9.7

Program Requirements

The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs.

Judgment

☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Report from the Off-Site Committee

The institution provided information regarding the system and institutional policies and processes for curriculum development.

The institution provided samples of curricula offered at each level, except the specialist level, however to determine compliance with this standard, all programs should be represented.

Undergraduate programs represented in the sample had clearly defined requirements, appropriate general education requirements, and coherent courses of study.

Graduate programs represented in the sample had clearly defined requirements and a clear rationale and design. However, no student learning outcomes are listed in the catalog for the MS in Criminal Justice, Master of Public Administration, Master of Social Work, Master of Business Administration, or the MS in Nursing.

Focus Report Response

Albany State University (ASU) values that the Off-Site Committee affirmed that the institution provided information regarding the system and institutional policies and processes for curriculum development. The institution provided sample curriculum at the associate, bachelor and master's program. Albany State University acknowledges it did not provide the curriculum for the specialist program. The specialist program curriculum is posted in the academic catalog as follows **[01A] [01B] [01C]**. The specialist degree consists of 27-credit hours of coursework and 750 clock hours of clinical field requirements. The 750 clock hours more than adequately cover the seat-time requirement for a three credit-hour course. Together, coursework and field requirements make the program equivalent to a 30 hour program **[08]**. The field requirements align to the clock hours required by Georgia Professional Standards Commission **[07]**.
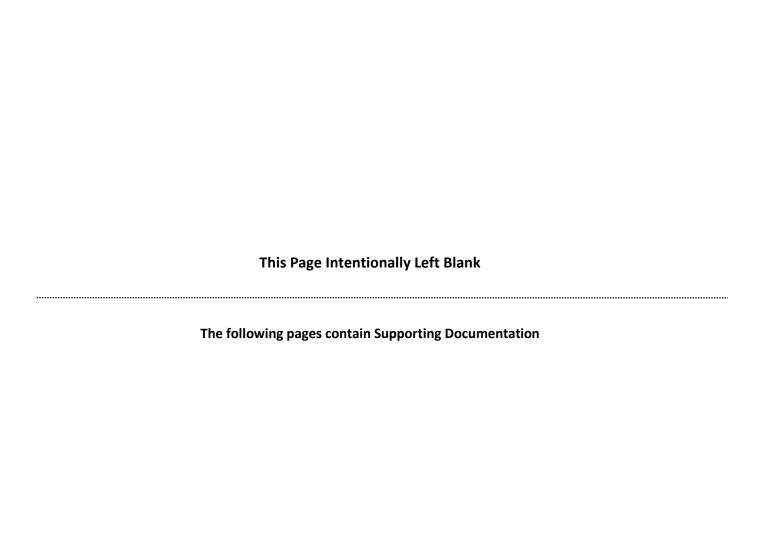
The Off-Site Committee also acknowledged that Albany State University undergraduate programs had clearly defined requirements, and coherent courses of study and graduate programs had clearly defined requirements and a clear rationale and design. Albany State University acknowledges that student learning outcomes were not provided but are listed in the catalog and now are provided for the following programs:

Master of Science, Criminal Justice **[02]**
Master of Public Administration **[03]**
Master of Social Work **[04]**
Master of Business Administration **[05]**
Master of Science, Nursing **[06]**

Sources

- 📄 01_FR_EdS_Admission
- 📄 01_FR_EdS_Curriculum
- 📄 01__FR_EdS_Completion
- 📄 02_FR_MSCJ_ProgramOutcomes
- 📄 03_FR_MPA_ProgramOutcomes
- 📄 04_FR_SOWK_ProgramOutcomes
- 📄 05_FR_MBA_ProgramOutcomes
- 📄 06_FR_MSN_Program Outcomes
- 📄 07_FR_505-3-.77 GA Professional Standards Educational Leadership Program 750 clock-hour requirement (Page 10)
- 📄 08_FR_750 Hour Clinical Log Sheet

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The following pages contain Supporting Documentation

Albany State University

🔍 Search

2019-2020 Catalog

🔍 Search Catalog

Catalog Archives

Graduate Catalog ⌄

Albany State University ›

Admissions ›

Financial Aid ›

Financial Information ›

Academic Policies ›

General Policies ›

Degree Programs ⌄

Counseling and Educational Leadership ⌄

Counselor Education, Master of Education

Educational Leadership Tier I, Master of Education

Educational Leadership Tier II, Educational Specialist

Criminal Justice, Master of Science

Master of Business Administration (MBA)

Nursing ›

Public Administration, MPA

Social Work, Master's Program

Teacher Education ›

Courses ›

Undergraduate Catalog ›

🖨 **Print Options**

Educational Leadership Tier II, Educational Specialist

Overview | Program Admissions Requirements | Program of Study

Admission Requirements

PHASE I

1. Minimum grade point average of 3.0.
2. Official transcripts from each college/university
3. Master's Degree
4. Certification in Educational Leadership (TIER I)
5. Minimum of three years of educational experience (teaching and/or leading).
6. Three recommendations with one from immediate supervisor.
7. Writing sample (Completed during orientation during first semester of enrollment).
8. Currently in a leadership position

* Please note: Submission of above documents does not guarantee admission to the program

PHASE II (Face-to-Face)

1. Invitation to participate.
2. Interview, i.e., individual, group.
3. In basket activities.
4. On-demand writing assessment.
5. Superintendent's Assurance Form.
6. District Partnership Agreement.

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Calendar

Give To ASU

Accreditation

Directory

Equal Employment Opportunity

Employment Opportunities

ASU Help Desk

Ethics & Compliance Hotline

Albany State University

Search   f t i ▶ ... ⟲

Home / Graduate Catalog / Degree Programs / Counseling and Educational Leadership / Educational Leadership Tier II, Educational Specialist

2019-2020 Catalog

🔍 Search Catalog

Catalog Archives

Graduate Catalog ⌄

- Albany State University ›
- Admissions ›
- Financial Aid ›
- Financial Information ›
- Academic Policies ›
- General Policies ›
- Degree Programs ⌄
  - Counseling and Educational Leadership ⌄
    - Counselor Education, Master of Education
    - Educational Leadership Tier I, Master of Education
    - **Educational Leadership Tier II, Educational Specialist**
  - Criminal Justice, Master of Science
  - Master of Business Administration (MBA)
  - Nursing ›
  - Public Administration, MPA
  - Social Work, Master's Program
  - Teacher Education ›
- Courses ›

Undergraduate Catalog ›

🖨 Print Options

Educational Leadership Tier II, Educational Specialist

Overview   Program Admissions Requirements   Program of Study

Program of Study

TIER II COHORT DEGREE PROGRAM (27 HRS)

LEAD 6001	Orientation and Introduction to School Leadership	1
LEAD 6006	Leading through Mission, Vision, and Core Values	2
LEAD 6011	Leading Through Professional Learning	2
LEAD 6016	Leading Through Teams and Collaborative Work	2
LEAD 6021	Clinical Practice 1	2
LEAD 6026	Leading School Improvement	2
LEAD 6031	Leading Teaching and Learning	2
LEAD 6036	Leading Through Organization and Management	2
LEAD 6041	Clinical Practice II	3
LEAD 6046	Leading a Culture that Supports Student Learning and Well-Being	2
LEAD 6051	Leading Through Family and Community Engagement	2
LEAD 6056	Leading and Advocating for Ethics and Equity	2
LEAD 6061	Clinical Practice III	3
LEAD 6199	Orientation to Educational Specialist Program [1]	0
Total Semester Hours		**27**

TIER II CERTIFICATE ONLY PROGRAM (21 HRS)

Certificate can only be added to an existing graduate certificate

Admissions Requirements same as required for admission to the 27 hour degree program.

LEAD 6001	Orientation and Introduction to School Leadership	1
LEAD 6006	Leading through Mission, Vision, and Core Values	2
LEAD 6011	Leading Through Professional Learning	2
or LEAD 6016	Leading Through Teams and Collaborative Work	
LEAD 6021	Clinical Practice 1	2
LEAD 6026	Leading School Improvement	2
LEAD 6031	Leading Teaching and Learning	2
LEAD 6036	Leading Through Organization and Management	2
LEAD 6041	Clinical Practice II	3
LEAD 6046	Leading a Culture that Supports Student Learning and Well-Being (OR LEAD 6051 OR LEAD 6056)	2
LEAD 6061	Clinical Practice III	3
LEAD 6199	Orientation to Educational Specialist Program [1]	0
Total Semester Hours		**21**

[1] Not needed if EDUC 2199 or EDUC 5199 completed.

