LEADERSHIP DEVELOPMENT (LEAD)

LEAD 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. Offered: Fall, Spring, Summer.

Other hours: 3

LEAD 5512 - Integrating Technology I For Educational Leadership (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. Offered: Fall, Spring, Summer.

Other hours: 3

LEAD 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. Offered: Fall, Spring, Summer.

Other hours: 3

LEAD 5525 - School & Community Partnership (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. Offered: Fall, Spring, Summer.

Other hours: 3

LEAD 5535 - Ethical & Legal Aspects of Edu (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 place 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. Offered: Fall, Spring, Summer.

Other hours: 3

LEAD 5545 - Instructional Leadership & School Improvement (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. Offered: Fall, Spring, Summer.

Other hours: 3

LEAD 5555 - Preparing Culturally Responsive Educational Leaders (3 Credits)
The focus of the course is to assist school leaders in recognizing that encounters with "differences" 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. Offered: Fall, Spring, Summer.

Other hours: 3

LEAD 5556 - Organizational Management (3 Credits)
The goal of this course is to provide the candidate with background knowledge of the skills and dispositions from a building leader perspective to lead and manage a school's organizational, fiscal, and personnel functions. These include operations and management, fiscal accounting, budgeting, personnel, school safety, discipline, and classroom management. District and or school policies and rules are analyzed and critiqued for the sole purpose of increasing the depth of knowledge as it relates to leading organizational management. Students will research various strategies in the literature and strategies being used in area schools. Different methods and practices concerning school resources will be evaluated and recommendations may be offered for improvement based on the candidate's findings.

Restrictions:
Enrollment limited to students with a semester level of Graduate.

Lecture hours: 3

LEAD 5566 - Clinical Experience I (3 Credits)
The course provides opportunities for Tier I Educational Leadership candidates to complete 125 hours of the 250 hours of field experience required by GAPCS. The candidates will demonstrate professional skills across all of the Georgia Educational Leadership Standards (GELS) standards and the Professional Standards for Educational Leaders (PSEL) within a school setting. In addition, candidates will utilize a systems approach in collaboration with mentor principals to establish an instructional focus with accompanying strategies to improve student achievement. Candidates will prepare a portfolio reflecting on all experiences. Candidates submit weekly logs, documentation, and artifacts of experiences to the instructor via Livetext.

Restrictions:
Enrollment limited to students with a semester level of Graduate.

Lecture hours: 3

LEAD 5575 - Managing Human & 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. Offered: Fall, Spring, Summer.

Other hours: 3

LEAD 5576 - Clinical Experience II (3 Credits)
The course provides opportunities for the candidates to complete the 250 hours required by GAPSC for Tier I Educational Leadership candidates. The candidates will demonstrate professional skills across all of the Georgia Educational Leadership Standards (GELS) standards and the Professional Standards for Educational Leaders (PSEL) within a school setting. In addition, candidates will utilize a systems approach in collaboration with mentor principals to establish an instructional focus with accompanying strategies to improve student achievement. Candidates will prepare a portfolio reflecting on all experiences. Candidates submit weekly logs, documentation, and artifacts of experiences to the instructor via Livetext.

Restrictions:
Enrollment limited to students with a semester level of Graduate.

Lecture hours: 3

LEAD 5585 - School Safety, School-wide Discipline & 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. Offered: Fall, Spring, Summer.

Other hours: 3

LEAD 6001 - Orientation and Introduction to School Leadership (1 Credit)
This course provides an overview of the Educational Leadership Tier II program and its expectations in addition to theories and trends in school leadership focused on turnaround leadership, equity, using informed data, reflection, and alignment to the regulatory context. The course ends with an individual growth plan for learning experiences that will meet the needs of the candidate during the clinical experience. Offered: Fall, Spring, Summer.

Lab hours: 1

LEAD 6006 - Leading through Mission, Vision, and Core Values (2 Credits)
Candidates will examine the role of turnaround leaders in developing the school's vision, mission and core values. Candidates will determine how a school can use a system of transformational, servant, and shared leadership practices to create a vision, mission and core values that embraces equitable treatment of all students and stakeholders. Offered: Fall, Spring, Summer.

Other hours: 2

LEAD 6011 - Leading Through Professional Learning (2 Credits)
Candidates will learn how to expand professional capacity of schools to improve equitable practice and programs. Candidates will demonstrate the use of professional learning communities, protocols, coaching, mentoring, evaluation techniques, and other structures that create supportive conditions for continuous job-embedded learning and continuous improvement. Offered: Fall, Spring, Summer.

Other hours: 2

LEAD 6016 - Leading Through Teams and Collaborative Work (2 Credits)
Candidates will demonstrate a commitment to building a community of teachers and other professional staff that includes learning how to create effective workplace conditions that promote collective engagement and responsibility, and mutual accountability. Candidates will learn to create and nurture a community of effective professional practice that supports academic success and well-being for all students. Offered: Fall, Spring, Summer.

Other hours: 2

LEAD 6021 - Clinical Practice 1 (3 Credits)
Candidates will determine how their clinical experience sites can use a system of transformational leadership, servant leadership, and shared leadership to build a vision, mission, and set of core values that embrace equitable treatment of all students and stakeholders. Also, candidates will utilize a systems approach in collaboration with mentor principals to establish an instructional focus with accompanying strategies to improve student achievement. They will communicate to multiple stakeholders the mission, vision, and values as well as theory of action that underpins the instructional focus and accompanying strategies. Offered: Fall, Spring, Summer.

