

# COUNSELING AND EDUCATIONAL LEADERSHIP

## Mission and Objectives

The Department of Counseling and Educational Leadership offers the Master of Education (M.Ed.) degree in Counseling or Educational Leadership and the Education Specialist (Ed.S.) degree in Educational Leadership. The Department of Counseling and Educational Leadership also offers the Teacher Leader Endorsement. The purpose of the M.Ed. degree program is to develop responsibility and leadership in educational systems. The program promotes critical thinking and creative reasoning skills in solving educational problems, a continual quest for knowledge and the ability to communicate effectively with students, parents, citizens and the community of educators. The program has the following objectives:

1. To prepare teachers and other school professionals to implement basic and applied research in education.
  2. To promote the development of the essential observable competencies deemed significant for teachers and other school professionals.
  3. To assure the acquisition of advanced knowledge in a field of concentration.
  4. To provide a variety of experiences that enhance professional advancement opportunities for teachers and other school professionals.
  5. To prepare students for further graduate study in the field of education.
- Counselor Education, Master of Education (<http://catalog.asurams.edu/graduate/degree-programs/counseling-educational-leadership/counselor-education-med>)
  - Educational Leadership Tier I, Master of Education (<http://catalog.asurams.edu/graduate/degree-programs/counseling-educational-leadership/masters-degree-educational-administration-supervision-tier>)
  - Educational Leadership Tier II, Educational Specialist (<http://catalog.asurams.edu/graduate/degree-programs/counseling-educational-leadership/educational-specialist-educational-administration-supervision-tier-ii>)
  - Counselor Education, Master of Education (<http://catalog.asurams.edu/graduate/degree-programs/counseling-educational-leadership/counselor-education-med>)
  - Educational Leadership Tier I, Master of Education (<http://catalog.asurams.edu/graduate/degree-programs/counseling-educational-leadership/masters-degree-educational-administration-supervision-tier>)
  - Educational Leadership Tier II, Educational Specialist (<http://catalog.asurams.edu/graduate/degree-programs/counseling-educational-leadership/educational-specialist-educational-administration-supervision-tier-ii>)

### COUN 5000. Introduction to Counseling Profession. (3 Credits)

This course offers an introduction and orientation to the counseling profession. The course includes studies of the history and philosophy of the profession; contemporary and emerging trends in counseling; professional organizations, publications, credentialing requirements including certification and licensure and accreditation standards; advocacy, public policy, and ethical codes that shape professional practice.

### COUN 5001. Introduction to Professional Writing. (3 Credits)

This is an introductory course in professional writing. Scholarly writing using APA publication comprises the primary course activity.

### COUN 5002. Professional Issues in Counseling. (3 Credits)

This critical thinking course will assist students with conceptualization and synthesis of current issues and trends in Professional Counseling. Through review and critical analysis of counseling research and publications, will deepen students' knowledge of trends and issues influencing the profession.

### COUN 5003. Leadership and Advocacy. (3 Credits)

This course helps students understand and facilitate the use of traditional and new (leadership and advocacy) counseling skills to promote the academic, career, and personal/social development of students within systems.

### COUN 5500. Theories of Counseling. (3 Credits)

This course introduces students to the theories and principles of counseling, alternative theoretical strategies and the process of counseling. Points of convergence and divergence will be discussed.

### COUN 5501. Lifespan Development. (3 Credits)

This course offers an introduction to the study of human development from conception through death. Theories of development of physical, psychological, psychosocial, cognitive, moral aspects of human development are presented. The course also explores environmental and genetic factors, developmental crises and transitions, family development, and community influences as they relate to optimal and exceptional development.

### COUN 5504. Foundations of Rehabilitation Counseling. (3 Credits)

This course presents the history and philosophy of rehabilitation counseling. The course will discuss public and private vocational rehabilitation systems; relevant legislation; professional credentialing issues including certification, licensure, and accreditation; systems knowledge of healthcare, education, and rehabilitation; and public policy and advocacy strategies for counselors and consumers. The ecological perspective and ethical codes of conduct will be discussed.

### COUN 5506. School Counseling Foundations. (3 Credits)

This course provides an overview of principles of school counseling. Counseling services, practices and basic concepts relating to organization and operation of school counseling programs are offered. Emphasis is placed on theories of human growth and development and the implementation of a developmentally appropriate school counseling program. Prerequisite: Permission of Program Coordinator.