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Calendar
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Equal Employment Opportunity
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ASU Help Desk
Ethics & Compliance Hotline

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2019-2020 Catalog

🔍 Search Catalog

Catalog Archives

Graduate Catalog ⌄

Albany State University ›

Admissions ›

Financial Aid ›

Financial Information ›

Academic Policies ›

General Policies ›

Degree Programs ⌄

Counseling and Educational Leadership ⌄

Counselor Education, Master of Education

Educational Leadership Tier I, Master of Education

Educational Leadership Tier II, Educational Specialist

Criminal Justice, Master of Science

Master of Business Administration (MBA)

Nursing ›

Public Administration, MPA

Social Work, Master's Program

Teacher Education ›

Courses ›

Undergraduate Catalog ›

🖨 **Print Options**

Educational Leadership Tier II, Educational Specialist

Overview   Program Admissions Requirements   Program of Study

The Educational Specialist Program in Educational Administration and Supervision leads to a Specialist degree in Education (Ed.S) and a Tier II performance-based certification in the state of Georgia. Tier II, or advanced level certification, in the field of educational leadership prepares candidates for advanced leadership positions that include P-12 school level principals or the equivalent, superintendents, or other LUA staff who supervise principals. The program includes a personalized set of field and clinical experiences designed to assist students in developing a high level of knowledge, skills and dispositions as school principals, curriculum directors, subject area supervisors, central school district administrators and supervisory staff members.

The program is designed for persons who have a master's degree, master's level certification in Leadership and is in a leadership position in a P-12 school. 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 requirements of the Ed.S. degree, which includes applicable transfer credits. Credits usable in the planned program must not be more than six years old at the time the degree is completed. A maximum of 6 semester credit hours of transfer credit from a Georgia Professional Standards Commission approved institution offering the performance-based Ed.S degree may be approved for inclusion in the planned Ed.S. Program.
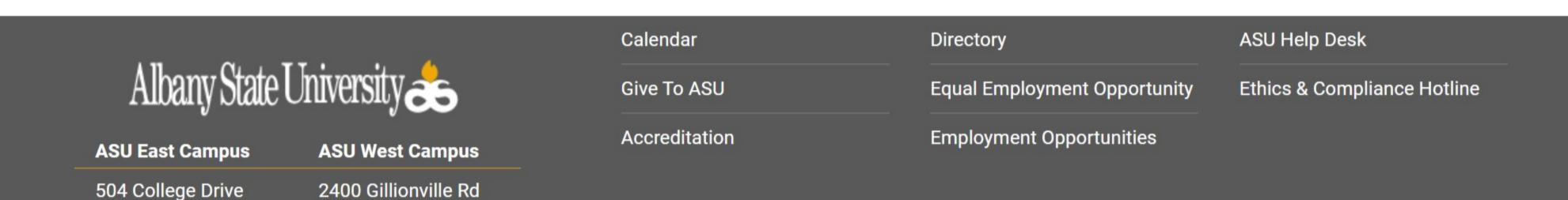
Advisement

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 that meets degree and certification requirements.

Program Completion

To be eligible for the Ed.S. Degree and recommendation for leadership certification by Albany State University, the student must have met the following requirements:

1. Fulfilled all requirements. (Applicable transfer credit must be approved during first semester of enrollment).
2. Complete useable credits within years of admission and completion.
3. A maximum of 6 semester hours of transfer credits from a Georgia Professional Standards Commission approved institution offering a performance-based Ed.S. degree may be approved for inclusion in the planned Ed.S. Program. Such credits must be approved by the chair of the department.
4. Only credits with grades of "B" or better are accepted in the Ed.S. Program.
5. The student's Ed.S. program must include a minimum of 27 hours of course work with at least 50% of the course work being performance. This Includes a minimum of 750 clock hours of clinical experiences, performed at elementary, middle and high school and central office.
6. 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
7. Successfully complete the Performance Assessment for School Leaders (PASL)

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Calendar   Directory   ASU Help Desk

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Accreditation   Employment Opportunities

Albany State University

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2019-2020 Catalog

🔍 Search Catalog

Catalog Archives

Graduate Catalog ⌄

Albany State University ›

Admissions ›

Financial Aid ›

Financial Information ›

Academic Policies ›

General Policies ›

Degree Programs ⌄

Counseling and Educational Leadership ›

Criminal Justice, Master of Science

Master of Business Administration (MBA)

Nursing ›

Public Administration, MPA

Social Work, Master's Program

Teacher Education ›

Courses ›

Undergraduate Catalog ›

🖨 **Print Options**

Criminal Justice, Master of Science

Overview | Program Admissions Requirements | Program of Study | Specialty Areas | Courses

Introduction

The Department of Criminal Justice at Albany State University offers a 30 semester hours Master of Science degree in Criminal Justice delivered both face-to-face and fully online with concentrations in Law Enforcement, Corrections, Forensic Science and Public Administration. The M.S. degree program is designed to prepare students for professional careers within the criminal justice system and related fields. Theoretical, methodological and philosophical understanding of the criminal justice system is stressed during the matriculation process. As a result, students are well-prepared for careers in criminal justice and related fields. Those seeking advanced graduate education beyond the Master's degree level will be able to compete successfully with graduates from other schools and disciplines.

The philosophy and objectives embraced by the Criminal Justice Department are to educate students in such a way to channel their talents and capabilities toward the enrichment of the Community, state and the nation. Embracing this idea, the Department strives toward the broad-based development of the individual to meet the technological and legal complexities of a modern democratic society.

With only a 30 semester hour requirement for program completion, including Thesis or None Thesis option, students must successfully complete a comprehensive examination in core, statistics/methodology and a chosen area of specialty. The comprehensive examination is administered after the student has completed the core courses and three courses in a chosen area of specialty. A grade of B or better must be earned for each course and 3.0 grade point average must be maintained in order to remain in the program.

The Corrections and Law Enforcement concentrations are offered fully online.

The Master of Science in Criminal degree program can be completed in one year for seriously committed students as follows:

- Fall semester: A Term-6 hours; B Term-6 hours; Total for semester = 12 hours
- Spring semester, A Term-6 hours, B Term-6 hours; Total spring semester= 12 hours
- Summer semester- 6 hours

Master of Science in Criminal Justice Program Outcomes

Students graduating with a Master of Science in Criminal Justice are expected to:

- Demonstrate mastery of subject material by developing a minimum level of competence in the broad field of Criminal Justice.
- Demonstrate proficiency in a minimum of one area of specialization: Law Enforcement, Corrections, Forensic Science and Public Administration
- Demonstrate an understanding of statistics and research design and the ability to evaluate the quality and implications of scientific research in the field of Criminal Justice
- Engage in scholarly writing in the field of criminal justice through scholarly papers and final projects.

Transfer of Credit

Transfer students from other accredited graduate programs may not apply any course work toward the Master of Science degree. Transfer credits may not be used to satisfy the core requirements.

Transient Students

Transient enrollment status is provided to those persons currently enrolled in a graduate degree program at another institution who are interested in enrolling for only one semester in the department. Students must meet the general entrance requirements of the Department and University. Furthermore, these students must have a 3.0 average in all graduate work undertaken at other institutions before they will be accepted in the transient status.
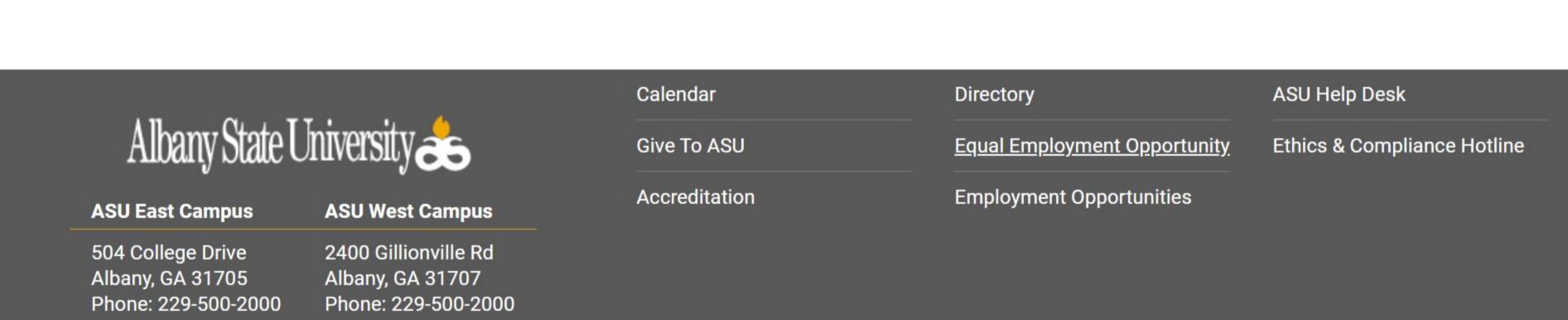
Financial Assistance

Acceptance into the graduate program does not presume that financial assistance will be awarded. Students seeking financial assistance should file their completed applications with the Office of Financial Aid, the Graduate Admissions Office and the Criminal Justice Department.

