EDAS 5565 — The Principal ................................................................. 3(3-0)

The role of the principal in a changing society is investigated from an open system perspective. One’s role as a catalyst is studies for engendering new curricula, techniques, and organizational and administrative practices.

EDAS 5568 — Field Experiences in Educational Administration ............................................. 3(3-0)

Field experiences include 150 hours of administrative experience in 12 major areas of school administration as outlined in the EDAS Manual at http://fld94.alsnet.peachnet.edu/~bblock. Each student will prepare an experience portfolio reflecting all experiences. Weekly logs and reports are submitted by email to the instructor.

EDAS 5570 — School Business Management ................................................................. 3(3-0)

A study of business procedures and functions involved in managing school system budget, budget control, taxes, QBE, salary scheduling, inventories, accounting and bus transportation. Emphasis will be placed on practical application in Georgia.

EDAS 5573 — School Personnel Administration ................................................................. 3(3-0)

A study of the criteria for recruitment, selection, and placement of personnel, orientation of new personnel, administration/teacher relationships, codes of ethics, certification and other related practices involved in staff and faculty relationships.

EDAS 5578 — Review of Literature in School Supervision ..................................................... 3(3-0)

A critical review and evaluation of research and writings in the field of educational supervision.

EDAS 5580 — School Discipline Problems ................................................................. 3(3-0)

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.

EDUCATION SPECIALIST DEGREE IN EDUCATIONAL LEADERSHIP

The Education Specialist Program (Ed.S) in Educational Leadership includes a personalized set of field and academic experiences designed to assist students in developing a high level of knowledge and skills as school principals, curriculum directors, subject area supervisors, central school district administrators, and supervisory staff members. Where school principals are concerned, students are not only prepared for basic managerial and instructional leadership responsibilities, but they also have opportunities to specialize in a more narrowly defined area of instructional management. The program design facilitates this by uniquely configuring both academic and field experiences for each student to emphasize the student’s desired specialization.

The program is designed for persons who have earned a Master’s degree and hold or aspire to hold an Educational Leadership position that requires State of Georgia Level 6 certification. A minimum of 27 semester hours of graduate credit beyond the Master’s degree is required to complete the program. Only those courses taken after admission to the Ed.S. Program may be used to fulfill the requirement of the Ed.S. degree, which includes applicable transfer credits. Credit usable in the planned program must not be more than six calendar years old at the time the degree is completed. A maximum of six semester credit hours of transfer credit from an approved institution offering the Ed.S. degree may be approved for inclusion in the planned Ed.S. Program.

Admission Requirements

A student desiring to pursue an Education Specialist degree in Educational Leadership must present an acceptable score on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT)(See Below). Graduate work taken prior to admission to the Ed.S. program will not be counted toward Ed. S. degree requirements.

1. The applicant must have completed a Master’s degree at an accredited or approved institution.
2. Applicants must possess certification equivalent to the State of Georgia’s Level five certification (e.g. L-5, SC-5, or T-5).
3. If the Master’s degree is not in Educational Leadership, or the applicant does not hold the Level 5 certificate, the applicant may be required to complete work at the Master’s degree level in Educational Leadership in addition to the 27 semester hours required for the Ed. S. degree in Educational Leadership.
4. Applicants must earn a 3.0 GPA on a 4.0 scale for graduate work completed.
5. Applicants are required to make a minimum score of 850 on the Graduate Record Examination (GRE) or 44 on the Miller Analogies Test (MAT).

**Advisement**

After the student has been admitted to the Ed.S. program, the Departmental Chairperson will appoint an advisor. The advisor will assist the student in developing an individualized program for the student to meet the degree program requirements.

The student and advisor will sign the program check sheet. A copy of the check sheet will be filed with the Graduate Coordinator, with the Graduate School, and with the Registrar's Office.

**Application for Graduation**

The student must complete an Application for Degree Form with the Registrar's Office in advance of completing all course requirements. Only credits with grades of "B" or better are usable in the Ed.S. degree program. The student's Ed.S. program must include a minimum of 27 graduate semester hours of credit beyond the Master's degree in Educational Leadership; 18 of these 27 graduate semester hours of course work must be in Educational Leadership. A three (3)-semester hour graduate field experience culminating in a research project is required. Except for a maximum of six semester hours of transfer work, all credits used in the Education Specialist Program must be earned at Albany State University. After the student has been admitted to the Ed.S. program, the department chairperson will appoint an advisor. The advisor will assist the student in developing an individualized program of study consistent with the student's professional objectives and the requirements of the program.