Lab hours: 3

LEAD 6026 - Leading School Improvement (2 Credits)
Candidates will demonstrate proficiency in the use of the continuous improvement framework. Utilizing a problem-solving model, the framework will focus on the systems and structures critical for sustained improvement in student outcomes. Offered: Fall, Spring, Summer.

Other hours: 2

LEAD 6031 - Leading Teaching and Learning (2 Credits)
Candidates will learn how to develop and support an equitable, rigorous, and coherent system of standards-based curriculum, instruction, and assessments to promote academic success and well-being for all students. Candidates will enhance observation strategies and how to give effective and specific feedback during an observation cycle. Offered: Fall, Spring Summer.

Other hours: 2

LEAD 6036 - Leading Through Organization and Management (2 Credits)
Candidates will learn to apply systems thinking to manage school operations and resources to promote each student's academic success and well-being. They will learn how to be responsible for designing, implementing, managing, and monitoring school operations including those related to deployment of staff, use of funds, physical plant, and other resources that support teaching and learning. They will apply their knowledge of the system of laws, policies, and regulations governing schools to ensure privacy, safety, equity, and student success. Candidates will understand the importance of systems that ensure communication with feeder schools, communication with stakeholders, use of data processes to support decisions about resources, and processes to ensure equity. Offered: Fall, Spring, Summer.

Prerequisites: (LEAD 6001 and LEAD 6006 and LEAD 6011 and LEAD 6016 and LEAD 6021)
Other hours: 2

LEAD 6041 - Clinical Practice II (4 Credits)
Candidates will demonstrate their proficiency to successfully lead continuous school improvement efforts by applying systems thinking to implement and continuously monitor the Change Project in alignment with the School Improvement Plan, leading, monitoring, and evaluating curriculum alignment and equitable instruction and assessments, and managing all resources equitably to ensure a safe learning environment for the implementation of the School Improvement Plan. Offered: Fall, Spring, Summer.

Lab hours: 4

LEAD 6046 - Leading a Culture that Supports Student Learning and Well-Being (2 Credits)
Candidates will generate policies and procedures that will create and sustain a school culture that values equity, access, diversity, safety, and high expectations for academic learning and the values of democracy. Candidates will formulate policies and procedures that build and sustain a school climate that supports personalized learning and well-being for all students. Practices will include infusing the school's positive learning environment with the culture and understanding of the school's community.

Prerequisites: (LEAD 6001 and LEAD 6006 and LEAD 6011 and LEAD 6016 and LEAD 6021 and LEAD 6026 and LEAD 6031 and LEAD 6036 and LEAD 6041)
Other hours: 2

LEAD 6051 - Leading Through Family and Community Engagement (2 Credits)
In this course, candidates will use the school improvement process to assess, plan, implement, and evaluate community and family engagement initiatives that promote continuous school improvement. Candidates will explore the theory of practice, methods, models, and protocols for schools. This process will be used to engage family and community members to maximize each student's academic success and to encourage social and emotional well-being and assure equitable engagement for all students. Candidates will demonstrate an understanding of the importance of systems that support communication and the use of data for decision-making to improve engagement between internal and external communities. Offered: Fall, Spring, Summer.

Other hours: 2

LEAD 6056 - Leading and Advocating for Ethics and Equity (2 Credits)
Candidates will identify ways to create and implement school culture that values diversity, equitable access, fairness, and respect while confronting and altering personal and institutional biases and eliminating barriers associated with race, class, culture and language, gender and sexual orientation, and disability or special status. Candidates will foster the development of a school culture that nurtures understanding of professional conduct and ethics. These will be accomplished through seeking ways to maximize student learning through authentic and differentiated pedagogy, systems of support, and effective assessment strategies that inform instruction and represent cultural responsiveness. Offered: Fall, Spring, Summer.

Prerequisites: (LEAD 6001 and LEAD 6006 and LEAD 6011 and LEAD 6016 and LEAD 6021 and LEAD 6026 and LEAD 6031 and LEAD 6036 and LEAD 6041)
Other hours: 2

LEAD 6061 - Clinical Practice III (4 Credits)
Candidates will apply knowledge and skills introduced and developed in Sequences of Learning 6046, 6051 and 6056. Candidates will create and implement a school culture that values diversity, equitable access, safety, and high expectations for self and others. Candidates will maximize learning for students, faculty, staff, and community partners by modeling ethical behaviors including honoring the school community environment and promoting school improvement for all. Candidates will promote and maintain effective systems of communication which include shared decision making and equitable voice. Offered: Fall, Spring, Summer.

Prerequisites: (LEAD 6001 and LEAD 6006 and LEAD 6011 and LEAD 6016 and LEAD 6021 and LEAD 6026 and LEAD 6031 and LEAD 6036 and LEAD 6041)
Lab hours: 4

LEAD 6199 - Orientation to Educational Specialist Program (0 Credits)
Orientation to Educational Specialist Program provides candidates with the training and information needed to successfully navigate ASU's Educational Specialist program requirements. Candidates will receive training on the requirements needed to successfully complete the Educational Specialist preparation program; navigate LiveText for the purposes of assessment and evaluation of Key EPP and Program specific assessments. All candidates will be required to purchase a two-year LiveText account and have an active ASU account prior to participation in the course. Offered: Fall, Spring, Summer.