For Additional Information, contact:

George Thomas, Ph.D.
Graduate Program Coordinator
Department of Criminal Justice
Albany State University
504 College Drive
Albany, Georgia 31705
Phone: (229) 500-2171
george.thomas@asurams.edu

Calendar   Directory   ASU Help Desk

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Accreditation   Employment Opportunities

Albany State University

🔍 Search

2019-2020 Catalog
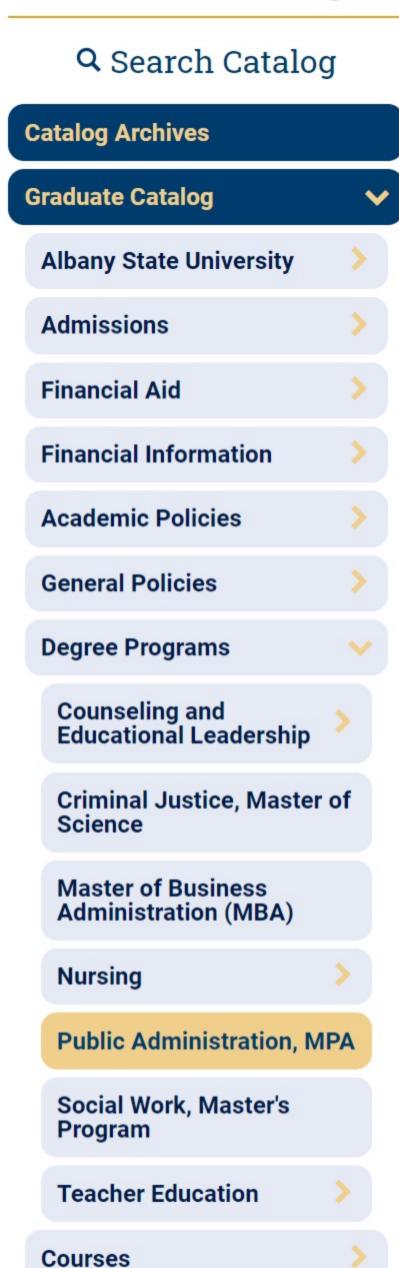
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Public Administration, MPA

Introduction

The Master of Public Administration degree program (MPA) is a graduate professional degree program that helps students prepare for careers in public service in the 21st Century. Founded in 1987, the program requires the completion of a total of 36 semester hours, including a minimum of 27 hours of Public Administration Core courses (including the Capstone report and Professional Internship) and 9 hours of concentration courses in order to earn the Master of Public Administration Degree. There are presently seven 9-hour concentrations. Five are offered within the program and two (water resource management and criminal justice administration) are offered through a collaborative arrangement with the departments of chemistry, biology, and criminal justice:

1. Community and Economic Development
2. Public Policy
3. Criminal Justice Administration
4. Public Management
5. Health Administration & Policy
6. Human Resources Management
7. Water Resources Management

The Water Resources Management and Policy concentration consists of 15 semester hours beyond the core courses.

The goal of the program is to provide quality education that helps prepare people to work in government and nonprofit management at the community, state and federal levels. The program also conducts research and renders assistance to community groups and agencies as a means of providing a vital link between the institution, the program and the community.

Education Philosophy

We believe that in order to become effective managers students should understand the five domain competencies outlined by the Network of Schools of Public Policy, Affairs & Administration (NASPAA). These include abilities

- to lead and manage in public governance;
- to participate in and contribute to the public policy process;
- to analyze, synthesize, think critically, solve problems and make decisions;
- to articulate and apply a public service perspective; and
- to communicate and interact productively with a diverse and changing workforce and citizenry.

In order to help students, achieve these competencies, the program incorporates both practice and theory.

Mission

The mission statement of Albany State University's MPA program is to:

- Provide a professional Master's level education for students aspiring to management positions in government, nonprofit organizations, and the private sector.
- Provide professional assistance to the public, government, and nonprofit organizations in Southwest Georgia, Dougherty County, and the surrounding communities through public service of the faculty and students.
- Increase the number of qualified graduates from underrepresented groups with professional public administration skills, training, and education for leadership positions.

Program Outcomes for The Master of Public Administration Program

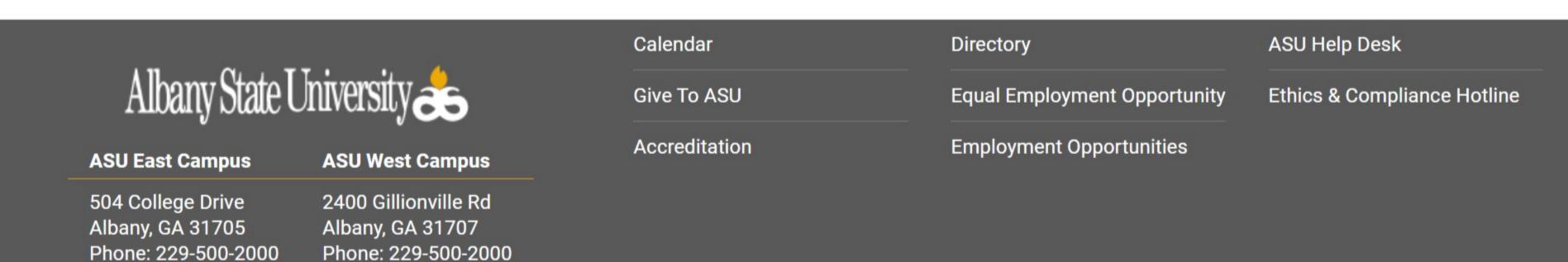After completing the MPA degree, graduates will be able to:

- To lead and manage in public governance
- To participate in and contribute to the public policy process.
- To analyze, synthesize, think critically, solve problems and make evidence based informed decisions in a complex and dynamic environment
- To articulate, apply and advance a public service perspective.
- To communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large

Accreditation

The MPA degree program is accredited by the Network of Schools of Public Policy, Affairs & Administration (NASPAA). Albany State University including the MPA program is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Off-Campus Programs

At the present time all courses are taught in Albany, Georgia on the ASU campus.

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Calendar   Directory   ASU Help Desk

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 Search

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2019-2020 Catalog

 Search Catalog

Catalog Archives

Graduate Catalog ⌄

- Albany State University ›
- Admissions ›
- Financial Aid ›
- Financial Information ›
- Academic Policies ›
- General Policies ›
- Degree Programs ⌄
  - Counseling and Educational Leadership
  - Criminal Justice, Master of Science
  - Master of Business Administration (MBA)
  - Nursing ›
  - Public Administration, MPA
  - Social Work, Master's Program
  - Teacher Education ›
  - Courses ›
- Undergraduate Catalog ›

 Print Options

Social Work, Master's Program

Overview | Program Admissions Requirements | Program of Study | Courses

Introduction

The mission of the Master of Social Work program is to advance social and economic justice by preparing students for competent, empowering clinical practice with vulnerable children, adults and families of diverse backgrounds. In its efforts to enhance the dignity and rights of all people, particularly of historically oppressed populations, the MSW Program seeks to partner with diverse individuals, groups and organizations at university, local, state, national and international levels.

The MSW program is designed to prepare students for responsible, professional social work practice with children and families across the lifespan. Coursework prepares students to assume practice and leadership roles and responsibilities in clinical social work practice, public child and family welfare programs, the protection of abused and neglected children, home-based services, foster care, adoption, school-based services, group and residential care settings, child guidance, parent education, family courts, family violence programs, military social work, adult protective services, child and family advocacy, as well as in major social service systems that include mental health, physical health, and corrections.