Students are responsible for making application for graduation after completing 15 semester hours of course work. The advisor must certify through the audit process with the Registrar that:

1. The applicant has been fully admitted to the Ed.S. program.
2. The applicant has made satisfactory progress in a planned program of study and that the major professor approves the program of study.

**Program Completion**

To be eligible for the Ed.S. degree and recommendation for the L-6 certification by Albany State University, the student must meet all of the following requirements:

1. Only those courses taken after admission to the Ed.S. program may be used to fulfill the requirements of the Ed.S. Degree. This includes transfer credits.
2. Credits usable in the planned program must not be older than six calendar years at the time that the degree is completed.
3. A maximum of six semester hours of transfer credits from an approved institution offering the Ed.S. degree may be approved for inclusion in the planned Ed.S. program. Such credits must be approved by the Program Coordinator.
4. The student must complete an Application for Degree Form one semester in advance of completing all course requirements.
5. Only credits with grades of "B" or better are accepted in the Ed.S. program.
6. The student's Ed.S. program must include a minimum of 27 graduate semester hours of course work, which must be in educational leadership, administration and supervision or related areas.
7. Three semester hours of graduate field experience culminating in a research project orally defended before the educational leadership faculty is required.
8. Except for a maximum of 6 semester hours of transfer work, all credits used in the Ed.S. program must be earned in residence at Albany State University.
9. The student must earn a passing score on the Praxis II examination in Education Leadership.

**Degree Program**

The total degree program for a student will be structured using five components. Twenty-seven semester credit hours are required for the Ed.S. degree in Educational Leadership.
Program Components

Area A - Nature of the Learner  
EDAS 6785  Improvement of Instruction  
EDAS 6643  Issues and Theories of Supervision  
EDAS 6781  Seminar in Educational Leadership

Area B - Programs and Problems of the School  
EDAS 6651  Educational Facilities Planning  
EDAS 6681  Recent Trends in Supervision  
EDAS 6685  School and Community Relations  
EDUC 7700  Foundations in Education

Area C - Major Area  
EDAS 6600  Concepts and Practices of Educational Leadership  
EDAS 6643  Issues and Theories in Supervision  
EDAS 6648  Economics of Education  
EDAS 6651  Educational Facilities Planning  
EDAS 6670  School Finance  
EDAS 6681  Recent Trends in Supervision  
EDAS 6685  School and Community Relations  
EDAS 6709  Leadership Field Experience *  
EDAS 6710  The Superintendent  
EDAS 6711  Software Systems in Educational Administration  
EDAS 6733  Educational Policy  
EDAS 6781  Seminar in Educational Leadership  
EDAS 6785  Improvement of Instruction

Area D - Research  
EDUC 7701  Advanced Educational Research **

Area E - Electives  

Total Hours Required ........................................................................................................ 27 hrs

* Required course  
** Prerequisite for EDAS 6709

COURSE DESCRIPTIONS

EDAS 6600 — Concepts and Practices of Educational Leadership ........................................ 3 (3-0)  
A study of the functions of the educational administrator (supervisor) using simulated materials and case studies.

EDAS 6643 — Issues and Theories of Supervision .............................................................. 3 (3-0)  
Students analyze supervisory behavior and responsibilities and consider trends and issues in system supervision.

EDAS 6648 — Economics of Education ............................................................................. 3(3-0)  
An analysis of the economics of education and the effects of education on the economy is conducted. Revenue, expenditure, indebtedness and fiscal problems are treated from a theoretical frame of reference with application to the three-level system of government.
EDAS 6651 — Educational Facilities Planning

A study of methods and procedures for writing educational specifications and related areas of educational planning is organized. Consideration is given to controlling learning environments, adding flexibility, selecting furniture and selecting and maintaining equipment.

EDAS 6670 — School Finance

Students examine theories of financing public elementary and secondary schools with special attention to the Georgia mode. Basic overview of taxation and bond issues is reviewed.

EDAS 6675 — Review of Literature in Administration

A critical review and evaluation of research and writings in the field of educational administration is presented.

