School Improvement. (3 Credits)
This pre-service course for entrance into the Ed.S. program is one of two required of those candidates who have not completed a masters degree in educational leadership. This is primarily a content course with some application and performance. Emphasis is given to the study of leadership and school improvement. Candidates will learn the importance of analyzing data to plan and implement appropriate instructional experiences for students and to identify and analyze the measures of data to understand student learning needs.

EDAS 6708. Residency I District Level. (6 Credits)
Candidates acquire district level administrative experience under a practicing supervisor / administrator. This course is part of a Performance-Based Educational Specialist program. One hundred percent of the activities/assessments for this course are performance-based. This course is designed for Ed.S. Candidates to maximize opportunities and practices and to refine their skills in district level administration. The experiences of this course include the beginning of an Administrative Preparation Portfolio for the candidate to document and record progress toward meeting Professional Standards Commission (PSC) Standards and Board of Regents (BOR) Performance Strands for Specialists’ Level preparation, assess needs and complete performance-based experiences in an authentic district level setting. These experiences will lead to Residency II EDAS 6770.

EDAS 6710. The Superintendent. (3 Credits)
This course is an intensive study of Research literature on the School Superintendent. The Executive Leadership responsibilities, roles, and styles with references on superintendent and school-board relationship will be considered. This course is part of a Performance-Based Educational Specialist Program. One hundred percent of the Activities and Assessments for this course are Performance-Based.
EDAS 6711. Software Systems in Educational Administration. (3 Credits)
Students examine administrative computer software currently used in Georgia school systems such as pupil accounting, grade reporting, grade posting, food service accounting, class scheduling, discipline records, communication systems, multimedia presentation systems, activity fund accounting, general fund accounting, personnel records, purchasing, bus scheduling, maintenance and repair scheduling, payroll, budgeting and balance sheet preparation.

EDAS 6719. Residency I Building Level. (6 Credits)
Candidates acquire building level administrative experience under a practicing supervisor / administrator. This course is part of a Performance-Based Educational Specialist program. One hundred percent of the activities/assessments for this course are performance-based.
This course is designed for Ed.S. candidates to maximize opportunities and practices and refine their skills in building level administration. The experiences of this course include the beginning of an Administrative Preparation Portfolio for the candidate to document and record progress toward meeting Professional Standards Commission (PSC) Standards and Board of Regents (BOR) Performance Strands for Specialists’ Level preparation, assess needs and complete performance-based experiences in an authentic building level setting. These experiences will lead to the Residency II EDAS 6769.

EDAS 6733. Educational Policy. (3 Credits)
This course will combine in-depth knowledge of the textbook, reading of a paperback and study of selected websites on current educational issues, as well as class discussions and stringent question and answer sessions led by the instructor. Students will then be able to analyze a number of policy documents from their school system and provide an evaluation based on the material studied in this class.

EDAS 6769. Residency II Building Level. (6 Credits)
Residency II is a continuation of Residency I. Candidates acquire building level administrative experience under a BLCST. This course is part of a Performance-Based Educational Specialist program. One hundred percent of the activities/assessments for this course are performance based.
EDAS 6769 is designed for Ed.S. candidates to maximize opportunities and practices and to refine their skills in building level administration. The experiences of this course include the continuation of an Administrative Preparation Portfolio for the candidate to document and record progress toward meeting Professional Standards Commission (PSC) Standards and Board of Regents (BOR) Performance Strands for Specialists’ Level preparation using the GaDOE Leader Keys, assess needs and complete performance-based experiences in an authentic building level setting.

EDAS 6770. Residency II for District Level Administrator. (6 Credits)
Candidates acquire district level administrative experience under a practicing supervisor / administrator This course is part of a Performance-Based Educational Specialist program. One hundred percent of the activities/assessments for this Course are performance-based.
This course is designed for Ed.S. Candidates to maximize opportunities and practices and to refine their skills in district level administration. The experiences of this course include the beginning of an Administrative Preparation Portfolio for the candidate to document and record progress toward meeting Professional Standards Commission (PSC) Standards and Board of Regents (BOR) Performance Strands for Specialists’ Level preparation, assess needs and complete performance-based experiences in an authentic district level setting.