Upon graduation, the MSW student will be able to demonstrate the following practice behaviors:

1. Demonstrate the ability to make ethical decisions by applying the standards of the NASW *Code of Ethics*, relevant laws and regulations, models for ethical use of decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context
2. Demonstrate the ability to use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
3. Demonstrate professional demeanor in behavior, appearance, and in oral, written and electronic communication
4. Demonstrate the ability to use technology ethically and appropriately to facilitate practice outcomes
5. Demonstrate the ability to use supervision and consultation to guide professional judgment and behavior
6. Demonstrate the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
7. Demonstrate the ability to present themselves as learners and engage clients and constituencies as experts of their own experiences
8. Demonstrate the ability to effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
9. Demonstrate the ability to effectively apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
10. Demonstrate the ability to engage in practice that advances social, economic, and environmental justice
11. Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research
12. Demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
13. Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery
14. Demonstrate the ability to identify social policy at the local, state, and federal levels that impact wellbeing, service delivery, and access to social services
15. Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to, social services.
16. Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
17. Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
18. Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
19. Demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies
20. Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
21. Demonstrate the ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
22. Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
23. Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
24. Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
25. Demonstrate the ability to use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes
26. Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies
27. Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed-on goals
28. Demonstrate the ability to select and use appropriate methods for evaluation of outcomes
29. Demonstrate the ability to apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
30. Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes
31. Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
32. Demonstrate the ability to make ethical decisions in clinical social work practice by applying the standards of the NASW *Code of Ethics,* the NASW *Standards for Clinical Social Work in Social Work Practice,* the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapist, Rules and Regulations Chapter 135-7, *Code of Ethics,* relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional codes of ethics, as appropriate to the context.
33. Demonstrate an understanding of how personal experiences and affective reactions may impact professional clinical judgment and behavior along with strategies to effectively manage them
34. Demonstrate the ability to research and utilize culturally sensitive and effective services with children, families and/or vulnerable adults
35. Demonstrate the ability to effectively work with children, families and/or vulnerable adults from diverse populations
36. Demonstrate the ability to engage in practice with children, families and/or vulnerable adults in a manner that advances social, economic and/or environmental justice
37. Demonstrate the ability to effectively translate research findings into effective practice with children, families, and/or vulnerable adults
38. Demonstrate the ability to advocate with clients and constituencies to inform and influence agency, local, state, federal or global policies that impact children, families, and/or vulnerable adults
39. Demonstrate the ability to develop a culturally responsive professional relationship with children, families and/or vulnerable adult clients
40. Demonstrate the ability to effectively use multi-dimensional assessment tools with children, families and/or vulnerable adult clients
41. Demonstrate the ability to critically evaluate, select, and apply evidence-based interventions with children, families, and/or vulnerable adult clients
42. Demonstrate the ability to effectively collaborate with other professionals to coordinate appropriate services for children, families, and/or vulnerable adult clients
43. Demonstrate the ability to evaluate the processes and/or outcomes of clinical practice with children, families and/or vulnerable adult clients

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Calendar
Give To ASU
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Directory
Equal Employment Opportunity
Employment Opportunities

ASU Help Desk
Ethics & Compliance Hotline

Albany State University

Q Search

2019-2020 Catalog

Q Search Catalog

Catalog Archives

Graduate Catalog

Albany State University

Admissions

Financial Aid

Financial Information

Academic Policies

General Policies

Degree Programs

Counseling and
Educational Leadership

Criminal Justice, Master of
Science

**Master of Business
Administration (MBA)**

Nursing

Public Administration, MPA

Social Work, Master's
Program

Teacher Education

Courses

Undergraduate Catalog

🖨 Print Options

Master of Business Administration (MBA)

Overview | MBA, General Track | MBA, Accounting Track | MBA, Healthcare Management Track

MBA, Supply Chain Logistics Management Track | MBA, Public Administration Track | Courses

The Department of Business Administration in the College of Professional Studies offers the Master of Business Administration (MBA) Degree program with concentrations in Accounting, Healthcare Administration, Supply Chain and Logistics Management, and Public Administration. The general MBA and MBA in Public Administration is a 30-semester hour graduate degree program, while the MBA with concentrations in Accounting, Healthcare Administration and Supply Chain and Logistics Management is a 33-semester hour graduate degree program.

The MBA Mission

The faculty and staff of the Department of Business Administration in the College of Professional Studies are firmly committed to offering a real-world graduate degree program for business professionals who seek advancement to middle and upper-level management positions. The program is also designed to meet the academic needs and expectations of new undergraduate degree holders. The MBA program's fundamental purpose is to develop professional managers/leaders capable of making valuable contributions to the sustainability and growth of their chosen organizations.

The program's primary geographic focus has been individuals located throughout the Albany, Georgia metropolitan area, Southwest Georgia and the Southeastern United States. With distance learning opportunities and other technological advancements such as online courses, the program aims to reach out to business professionals throughout the country and the world.

MBA Program Goals and Objectives

MBA students have the opportunity to acquire the knowledge, skills, and leadership competencies to perform effectively in complex and rapidly changing environments. They are able to develop strategies and to respond proactively to business challenges and opportunities.

Graduates learn to integrate functional expertise in seamless organizations and to create high-performance, pluralistic organizational cultures appropriate to the business environment. Such cultures generate the best possible solutions to problems, facilitate the development of truly innovative products and services that allow organizations to compete in global markets, and give every employee the opportunity to contribute to the well-being of the firm and thus promote above-average returns for the business.

MBA Student Learning Goals and Objectives

- **Communication**
  Students will be able to compare and contrast business issues and solutions effectively in a professional manner both orally and in writing using appropriate word choice, tone, and grammar.
  - **Objective 1**
    Students will be able to make oral presentations using appropriate technology in a professional businesslike manner.
  - **Objective 2**
    Students will be able to prepare a written business report.
- **Leadership**
  Students will apply leadership and team building skills to support career growth and preparation for management (executive) responsibilities/challenges.
  - **Objective**
    Students will apply collaborative and interpersonal skills to work effectively in teams (manage and organize) to solve business problems.
- **Managerial Knowledge**
  Students will evaluate broad across core business disciplines to interpret and explain problems in the business environment.
  - **Objective**
    Students will evaluate strategic knowledge across business disciplines and apply this knowledge to decision making by evaluating evidence and selecting among alternatives that reflect the cross functional nature of management processes.
- **Business Analytics**
  Students will be able to appraise business problems, generate potential solutions, and choose an appropriate course of action, using appropriate tools and techniques.
  - **Objective 1**
    Students will examine and interpret appropriate analytical/statistical estimates to make sound business decisions across disciplines.
  - **Objective 2**
    Students will demonstrate business judgment and rationality when synthesizing data to arrive at appropriate conclusions and strategies.
  - **Objective 3**
    Students will apply a high level of skills in problem solving/decision making in unfamiliar circumstances through an understanding of relevant disciplines and application of appropriate techniques to generate sound business decisions.
- **Ethical Practice**
  Students will use their understanding of ethical theories and models to make ethical decisions from both domestic and global perspectives.
  - **Objective 1**
    Students will be able to examine ethical issues and respond to ethical problems within a business context.
  - **Objective 2**
    Students will be able to assess how legal/ethical/regulatory issues impact their careers/professions both at individual and corporate levels.

Effective July 2015, The Accreditation Council for Business Schools and Programs (ACBSP) Baccalaureate/Graduate Degree Board of Commissioners reaffirmed accreditation of the Business Program. The MBA program, as well as the undergraduate degree programs of the college, were first accredited by ACBSP in 1994. The MBA program, as well as the College's undergraduate degree programs, is accredited by SACS Commission on Colleges.

Admission Requirements

All students must meet the following requirements before acceptance into the MBA program:

- Baccalaureate degree earned in any field from a regionally accredited college or university
- Submission of completed application for admission
- An official copy of academic transcripts from all colleges and universities attended
- Two letters of reference that focus on the candidate's potential success in graduate education
- A 1000 word statement of purpose.
- If English is not the applicant's first language, the Test of English as a Foreign Language (TOEFL) score is required and considered pursuant to the International Student requirements below.

International Student Admission Requirement

International applicants are strongly encouraged to apply for admission to Albany State University's Graduate Programs in Business. In addition to the standard application procedure, there are several additional steps that must be taken.

- Statement of Financial Responsibility
- Affidavit of Support
- TOEFL - Must be submitted unless English is the native language. Minimum scores: 500 (Paper Based Test), 173 (Computer Based Test), 61 (Internet Based Test)
- WES - (Evaluation of Foreign Educational Credentials) - Transcripts from institutions outside the United States must first be submitted to World Education Services, Inc. for a course by course evaluation before being mailed to the Director of Admissions
- VISA / PASSPORT copy
- Certificate of F-1 eligibility
- I-20 (If you are coming from another U.S institution, a copy of your I-94 and I-20 are required). Once the applicant's file is completed and an admission decision has been made, the International Student Coordinator will send the student an I-20 Form, enabling the student to Apply for a VISA

Regular Admission

Regular admission to the MBA degree program is granted to those applicants who meet the above general requirements and have earned a minimum undergraduate grade-point average (GPA) of 3.0 on a 4.0 scale over the last 60 hours of undergraduate enrollment.