EDAS 6678 — Review of Literature in Supervision

A critical review and evaluation of research and writings in the field of educational supervision is presented.

EDAS 6681 — Recent Trends in Supervision

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

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 6700 — Advanced Personnel Administration

Students focus on problems of needs analysis, recruitment, policy development, evaluation, certification and welfare of instructional personnel.

EDAS 6709 — Leadership Field Experience

Planned research experiences of at least 120 clock hours of administration and/or instructional leadership in an elementary school, secondary school or central office under a practicing administrator or supervisor. A publishable action research project is required. Prerequisite: prior advisor approval.

EDAS 6710 — The Superintendent

This course is an intensive study of the research literature on the school superintendent. Executive leadership responsibilities, roles and styles with inferences on superintendent/school board relationship are considered.

EDAS 6711 — Software Systems in Educational Administration

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 6725 — Instructional Supervision

From the context of a school building, this course considers techniques of helping teachers improve instructional outcomes. Includes teacher-supervisor relationship, teacher motivation and evaluation supervision.

EDAS 6733 — Educational Policy

The process of policy development at the local, state, and federal levels and the influences of social, economic and political factors are studied. Emphasis will be on school law as it relates to policy development.

EDAS 6740 — Urban Life and Educational Leadership

Designed to study living conditions of children in diverse communities and the problems of teacher, child and family motivation, this course focuses on urban life.
EDAS 6760 — Administration and Supervision of Special Education ......................... 3 (3-0)
Graduate students will analyze specialized skills required to organize, equip, staff, supervise and manage programs for exceptional
children within the framework of legal and environmental requirements.

EDAS 6768 — Field Experience in Supervision .................................................................. 3 (3-0)
Students acquire supervised experience under a practicing supervisor. Experience is confined to one instructional area and
includes at least 100 clock hours in elementary or secondary schools.

EDAS 6781 — Seminar in Educational Leadership .............................................................. 3 (3-0)
Selected problems and issues in administration and supervision are studied.

EDAS 6785 — Improvement of Instruction ........................................................................ 3 (3-0)
Taught from the context of the building principal, this course considers problems and techniques of improving the results of school
instruction.

EDAS 6790 — Field Experience in Supervision Program for Exceptional Children .......... 3(3-0)
A supervised experience under a practicing director of special education will be provided. Included is a survey of federal and state
policies and reporting requirements for the handicapped and at least 120 clock hours in elementary or secondary schools.

EDAS 6799 — Thesis in Educational Administration & Supervision ................................. 3 (3-0)
Graduate students research a scholarly project; develop a proposed plan of completion and write the thesis. The advisor must
approve the topic and proposal.

ENGLISH EDUCATION

The English Education Program (M.Ed.) is a fifth-year course of study for advanced preparation of secondary teachers of English
and for others to study in the field. The program requires a total of 36 semester hours, a minimum of 21 hours in required and elec-
tive graduate English courses and 15 hours in education or related fields. Students must remain in good academic standing in the pro-
gram and are required to pass a written comprehensive examination near the end of their course of study. The program provides an
opportunity for students to strengthen strategic academic and pedagogical areas and to relate coursework to classroom teaching and
learning experiences.

Objectives of the Program

1. To increase the English teacher’s knowledge of American and English literature as well as the literatures of other nations, literary
genres and literary criticism, including awareness of minority and adolescent literature.
2. To enhance the English teacher's knowledge and understanding of language learning and their relationships to various styles
of teaching and learning.
3. To improve the English teacher's competence in teaching communication.
4. To improve the English teacher's understanding of and competence in developing effective curricula for secondary English.
5. To offer a sequential, holistic program of study which will strengthen strategic areas in the preparation of the secondary English
teacher and provide opportunities for exploration of problems in teaching and learning English at the secondary level.
6. To provide an opportunity for the English teacher to increase competence in other fields related to English, i.e., drama, speech,
and reading.

Admission to the Program

Admission to the English Education Program requires an undergraduate degree in English Education, or the equivalent, from an
accredited college and satisfactory scores on the Graduate Record Examination. When students lack a sufficient background in
English, they may be required to take additional undergraduate courses before beginning the M.Ed. program in English education.
Students are also governed by the general admission procedures and requirements for the M.Ed. degree program, and they may matric-
ulate in the English Education Program under the same categories of admission.