### COUN 5508. Introduction to Mental Health Counseling. (3 Credits)

Students are introduced to the history, philosophy, and theoretical foundations of the clinical mental health counseling professions, including the scope of practice, credentialing, professional roles, functions, and relationships with other helpers. This course provides an overview of the clinical mental health counseling program; self-care strategies appropriate to the counselor role; professional organizations and licensure; and the roles of professional counselors in advocacy and the promotion of social justice.

**COUN 5510. Assessment in Counselor Education. (3 Credits)**

Students in this course are provided with an overview of assessments used in counseling, rehabilitation, and education as well as the responsibilities of counselors using assessments. Students learn about the tests used in clinical, educational, and organizational settings, and they examine the psychometric properties used to develop and evaluate these instruments. Topics included in this course are statistical concepts, and common assessment formats for measuring constructs such as personality, pathology, achievement, aptitude, and career interests. There will also be a focus on assessment critique, administration and interpretation of assessment results, and incorporating assessment results into work with clients and students. Prerequisite: Admission to the Counselor Education Program.

**COUN 5512. Counseling Strategies and Techniques. (3 Credits)**

An experimental approach to more effective interpersonal communication, this course offers the opportunity for awareness, personal growth and understanding of self and other, and communication of that self-awareness and understanding. This course is designed to teach basic skills of the helping relationship and the structure of the basic counseling interview. Through skills practice, students develop a better understanding of the relationship between theory and practice. Prerequisite: COUN 5500.

**COUN 5514. Counseling Children and Adolescents. (3 Credits)**

This course covers salient considerations for counseling children and adolescents, emphasizing the effects of such factors as disability, cultural diversity, substance abuse, behavioral disorders, and academic development. Students learn appropriate strategies and techniques to assess behavior and meet the needs of children and adolescents and common medications that affect learning, behavior, and mood in children and adolescents. Simulation, observations, and in-class role plays are incorporated throughout this course. Prerequisites: COUN 5501 and COUN 5512.

**COUN 5515. Group Counseling and Dynamics. (3 Credits)**

The experiential course emphasizes the nature of groups and the dynamics of group interaction as well as the legal and ethical standards related to group counseling. Students design, implement, and facilitate counseling groups. Prerequisite: COUN 5512.

**COUN 5517. Couples and Family Counseling. (3 Credits)**

Using a systems perspective for understanding the dynamics of families and couples, this course provides students with theories, knowledge, and skills related to major models of family counseling and related interventions as well as a rationale for selecting appropriate modalities for assessment and counseling. Prerequisite: COUN 5512.

**COUN 5519. Addiction Counseling. (3 Credits)**

This course provides an orientation to and introductory framework for recognizing and treating addictions and abuses. Students develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of addiction, assessment strategies, and diagnosis and treatment planning as evidenced in the current professional literature. Theories of addiction counseling and application of these theories comprise a significant part of this course. Co-occurring disorders, such as process addictions and mental illnesses are also addressed. Prerequisite: COUN 5500.

**COUN 5520. Multicultural Counseling Theory and Practice. (3 Credits)**

An examination of relationships, issues and trends in the context of a diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, family, religious and spiritual values, education, socioeconomic status and the unique characteristics of individuals, couples, families, ethnic groups, and communities. Prerequisite: COUN 5500.

**COUN 5525. Case Management. (3 Credits)**

This course covers case management concepts, systems, processes and competencies necessary for effective service delivery to persons with disabilities and their families. Information regarding the range and level of community and professional resources, service, and products that facilitate the quality of life, independent living, and work for individuals with disabilities in rural settings is integrated into the course; strategies for caseload management, cost effective service coordination, vendor selection, conflict management, and evaluation are addressed. Prerequisites: COUN 5504, 5550, 5551, 5510.

**COUN 5528. School Counseling P-12. (3 Credits)**

This course of the application of counseling at the elementary, middle, and secondary school levels. Emphasis is placed on the design and implementation of a comprehensive school counseling program. Peer facilitation, alternative programs and assessing the need for programs, informing administrators, teachers, parents and students about services, advertising, and recruitment will be covered. Prerequisite: COUN 5500.