Applicants who have completed a business-related master's or higher degree from a regionally accredited college or university may be admitted unconditionally. (An official transcript showing completion of a master's or higher degree will be required.)

Provisional Admission

"Provisional Admission" to the MBA degree program is granted to those applicants who fail to meet the minimum 3.0 (GPA) for regular admission. To be accepted provisionally, the applicant must have an overall *(GPA) between 2.5-2.99 on a 4.0 scale from a regionally accredited college or university earned during the student's last 60 hours of enrollment. (Those earning below a 2.5 GPA will not be admitted to the MBA program.).

MBA students in provisional admission status are eligible to take 9 semester hours of approved MBA graduate level courses and must earn a minimum grade of "B" in each of their approved three initial, consecutive MBA courses, in order to be eligible for consideration for 'regular 'admission."

A grade of less than "B" in any one of these courses will result in termination from the program. (MBA courses or other graduate level courses taken prior to being granted provisional status do not count toward fulfilling the requirement of three consecutive courses with a minimum grade of "B" in each course). Students not satisfying the conditional admission requirements will be dropped from the university for one calendar year but may apply once for readmission to the MBA program.

Non-Degree Program

Applicants not desiring to seek an MBA, but who only want to take graduate MBA courses may be admitted in non-degree status for a maximum of nine semester hours of coursework. These courses will not count toward an MBA degree at ASU. The applicant for such non-degree courses must have either earned a baccalaureate degree or have senior undergraduate standing with at least an overall 3.0 institutional GPA and approval of the Dean of the College of Professional Studies. The non-degree status allows a student to develop proficiency in a particular area of interest or to work on certifications; it is not considered an admission status to the MBA program.

A student admitted to the graduate program remains in the original academic status at the time of admission, until notified in writing by the Office of the Graduate Admissions of the approval of a change in status.

Transient Admission

MBA or Master-level students in good standing enrolled in a graduate-level degree program at another university may enroll in the ASU MBA program as a transient student. No more than nine hours of MBA coursework can be taken in transient status.

Planned Degree Program

Within the first semester of being admitted into "regular admission status", the student is required to complete a planned degree program of study with the advice and approval of the MBA Director. Copies of this plan will be filed with the Graduate Admissions Office and the MBA Director's Office. An application for graduation must be completed at least one semester prior to the anticipated semester of graduation. The original copy of the approved degree program is to be submitted with the application for graduation. The graduation application is obtained from the Office of the Registrar.

Advisement

Upon admission to the program, each student will be advised by the MBA Director who, in consultation with the student, will plan the program of study and provide continued supervision and guidance.

MBA Orientation

New Students are required to attend an Orientation Session at the beginning of the semester (usually within the first two weeks).

MBA Degree Options

- General MBA (30 semester hours)
- MBA with Accounting Concentration (33 semester hours)
- MBA with Healthcare Management Concentration (33 semester hours)
- MBA with Supply Chain & Logistics Concentration (33 semester hours)
- MBA with Public Administration Concentration (30 semester hours)

MBA Prerequisites

All students without a Bachelor of Science Degree in Business Administration or a Bachelor of Business Degree in Business Administration which is more than five years old, need to take and pass the In-Bound Entrance Exam offered by Peregrine Assessments. If the student is unsuccessful in earning a passing grade in any of the modules (consisting of management, quantitative analysis, financial accounting, economics and marketing), he/she must complete Peregrine's Academic Leveling Courses before registering for the MBA courses.

Academic Standing

The College of Professional Studies is committed to offering high quality, academically rigorous graduate degree courses in Business Administration. A minimum of a 3.0 grade point average is required for graduation. A student who does not maintain a 3.0 GPA will be placed on scholastic warning. The Dean of the Graduate School will issue an official warning. A grade of "D" in any MBA course is unacceptable, and the course must be repeated.

MBA Capstone Project

A critical component of the MBA curriculum constitutes the MBA Capstone Project. Students entering the program effective Fall 2015, are required to complete an MBA Capstone Project and present it before the faculty and/or a business professionals in their final graduating semester. The Capstone project should demonstrate the ability to integrate knowledge gained from the courses completed and apply it to a practical business-related problem.

Scholastic Termination

An MBA student's enrollment will be terminated from the program for any one of the following reasons:

- Failure to achieve a 3.0 cumulative GPA by the end of the next nine semester hours of enrollment immediately following scholastic warning;
- Failure to achieve a grade of "B" or better in each course for the first nine semester hours taken under provisional admission status;
- Earning an "F" in any graduate MBA course;
- Failure to earn a grade higher than "D" in the first re-attempt of a course in which a grade of D was made;
- Failure to complete and pass the MBA Capstone Project. (Students have two chances to pass the MBA Capstone Project before termination is affected.)

Credit Load

The normal MBA course load is 6 hours per semester with full-time students taking 12 hours. Authorization from the Dean of the College of Professional Studies is required for a course load above 12 semester hours.

Time Limit for Completion of Degree

The maximum time allowed for the completion of the MBA degree is six (6) calendar years from admission into the program under either provisional or regular status. Students inducted into military service, or subjected to other circumstances beyond their control, may apply to the Dean of the College of Professional Studies for an extension of time.

Transfer and Other Credit

A minimum of 27 semester-hours of the Master's degree program required courses must be earned in coursework offered by Albany State University. All graduate programs require a minimum of 30 semester hours. A maximum of six credit hours of graduate-level work may be transferred from another accredited institution to the MBA program for the purpose of partially fulfilling requirements for the MBA degree. All transfer and other credits are subject to the following requirements:

- For graduate level courses, only those in which a grade of "B" or better was earned and coursework offered for transfer credit must not have been used in fulfillment of another degree.
- At the time of application, petition for transfer credit must be filed with the MBA director along with a copy of the course description for the institution's academic catalog.
- The graduate required course must be less than 6-year-old by date of application.

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Nursing, Master of Science

Overview | Program Admissions Requirements | Program of Study | Sample Plan of Study

Overview

The graduate program in Nursing is built on the Bachelor of Science in Nursing (BSN) degree. The program is designed to prepare students who are highly knowledgeable in advanced clinical nursing and whose education will enable them to make significant contributions to health care. The nursing program is accredited by the Accrediting Commission for Education in Nursing (ACEN).

The purposes of the Master's program are to prepare students who are:

1. Advanced practice nurses (family nurse practitioners or nurse educators who are able to practice nursing in changing and diverse health care settings),
2. Beginning researchers, and
3. Highly knowledgeable individuals who are capable of influencing policy-making that impacts health care delivery.

At the completion of the Master of Science in Nursing (MSN) program, the graduate will be able to:

1. **Professionalism**
   a. Engage in professional and scholarly activities that promote the profession of nursing and individual development in advanced practice nursing through implementation of evidenced based practice for both direct and indirect patient care. (IOM 4, AACN Essential 1)
2. **Nursing Process and Critical Thinking**
   a. Integrate synthesized knowledge of behavioral and natural sciences, humanities, technology, and nursing science to perform advanced practice nursing roles to improve patient care and decrease healthcare cost. (IOM 1, 5: AACN Essential III & IX)
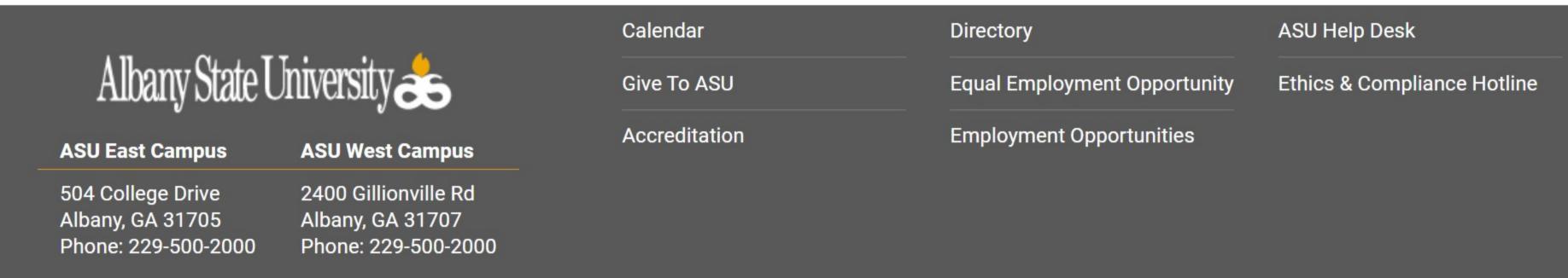3. **Therapeutic Communication and Interventions**
   a. Exhibit expertise in the advanced-practice nursing role of clinical nurse specialist, family nurse practitioner, nurse administrator, or nurse educator while incorporating scientific and ethical principles to improve health care outcomes for a diverse population. (IOM 9, AACN Essential IV)
4. **Leadership, Collaboration and Advocacy**
   a. Assume advanced leadership roles, including collaborating with members of interdisciplinary teams, and influencing policy-making that impacts positively on health care delivery. (IOM 2, 6, 7; AACN Essential 11, VI)
5. **Evidence-Based Practice**
   a. Participate as a researcher and a consumer of research in advancing nursing science and practice in disease outcomes for a diverse population. (IOM 9, AACN Essential IV)
   b. Critically analyze health care data in order to promote optimal health. (IOM 3, AACN Essential I)

Albany State University

ASU East Campus

504 College Drive
Albany, GA 31705
Phone: 229-500-2000

ASU West Campus

2400 Gillionville Rd
Albany, GA 31707
Phone: 229-500-2000

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505-3-.77 EDUCATIONAL LEADERSHIP PROGRAM

(1)   Purpose. This rule states field-specific content standards and requirements for approving programs that prepare individuals to serve in educational leadership positions in P-12 schools and Local Units of Administration (LUAs), and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. The term <u>leadership position</u> refers to those positions requiring leadership certification as determined by the Georgia Professional Standards Commission (GaPSC) for placement on the state salary schedule.

(2)   Two-tiered Educational Leadership Preparation.

(a)   Tier I, or entry level certification, in the field of Educational Leadership shall prepare candidates for entry leadership positions that include P-12 school level positions below the principal and district level positions that do not supervise principals.

(b)   Tier II, or advanced level certification, in the field of educational leadership shall prepare candidates for advanced leadership positions that include P-12 school level principals or the equivalent, superintendents, or other LUA staff who supervise principals.

(c)   The Educator Preparation Provider (EPP) must seek and receive GaPSC approval to offer Tier I and Tier II preparation programs and shall comply with all GaPSC reporting requirements for preparation programs that offer both Tier I and Tier II preparation. The EPP shall offer and actively enroll candidates in both a Tier I and a Tier II program.

(3)   Preparation Program Requirements.

(a)   To receive approval, a GaPSC-approved EPP shall offer Tier I and Tier II Educational Leadership preparation programs described in program planning forms, catalogs, syllabi, and on websites conforming to the following Georgia Educational Leadership Standards, which are adopted from the Professional Standards for Educational Leaders (PSEL) published in 2015 by the National Policy Board for Educational Administration. The elements accompanying the standards are adapted from PSEL Standards. Although programs shall be designed upon the PSEL Standards and as required by Rule 505-3-.01, the InTASC Model Core Teaching Standards in relation to instructional leadership (see 505-3-.01 paragraph (e) 3. (i)), EPPs are advised to consider additional standards in developing program curricula and clinical experiences at the appropriate level (Tier I or Tier II), such as the Learning Forward Standards for Professional Learning, Georgia Teacher Leadership Standards (Rule 505-3-.72), the Model Principal Supervisor Standards, and the evaluation standards comprising the Georgia Teacher Keys Effectiveness System (TKES) and the Georgia Leader Keys Effectiveness System (LKES). GaPSC and Georgia Department of Education (GaDOE) rules are often focused on implementation of such standards; candidates shall complete preparation programs prepared to implement programs and processes that address such standards. Professional learning as described in the GaPSC certificate renewal rule (Rule 505-2-.36, RENEWAL REQUIREMENTS) and continuous improvement as described in GaDOE rules and processes shall be addressed in the leadership preparation curriculum and clinical experiences. The elements accompanying the standards inform and support the practice of the educational leader by illustrating some, but not all, leadership practices that define the standards in practice. Programs will be assessed at the standard level. The *Guidelines for EPPs: Georgia Tier I and Tier II Performance-Based Educational Leadership Programs* accompanying this rule provide direction, model performances, and other resources to support development of quality leadership preparation programs. Effective leaders:

1.   Standard 1: Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Education leaders build consensus among all stakeholders to develop an educational mission, vision, and core values of what students should know and do as a consequence of their schooling, as well as what it means for students

to become well-adjusted, contributing members of society. Building such a vision supported by core values can require reconciling possibly competing perspectives among diverse members of the school community. Based on this vision, leaders work with school and community members to establish the school's mission, and to plan, implement, monitor, and evaluate impact to promote continuous and sustainable improvement. Effective leaders:

(i)   Using relevant data and in collaboration with school and community members, develop an educational mission, vision and statement of core values for the school to promote student success and well-being.

(ii)   In collaboration with members of the school and the community and using relevant data, develop and promote a vision for student success and well-being by articulating, advocating, and cultivating core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

(iii)   Utilize best practices to strategically identify, implement, and evaluate actions to achieve the vision, mission, and core values for the school.

(iv)   Ensure core values support processes and procedures that allow all students access to the most effective teachers and an instructional program that will ensure they are college and career ready.

(v)   Develop a systematic, inclusive, and comprehensive process to review, revise, and communicate the school's mission, vision and core values, and respond to changing expectations and opportunities for the school, and changing needs and situations of students.

(vi)   Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

(vii)   Monitor communications and actions to build and sustain school and community alignment with the shared vision, mission, and core values.

(viii)   Model and pursue the school's mission, vision, and core values in all aspects of leadership.

2.   Standard 2: Act ethically and according to professional norms to promote each student's academic success and well-being. Educational leaders are professionals who ensure personnel are equipped with professional understanding of the school's mission and the professional norms that must be followed to ensure student success and well-being. Leaders have an understanding of ethical principles to guide actions and decision-making, which must be within the boundaries of professional practice. Leaders foster the development of a school culture that nurtures understanding of professional conduct and ethics, and have a professional responsibility to take an intentional approach to ensure not only regulatory enforcement, but also ethics education, outreach, and prevention. Effective leaders:

(i)   Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
(ii)   Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

(iii)   Place children at the center of education and accept responsibility for each student's academic success and well-being.

(iv)   Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

(v)   Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

(vi)   Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

3.   Standard 3: Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. Education leaders create a school culture that values diversity. Students are known, accepted, valued, and empowered to reach their full potential. The school's culture supports a climate in which students are healthy, safe, and supported. The culture defines high expectations, encourages trust, and expects all to be responsible participants; as a result, all students thrive. Effective leaders:

(i)   Ensure that each student feels a sense of belonging, is treated fairly and respectfully, and is accepted and valued as an active member of the school community.

(ii)   Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

(iii)   Analyze data to ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources needed for college/career readiness.

(iv)   Develop and communicate expectations and codes of conduct to address student behavior in a positive, fair, and unbiased manner.

(v)   Confront and alter institutional biases and eliminate barriers associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

(vi)   Utilize a variety of strategies to examine and address assumptions and beliefs that may conflict with vision, mission, core values, and goals.

(vii)   Incorporate knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

(viii)   Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

(ix)   Act with cultural competence and responsiveness in their interactions, decision making, and practice.

4.   Standard 4: Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. Effective educational leaders develop and support equitable and intellectually rigorous and coherent systems of curriculum, instruction, and assessment to maximize each student's growth and learning. Education leaders promote the use of rigorous curricula, which set high expectations for students and are aligned to academic standards. They seek to maximize student learning through authentic and differentiated pedagogy, systems of support, and effective assessment strategies that inform instruction. They develop and coordinate these systems in ways that create opportunities to personalize the academic program to meet individual student needs. The effectiveness of implementation and the impact of these systems on student learning are evaluated. Effective leaders:

(i)   Promote the mission, vision, and core values of the school, embody high expectations for student learning, and align curriculum, instruction and assessment with academic standards that are culturally responsive.

(ii)   Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

(iii)   Promote instructional and assessment practice that is consistent with knowledge of learning, learner growth and development, effective pedagogy, and the needs of each student.

(iv)   Guide the selection and implementation of evidence-based teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations.

(v)   Ensure instructional practice that is intellectually challenging, authentic to student experiences, aligned to student strengths, and is differentiated and personalized.

(vi)   Collaboratively model and promote with all stakeholders a culture of high expectations for all students.

(vii)   Promote the effective use of technology.

(viii)   Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

(ix)   Monitor and evaluate the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

5.   Standard 5: Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Education leaders build a school culture and climate that supports students being known and valued. The learning environment is personalized so students feel encouraged to engage with others as active learners. In such an environment learners are willing to take chances in their learning since a support system has been built to reinforce student learning. Effective leaders:

(i)   Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

(ii)   Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

(iii)   Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

(iv)   Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

(v)   Cultivate and reinforce student engagement in school and positive student conduct.

(vi)   Infuse the school's learning environment with the cultures and languages of the school's community.