**COUN 5529. School Counseling Curriculum and Program Coordination. (3 Credits)**

This course examines the organization of comprehensive, developmental school counseling programs in the elementary, middle, and high schools, as well as the design and implementation of the school counseling curriculum for grades P-12. The counselor's role as program coordinator focuses upon needs assessments, curriculum planning and implementation, time and resource management, public relations, and program evaluation. Ethical and diversity issues are emphasized in designing curricula and delivery strategies to address the developmental needs of all students. Prerequisite: COUN 5528.

**COUN 5531. Career Development and Counseling. (3 Credits)**

This course focuses on career development theories and decision making models use of occupational and labor market information, technology-based career market information, technology-based career information systems, career development, and educational planning. Prerequisite: COUN 5500.

**COUN 5532. Vocational Development and Placement. (3 Credits)**

This course provides an overview of vocational development and placement services, including labor market analysis, job analysis, work-site modification and restructuring, employer contacts, supported employment, and retention. The course also discusses the application of technology to the employment of persons with disabilities, post-employment services, job coaching, and natural supports. Prerequisites: COUN 5504, COUN 5531.

**COUN 5540. Prevention, Intervention, and Consultation. (3 Credits)**

The course will help students to develop the skills and techniques for effective consultation with clients, educators, parents, and community referral resources, and other clinicians. Theoretical and practical application and practice of specific skills essential to prevention, intervention, and collaboration are emphasized. Prerequisites: COUN 5528 or COUN 5525 or COUN 5508.

**COUN 5550. Medical and Psychosocial Aspects of Disability I. (3 Credits)**

This course examines contemporary models of adjustment to disability and explores the impact of culture, individual diversity, and sociological dynamics on disability. Medical terminology and diagnostic criteria and functional limitations are introduced. Prerequisite: COUN 5504.

**COUN 5551. Medical and Psychosocial Aspects of Disability II. (3 Credits)**

This course explores disabilities from a systems perspective and incorporates fundamental information regarding medical terminology, diagnostic criteria and functional limitations, medical practitioners, assistive technologies, and health care systems as well as adjustment to disability. Consumer adjustment to disability, psychosocial, cultural, and other contextual factors that impact persons with disabilities will be infused throughout this course. Prerequisite: COUN 5550.

**COUN 5560. Diagnosis and Treatment. (3 Credits)**

This course provides a framework for understanding the major diagnostic categories of the Diagnostic and Statistical Manual. Emphasis is given to the principles and practices that relate to the psychopathology, DSM diagnosis, etiology and assessment, systematic treatment planning, interviewing, and short- and long-term interventions. Students examine techniques commonly used for the diagnosis and treatment of cognitive, emotional, and developmental disorders as well as for psychophysiological and psychosocial programs. Through coursework and discussions, students consider multicultural factors that complicate diagnosis as well as current trends and contemporary issues in clinical assessment and diagnosis. Prerequisite: COUN 5700.

**COUN 5561. Psychopharmacology. (3 Credits)**

This course provides an overview of psychotropic medications used in the management of mental, behavioral, and addictive disorders in children and adults. Students will explore basic anatomical, physiological, and chemical characteristics of the nervous system to understand the rationale for using medications, along with their limitations and side effects. Additionally, students explore related historical, social, ethnic, and cultural factors related to counseling and psychotropic medical treatment. Prerequisite: COUN 5560.

**COUN 5570. Practicum. (3 Credits)**

Students complete at least 100 clock hours of supervised clinical experience conducive to the modeling, demonstration, and development of counseling skills. The practicum requires 40 hours of direct service with clients, including experience in individual counseling. Counseling interview will be recorded. Background checks and proof of professional liability insurance coverage are required. Prerequisites: COUN 5501, 5512, 5515, 5531, 5600 or permission of Program Coordinator.

**COUN 5575. Selected Topics in Counseling. (3 Credits)**

This seminar features a combination of lecture, discussion, research and presentations. Topics vary each time course is offered. This course may be repeated for credit under different topics. Prerequisites: Permission of the Program Coordinator.

**COUN 5595. Internship. (3 Credits)**

Internship provides a supervised 600 clock hours of clinical experience in setting. Interns must complete at least 240 direct service clock hours, including experience in individual counseling and group work, and supervision by the University Supervisor and the cooperating onsite counselor. Prerequisite: COUN 5570, or Permission of the Program Coordinator.