6.   Standard 6: Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. Education leaders support the professional learning of effective, caring teachers and leaders who are able to work with students productively in the classroom and who can collaboratively lead a school or district. Building an effective staff requires careful personnel recruitment, selection, assignment of responsibilities, support, evaluation, and retention. Developing the professional skills of educators involves such activities as coaching, creating supportive conditions, and fostering a professional learning community. Effective leaders:

(i)   Recruit, hire, assign, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty in an equitable manner based on school needs, and local, state, and federal requirements.

(ii)   Plan for and manage staff turnover and succession, providing opportunities for effective induction including mentoring of new personnel by carefully selected and trained mentors.

(iii)   Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

(iv)   Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

(v)   Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

(vi)   Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

(vii)   Recognize the achievements of highly effective teachers and others by developing the capacity, opportunities, and support for teacher leadership and leadership from other members of the school.

(viii) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

(ix)   Address their own learning and effectiveness through reflection, study and improvement, maintaining a healthy work-life balance.

7.   Standard 7: Foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Education leaders promote each student's academic success and well-being by creating and supporting a professional community of teachers. Building a community of teachers and other professional staff includes creating effective workplace conditions, promoting collective engagement and responsibility, and mutual accountability. Creating professional communities of teachers and other professional staff includes job-embedded opportunities that promote collaborative examination of practice and focuses on improvement of programs and practices. Effective leaders:

(i)   Foster supportive workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

(ii)   Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

(iii)   Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

(iv)   Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

(v)   Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

(vi)   Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

(vii)   Provide roles, structures, opportunities, and norms to support collaborative examination of practice, collegial feedback, and collective learning.

(viii) Encourage faculty-initiated improvement of programs and practices.

(ix)   Use data, including student performance data, to evaluate the impact professional learning has on the faculty and staff, the school/district, and student learning.

8.   Standard 8: Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Education leaders build and sustain productive relationships with families and other community partners in the government, non-profit, and private sectors. They promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. They communicate regularly and openly with families and community partners, and seek their input and support for continuous improvement efforts. Effective Leaders:

(i)   Are approachable, accessible, and welcoming to all families and community members.

(ii)   Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

(iii)   Engage in regular and open two-way communication with families and the community about the school, students, needs, challenges, and accomplishments.

(iv)   Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

(v)   Create means for the school community to partner with families to support student learning in and out of school.

(vi)   Build and sustain mutually beneficial productive partnerships with public and private sectors to share resources and promote school improvement and student learning.

(vii)   Create an environment that values diversity, serves as a resource for families and the school community, and welcomes family engagement in school activities.

(viii) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
(ix)   Advocate publicly for the needs and priorities of the school, district, students, families, and the community.

(x)   Work with the community to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.

9.   Standard 9: Manage school operations and resources to promote each student's academic success and well-being. Education leaders are responsible for the effective, efficient, equitable, and ethical management of schools and districts. Their responsibilities include garnering and allocating resources, monitoring and addressing internal and external regulatory requirements, developing organizational policies and practices, and other administrative duties that maintain the continued viability of the school or district. Effective leaders:

(i)　　Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

(ii)　　Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

(iii)　　Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

(iv)　　Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

(v)　　Protect teachers' and other staff members' work and learning from disruption.

(vi)　　Employ technology to improve the quality and efficiency of operations and management.

(vii)　　Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

(viii)　　Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations to promote student success.

(ix)　　Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

(x)　　Develop and manage productive relationships with the central office and school board.

(xi)　　Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

(xii)　　Manage governance processes and internal and external politics toward achieving the school's mission and vision.

10.　　Standard 10: Act as agents of continuous improvement to promote each student's academic success and well-being. Educational leaders foster an environment among stakeholders where data are analyzed and used to continuously improve the academic and social success of the students, staff, and the community of learners. Leaders ensure a systematic and collaborative process that promotes a culture of school improvement and accountability. This plan, do, check, act process is created with input from all stakeholders. The leader uses current and relevant research and effectively gathers, analyzes, and interprets student data from multiple sources to promote a shared vision for instructional improvement that engages all stakeholders in decision-making that drives and sustains school improvement for each student. Effective leaders are willing to make difficult decisions and confront adverse situations to promote student academic success and well-being. Effective leaders:

(i)　　Use a systematic continuous improvement process to achieve the vision, fulfill the mission, and promote the core values of the school.

(ii)　　Create a continuous improvement culture within the school and community that promotes mutual commitment and accountability for student success.

(iii)　　Develop the capacity of staff to effectively lead strategic teams in a systematic process of school improvement.

(iv)　　Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

(v)   Build the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for school improvement.

(vi)   Develop systematic processes of data collection, management, and analysis to determine root causes and inform the decision-making process.

(vii)   Adopt a systems perspective ensuring alignment among improvement efforts and within all aspects of school organization, programs, and services.

(viii)   Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

(ix)   Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

(b)   Tier I. Educational Leadership preparation programs leading to entry level certification may be offered by GaPSC-approved EPPs as Master's degree programs or non-degree granting certification-only programs for educators who already hold Master's degrees. To receive approval, a GaPSC-approved EPP shall offer an educator preparation program for entry level preparation described in program planning forms, catalogs, syllabi, and on websites meeting the following requirements:

1.   Program Admission. EPPs shall determine admission requirements for Tier I entry level preparation programs in addition to the minimum requirements established in the rule.

2.   Program Curriculum. Programs leading to Tier I Entry Level Educational Leadership certification shall address all the GEL Standards referenced in paragraph (3) (a), but shall place emphasis on standards related specifically to practices designed to directly impact the improvement of teaching and learning. Guidelines accompanying this rule provide additional information regarding program curriculum.

3.   Partnerships. A partnership agreement shall be established with LUAs, agencies, or other organizations for the purpose of collaborative work to ensure program curriculum and clinical experiences address LUA leadership preparation needs and to continuously examine program effectiveness. Such partnerships shall permit candidate self-selection for Tier I programs provided the partner district has the capacity to mentor the candidate and the candidate meets program admission criteria. A regular and systematic plan agreeable to the partner districts and the EPP shall be established for updating partnership agreements to ensure continuous improvement of the preparation program.

4.   Candidate Support. At a minimum, Tier I candidates shall receive mentoring by a leader who is actively employed in a leadership position in the P-12 school or LUA and who has been trained to be a leader mentor. In addition, candidates shall receive EPP support through group coaching or other means whereby candidates have opportunities to interact with program staff and other candidates for reflection, feedback, and support related to their performances in the field.

(c)   Tier II. Educational Leadership preparation programs leading to Tier II advanced level certification may be offered by GaPSC-approved EPPs as Education Specialist or Doctoral degree programs or as non-degree certification-only programs for educators who already hold Education Specialist or doctoral degrees. To receive approval, a GaPSC-approved EPP shall offer a performance-based educator preparation program described in program planning forms, catalogs, syllabi, and on websites meeting the following requirements:

1.   Program Admission. EPPs shall require potential candidates to:

(i)   Hold Tier I entry level certification or hold a Tier II certificate if that certificate is based on completion of an Educational Leadership program that led to a Georgia L or PL certificate;

(ii)   Serve in a leadership position (see (1) Purpose above for the definition of the term, leadership position) at either the P-12 school or LUA level (or agency or organization equivalent to LUA level) that will enable the candidate to fully meet the program's clinical requirements. Candidates who do not serve in a leadership position as described above may be enrolled if the EPP and employer establish a formal, written agreement specifying the candidate will be released from other responsibilities for two full days per week or the equivalent to allow the candidate sufficient time to participate in and successfully complete clinical work. Employees of state education or human service agencies, RESAs, universities or technical colleges, and employees of education or human service non-profit organizations may also pursue Tier II Educational Leadership certification as long as the employer has established a partnership with a GaPSC-approved EPP and in the partnership agreement agrees to meet all requirements and guidelines accompanying this rule; and

(iii)   Meet program admission criteria, and admission criteria specified by the EPP and in the partnership agreements with employers of potential candidates.

2.   Program Curriculum. Programs leading to Tier II Educational Leadership certification shall address all standards through clinical performances required in the program. In coursework emphasis shall be on those standards not emphasized in the Tier I program Guidelines accompanying this rule provide additional information regarding program curriculum.

3.   Partnerships. A partnership agreement shall be established with the employing LUA, agency, or organization of each potential candidate for the purpose of ensuring candidates will be able to meet Tier II level clinical requirements. Partnership agreements:

(i)   Shall be developed collaboratively by the LUA, agency, or organization and the program provider;

(ii)   Shall establish mutually agreed upon responsibilities; and

(iii)   Shall be regularly and systematically updated to ensure continuous improvement of the preparation program and its partnerships.

4.   Candidate Support. The clinical work of each Tier II candidate shall be supervised by a candidate support team. At a minimum, the candidate support team shall be composed of the candidate, a trained and qualified leadership coach, a trained P-12 school or LUA mentor, and an EPP representative. (The leadership coach may serve as both the coach and the EPP representative provided the coach is employed by the EPP). These individuals shall work as a team to meet candidate and program needs as described in the guidelines accompanying this rule.

(4)   Clinical Practice Requirements and Candidate Performance Expectations.

(a)   Tier I Entry Leader Preparation.

1.   Tier I Clinical Practice shall include 250 clock hours (in certification-only and degree programs) in addition to performances required in courses and shall consist of significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills identified in the standards through field experiences cooperatively developed by the candidate, mentor, and EPP advisor. Field experiences shall engage candidates in substantial, standards-based work in diverse settings as defined in guidelines that accompany this rule. In Tier I programs candidates shall, at a minimum, observe leaders at all levels—elementary, middle, high school, and central office.

2.   Performance Expectations. Candidates in Tier I entry level preparation programs shall demonstrate at a proficient level the knowledge, skills, and dispositions required for entry level educational leaders by demonstrating performance proficiency in the Georgia Educational Leadership Standards referenced in paragraph (3) (a).

(b)   Tier II Advanced Level Leader Preparation.

1.   Tier II Clinical Practice - Residency. Tier II programs shall be performance-based, and as such, shall be designed around leadership performances. Courses shall be designed to support performances. Candidates in Tier II preparation programs shall participate in performance-based experiences in courses as well as during an extended residency (in certification-only and degree programs). The extended residency shall consist of 750 clock hours of extended, job-embedded residency work. This work provides significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills identified in the standards through substantial, sustained, standards-based work in real settings in real time (actual P-12 school and LUA settings or similar settings for candidates employed in agencies or organizations not classified as P-12 schools or LUAs). Such a residency shall be planned and guided cooperatively by the EPP and LUA or employer through candidate support teams that develop and manage individual induction plans for each candidate.

2.   Performance Expectations. Candidates in Tier II preparation programs shall demonstrate knowledge, skills, and dispositions required for advanced level educational leaders by demonstrating performance proficiency in the standards referenced in paragraph (3) (a). The candidate's program shall be planned and guided cooperatively by the EPP and LUA, agency, or organization personnel. The EPP shall be responsible for using formative assessments throughout the program to assess candidate progress. Candidate performances shall be designed as follows:

(i)   Candidates shall demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by principals, supervisors of principals, and superintendents. The residency experiences shall provide candidates with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with appropriate staff, students, parents, and community leaders, including school board members. The preponderance of experiences shall engage candidates in leading rather than observing or participating;

(ii)   Candidates shall participate in a performance-based residency cooperatively planned and guided by a candidate support team during the course of the program, including assessment of candidate application of knowledge, skills, and leadership dispositions;

(iii)   Candidates shall apply skills and knowledge articulated in national and state standards for educational leaders in experiences designed to accommodate candidates' individual needs;

(iv)   Candidates' shall demonstrate performances in settings that allow for the demonstration of a wide range of relevant knowledge, skills, and dispositions while working with faculty and other LUA personnel, students, parents, and appropriate community organizations such as social service groups, local businesses, community organizations, parent groups, and school boards; and

(v)   Candidates' performances shall be planned cooperatively by the candidate support team and provide appropriate opportunities to apply skills, knowledge, and research contained in the standards.

(5)   Testing Requirements

(a)   Tier I Entry Level. Candidates completing an entry level preparation program shall be required to take the GACE content assessment in Educational Leadership. A passing score on the state-approved content assessment is not required for program completion; however, candidates shall attempt the assessment prior to program completion, and a passing score is required for state entry level certification in Educational Leadership.

(b)   Tier II Advanced Level Preparation. Candidates completing a Tier II program shall be required to take the Georgia Performance Assessment for Educational Leadership (PASL). A passing score on the state-approved performance assessment is not required for program completion; however, candidates shall attempt the assessment prior to program completion, and a passing score is required for Tier II certification in Educational Leadership.

(c)   The GaPSC Ethics Assessment shall be completed for diagnostic purposes at program entry for Tier I candidates and passed as a certification requirement near completion of the Tier I program. Any candidate in a Tier II program who did not complete the Ethics Assessment in a Tier I program shall do so in a Tier II program, both for diagnostic and certification purposes.

(6)   Conversion of Previously Issued Leadership Certificates to "PL" and/or Tier II Certificates.

(a)   Educators who hold "L" certificates may convert to "PL" certificates by completing a GaPSC-approved certification-only Tier II program in Educational Leadership or a Tier II degree program if the educator holds only Level 5 certification. Such a program shall be performance-based and shall include extensive residency experiences meeting the requirements described in this rule. Educators who hold "FLD704 Educational Leadership (P-12)" certificates are grandfathered in terms of meeting requirements to hold any position requiring educational leadership certification.

(b)   Educators holding a PL certificate (FLD706 Building Level or FLD707 System Level; FLD706 and FLD707 were combined and became FLD710 after July 1, 2015) are grandfathered and therefore are eligible to hold any position requiring leadership certification. Holders of PL – Building Level or PL – System level shall not be required to meet any additional requirements for leadership certification.

(7)   Continuous Improvement as Part of the Program Approval Process

(a)   As part of the continuous improvement cycle required by GaPSC Program Approval Standards (2016), EPPs are advised to engage partner school districts in regularly reviewing program effectiveness. In addition, as a formative measure, EPPs are advised to engage in a mid-cycle review using peers and partners as reviewers; such reviews will have no regulatory consequences. Mid-cycle formative reviews will use a valid and reliable process such as *Quality Measures.*

(8)   Implementation. This rule is accompanied by implementation guidelines, *Guidelines for EPPs: Georgia Performance-Based Educational Leadership Programs*, which provide a timeline for phasing in new standards and elements, as well as other rule revisions, and guidance regarding expectations, program curricula, residency requirements and sample candidate performances, coaching and mentoring responsibilities, guidance on establishing partnership agreements, and other pertinent information.

(9)   Educational Leadership programs shall meet the requirements appropriate for educational leaders as specified in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PROGRAMS.

Authority O.C.G.A. 20-2-200.

Garrett White RAMS 1: Tier II EL Clinical Log

Enter clinical experiences including stardard(s) addressed, clinical clock hour(s), description and reflection.

1. **Last Name** *

   _____

2. **First Name** *

   _____

3. **GA EL Std(s) [all that apply]** *

   Check all that apply.

   ☐ Standard 1. Mission, Vision, and Core Values

   ☐ Standard 2. Ethics and Professional Norms

   ☐ Standard 3. Equity and Cultural Responsiveness

   ☐ Standard 4. Curriculum, Instruction, and Assessment

   ☐ Standard 5. Community of Care and Support for Students

   ☐ Standard 6. Professional Capacity of School Personnel

   ☐ Standard 7. Professional Community for Teachers and Staff

   ☐ Standard 8. Meaningful Engagement of Families and Community

   ☐ Standard 9. Operations and Management

   ☐ Standard 10. School Improvement

   ☐ Option 11

   ☐ Option 12

   ☐ Option 13

4. **Semester** *

   Mark only one oval.

   ○ Summer 2019

   ○ Fall 2019

   ○ Spring 2020

5. **Course** *
Required
Mark only one oval.

- ( ) LEAD 6006
- ( ) LEAD 6011
- ( ) LEAD 6016
- ( ) LEAD 6021
- ( ) LEAD 6026
- ( ) LEAD 6031
- ( ) LEAD 6036
- ( ) LEAD 6041
- ( ) LEAD 6046
- ( ) LEAD 6051
- ( ) LEAD 6056
- ( ) LEAD 6061

6. **System/District** *

_____

7. **Level** *
Check all that apply.

- [ ] Elementary
- [ ] Middle
- [ ] High School
- [ ] District
- [ ] Alternative School
- [ ] Other: _____

8. **Experience Date** *

_____

9. **Description** *

_____
_____
_____
_____
_____

10. **Demonstrated Primarily (select 1)** *
Mark only one oval.

- ( ) Decision Making
- ( ) Facilitating
- ( ) Leading
- ( ) Evaluating (e.g., data analysis, problem soloving)
- ( ) Other (What? Explain in your reflection.)

11. **Time (hours)** *

_____

12. **Related to IGP** *
Mark only one oval.

○ Yes

○ No

13. **Reflection** *

_____

_____

_____

_____

_____

Onsite Mentor

A link will be shared with the onsite mentor to review and verify information in an Excel spreadsheet shared by the candidate.