**COUN 5596. Thesis. (3 Credits)**

This class offers students the opportunity to develop and defend their research under the supervision of their thesis advisor. Prerequisites: COUN 5570 or Permission of Program Coordinator.

**COUN 5598. Internship II. (3 Credits)**

This course is a continuation of COUN 5595. In this course, students complete their supervised, 600 clock hour internship in a setting appropriate for their specialized field of training. The requirement includes completion of 240 direct service clock hours and supervision by the university supervisor and the cooperating onsite counselor. Prerequisite: COUN 5595.

**COUN 5600. Legal and Ethical issues in Counseling. (3 Credits)**

Legislative, judicial and ethical mandates germane to professional counselors are presented in this course. Current issues including such topics as confidentiality, use of assessment instruments, family issues, professional identity, and an examination of the ACA Code of Ethics and other professional standards will be covered.

**COUN 5610. Crisis Counseling and Intervention. (3 Credits)**

This course provides an overview of the types and models of crisis intervention. Consideration of organization, and client variables including developmental needs, diversity and cultural issues, as well as primary, secondary, and tertiary prevention are addressed. Prerequisite: COUN 5512.

**COUN 5620. Research and Program Evaluation for Counselors. (3 Credits)**

This course presents research methodology, philosophical, ethical, and training issues; major qualitative and quantitative designs; methodological issues, and professional research issues. Students complete training on human subjects review. Prerequisites: COUN 5510 or permission of coordinator.

**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 S 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 is 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 two thirds 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 problem 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.

**EDUC 5000. Professional Development for Accomplished Educators. (3 Credits)**

This course focuses on the self-assessment of individual student understanding and application of mastery outcomes based on National Board for Professional Teaching Standards. Emphasis will be upon preparing educators to assess their practice using the rigorous guidelines for the NBTS process.

**EDUC 5199. Orientation to Adv Prof Educ. (0 Credits)**

This course is for Master of Education students entering an education program. The Orientation to Graduate Education provides students with the training and information needed to successfully navigate ASU teacher preparation program requirements. Students will receive training on the College of Education's Conceptual Framework; the requirements needed to successfully complete teacher preparation programs; learn to navigate Degreeworks to complete academic program plans of study; and learn to navigate LiveText for purposes of assessment and evaluation of Key Unit and Program specific assessments. All students will be required to purchase a LiveText account and have an active ASU account prior to participation in the course.

**EDUC 5441. Culturally Responsive Teaching. (3 Credits)**

Cultural difference influence classroom instruction and the performance of all students. This course is designed to prepare educators to teach in today's culturally diverse classrooms by providing them with a baseline of critical information and abilities, as well as a self-monitoring attitude to be successful. It presents students with the latest information on teacher effectiveness and specific suggestions on providing culturally responsive instruction in today's classrooms. The content of the course is performance-based and is designed for elementary through secondary professional educators.

**EDUC 5443. Educational Assessment. (3 Credits)**

This course is designed to facilitate students acquiring the fundamental concepts, principles, theories, and techniques of educational measurement and classroom assessment. The underlying premise for the value of such knowledge for educators is that it is necessary for sound educational decision-making. Moreover, students will acquire competence in the planning and development of informal classroom assessments and the evaluation of standardized tests.

**EDUC 5444. Effective Teaching AndThe Arts. (3 Credits)**

This course focuses on integrating effective teaching strategies into learning how to teach, improving teaching and teaching students how to learn. Activities will be developed for infants, toddlers, primary and children through age 13. Laboratory required.

**EDUC 5500. Educational Statistics. (3 Credits)**

Application of basic descriptive statistics to education. Data graphs and tables, probability, sampling statistics, correlation and hypothesis testing are studied.

**EDUC 5501. Educational Research. (3 Credits)**

A study of research methods, procedures and design, including preparation of research abstracts. Writing reports in the field of education and related areas are presented.

**EDUC 5502. Action/Classroom Research. (3 Credits)**

A study of research methods, procedures and designs, including the preparation of research abstracts and action research as it applies to educational settings.

**EDUC 5504. History of Education. (3 Credits)**

A survey of major developments in the rise of public school in the U. S. from the colonial period to the present.

**EDUC 5509. Philosophy of Education. (3 Credits)**

A study of the basic tenets of education focusing on current issues and their basic assumptions in schools. The derivations of issues and practices are analyzed.

**EDUC 5515. Adolescent Literature. (3 Credits)**

Study of literary instruction and of selected literary works including drama, short story, poetry, essay and novel, relevant to the needs, values and interests of adolescents. Consideration is given to selection of materials, motivation of reading and the development of literary skills appreciation.

**EDUC 5520. Language Concepts for M/Child. (3 Credits)**

Focuses on elements of language study appropriate to middle childhood/secondary including the history and nature of language, the grammar of English, dialects, usage, study skills, spelling, and handwriting.

**EDUC 5524. Method and Materials in Teaching English. (3 Credits)**

Instructional procedures, student activities, materials and evaluation of English in the middle and secondary schools.

**EDUC 5528. Teaching Composition in Secondary Schools. (3 Credits)**

Curriculum, methods and materials for teaching composition in secondary schools, including the theories, approaches, techniques and procedures from prewriting through evaluation.

**EDUC 5531. Mathematics Concepts in Secondary Schools. (3 Credits)**

Current problems in teaching mathematics in the secondary school with emphasis on defining objectives, analyzing content and individualized instruction.

**EDUC 5540. Curriculum Principles. (3 Credits)**

Models for curriculum development and the forces that bear on curriculum decision making will be studied. This is the basic course in principles of curriculum development for graduate students, including those from diverse backgrounds with a variety of career goals.

**EDUC 5550. Foundation Principles in Education, Growth Development. (3 Credits)**

This is an intensive course designed to provide foundational information to teacher education candidates that outlines the history of US public schooling, issues and trends in schooling, tenants of educational philosophy and educational psychology, and emphasizes the importance of cultural sensitivities and congruence during the educational process.

**EDUC 5570. Strategies of Instruction in Science. (3 Credits)**

Designed to introduce the professional teacher to the theories and practices of supervising student teaching nature of learning science, a system for instruction, instructional skills and evaluation of science teaching. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

**EDUC 5590. Pract I: Internship ECEC Presch. (3 Credits)**

Field-based experiences providing an opportunity for extensive training and application of knowledge with children in the area preschool of early childhood education.

**EDUC 5591. Pract II: Internship ECEC Primary. (3 Credits)**

Field-based experiences providing an opportunity for extensive training and application of knowledge with children in the area preschool of early childhood education.

**EDUC 5592. Applied Research in Teacher Education. (3 Credits)**

This course is designed to introduce advanced teacher candidates to quantitative and qualitative strategies for educational data collection and analysis. By the end of the course, advanced candidates will be able to design and implement an action research study in order to improve student achievement, drive teacher instruction, and positively impact school performance.

**EDUC 6000. Research I. (3 Credits)**

The purpose of this course is to introduce candidates to quantitative and qualitative methods for conducting meaningful inquiry and research. Candidates will gain an overview of research intent and design, methodology and technique, format and presentation, and data management and analysis informed by commonly used statistical methods. The course will develop each candidate's ability to use this knowledge to become more effective as school leaders.

**EDUC 6005. Research II. (3 Credits)**

This graduate level course provides for the development and completion of a research paper in educational leadership. Writing reports in the field of Education and related areas are presented. Research is focused on current problems in schools.

**EDUC 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.

**EDUC 7701. Advanced Educational Research. (3 Credits)**

A study of research methods, procedures and design, including preparation of research abstracts. Writing reports in the field of education and related areas is presented. Action research is focused on current problems in schools.

**SPED 5501. Exceptional Child. (3 Credits)**

A survey course satisfying House Bill 671 and focusing on the characteristics, identification, prevalence, and programming of exceptionality areas for which children and youth may obtain special educational services.

**SPED 5510. Characteristics & Instruc Stra. (3 Credits)**

A study of the commonality of characteristics leading to the identification, placement, and service delivery models for children/youth with mild disabilities and strategies to address identified needs of this student population. Emphasis will be placed on the guiding principles, implementation, and evaluative criteria for the inclusion of systematic instruction, task analysis, and behavioral management of children/youth with mild learning and behavioral problems.

**SPED 5512. Characteristics of Children and Youth with Mild Learning, Intellectual, or Behavioral Disabilities. (3 Credits)**

A study of the commonality of characteristics leading to the identification, placement, and service models for children with mild learning and behavior problems. Prerequisites: SPED 5501 or SPED 2265.

**SPED 5515. Nature and Characteristics of Intellectual Disabilities. (3 Credits)**

Study of the nature and characteristics of children and youth eligible for services in intellectual disabilities on the severe, moderate, and mild levels. Prerequisite SPED 5501 or 3231.

**SPED 5516. Nature & Charac of Gifted. (3 Credits)**

GIFT 5516 has been designed as one semester introduction to and overview of the field of gifted education. Topics include: theoretical and historical contexts; characteristics of gifted learners; influences on gifted learners (family, community, culture, etc.); identification of gifted, talented and creative learners; instructional models and practices; legislation and policy guidelines; and current issues in the field. This course will have been designed as a "hybrid" course involving both face to face (f2f) and online instructional activities, including: lecture, small & large group discussion, student presentations, expert presentations, and various types of "observations" of gifted learners and learning environments.

**SPED 5522. Teaching the Preschool Exceptional Child. (3 Credits)**

This course emphasizes the methods, modes of evaluating, and other skills required for the teaching of preschool handicapped infants and toddlers. The areas to be covered include stimulation training, readiness programming, academic and social awareness, and service delivery systems.

**SPED 5524. Instructional Strategies for Teaching the Mildly Disabled. (3 Credits)**

Principles, implementation and evaluative criteria for inclusion of systematic instruction, task analysis and behavioral management used for the instruction of children/youth with mild learning and behavioral problems.

**SPED 5525. Instructional Strategies for Intellectual Disabilities. (3 Credits)**

The cyclical process of assessment, planning, implementation, and evaluation is emphasized. Teaching methods and materials for group instruction, as well as individualized instruction is highlighted.

**SPED 5529. Instr Methods in Gifted Edu. (3 Credits)**

This Course explores concepts, strategies, methods, and techniques of teaching the gifted student. Opportunities are provided for development of strategies based on principles of gifted education. Special emphasis will be devoted to selection of strategies for the development of creativity. Offered: Summer.

**SPED 5530. Counseling Parents for Exceptional Children. (3 Credits)**

Practicing teachers are taught to take a developmental approach to their subject, focusing on the uniqueness of each family and each child from infancy, through the primary grades, to middle school, high school, and adulthood.

**SPED 5536. Curriculum for Gifted Edu. (3 Credits)**

The course explores how appropriate curricula for the gifted is a response to the cognitive and affective needs which may be unique to gifted learners as well as those they share with their peers. Participants will examine modifications in the content, process, product, affect, and learning environment of classroom and curricula as they relate to gifted learners. They will gain experience in developing concept-based, open-ended, flexibly paced curriculum that can be implemented in the classroom immediately. Offered: Summer.

**SPED 5542. Behavior Modification for Special Education Students. (3 Credits)**

Application of behavior modification principles and behavior analysis in both general and special education classrooms.

**SPED 5545. Educational Assessment of Exceptional Children. (3 Credits)**

Focuses on the use of evaluation to determine classification and eligibility, to plan individualized education programs (IEPs) and to evaluate teacher effectiveness and pupil progress.

**SPED 5547. Behavior Management of Exceptional Children. (3 Credits)**

An eclectic approach to behavior management. Affective psychodynamic techniques, ecological and environmental arrangements and behavior modification principles and the primary theoretical systems that are explored.

**SPED 5563. Issues in Interrelated Special Education. (3 Credits)**

Focuses on the current trends and issues affecting special educators. Objectives for the teacher competency tests in special education are addresses and studied.

**SPED 5570. Practicum in Interrelated Special Education. (3 Credits)**

Field-based experiences provide an opportunity for extensive training and application of knowledge with exceptional children and youth in the areas of mild intellectual disabilities, behavior disorders and specific learning disabilities.

**SPED 5580. Directed Studies in Research and Reading in Special Education. (3 Credits)**

Intensive study in selected areas in the field of special education with application of knowledge in a written format, such as a grant proposal, research article, or journal publication. Advisors permission is required.

**SPED 5590. Teaching of Reading and Math to Exceptional Learners. (3 Credits)**

A study of specialized reading and math techniques and strategies for use with students with learning disorders includes diagnosis, remediation, and determination of readability levels, error analysis and corrective strategies.