



**UNIVERSITY OF  
THE SOUTHWEST**

**COLLEGE OF EDUCATION  
MASTER OF EDUCATION (MSE)  
EDUCATIONAL LEADERSHIP  
(NON- LICENSURE)**

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
 Address: \_\_\_\_\_ Student ID #: \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
 Home: \_\_\_\_\_ Work: \_\_\_\_\_ Cell: \_\_\_\_\_  
 Email(s): \_\_\_\_\_

**CORE COURSE REQUIREMENTS**

	<b><u>CREDITS</u></b>	<b><u>TERM</u></b>	<b><u>GRADE</u></b>
EDUC 5183 Instructional Leadership	3	_____	_____
EDUC 5123 Human Development Across the Lifespan	3	_____	_____
EDUC 5283 Current Trends & Issues in Education	3	_____	_____
EDUC 5113 Ensuring Equity Through Cultural Responsiveness	3	_____	_____
EDUC 5103 Educational Research & Academic Writing	3	_____	_____
EDUC 5223 Teaching & Learning Theories & Models	3	_____	_____
EDUC 5483 Innovation in Education	3	_____	_____

**SPECIALIZATION COURSE REQUIREMENTS**

EDUC 5173 Data-Driven Continuous Improvement	3	_____	_____
EDUC 5443 Operations & Fiscal Management	3	_____	_____
EDUC 5463 Developing Human Capital in Learning Organizations	3	_____	_____
EDUC5473 Leadership in Learning Organizations	3	_____	_____
EDUC 5263 Capstone Project	3	_____	_____

**TOTAL: 36**

**MASTER OF EDUCATION (MSE)**  
**EDUCATIONAL LEADERSHIP(NON-LICENSURE)**  
**COURSE LIST W/ COURSE DESCRIPTIONS**

**EDUC 5183 Instructional Leadership:**

This course examines the school leader's role in promoting the learning and success of all students within a learning organization. Candidates will explore their role in facilitating professional learning and collaboration, using data to improve learning, and aligning curriculum, assessment and instruction. Emphasis is placed on holding self and others accountable for high academic achievement for all students and establishing a commitment to equity. 10 hours of field work is required.

**EDUC 5103 Educational Research & Academic Writing:**

This course is an overview of research involving locating, analyzing, evaluation and educational research. Studies in current issues in education, development of skills in data collection and evaluation, and direct application to educational problems and decisions is included.

**EDUC 5113 Ensuring Equity Through Cultural Responsiveness in Diverse School Contexts:**

Examination of the literature on cultural competence, culturally responsive teaching practices as well as the importance of and strategies for establishing a school culture that is inclusive, equitable and supports learning. Strategies for incorporating an asset-based framework and providing meaningful, relevant, and coherent instruction that supports the success of all learners will be covered. Emphasis will be placed on collaboration with parents/families to support optimal access and opportunity for PK-12 learners.

**EDUC 5123 Human Development Across the Lifespan:**

Human life span from conception to death including physical, cognitive, language, and socio-cultural development as well as childhood medical conditions. Emphasizes developmental stages/tasks and theories of learning.

**EDUC 5223 Teaching & Learning Theories & Models:**

This course provides an overview of learning theories and theoretical perspectives on learning, cognition, and cognitive development and an examination of theoretical constructs and models for teaching and learning in diverse and complex school contexts.

**EDUC 5283 Current Trends & Issues in Education:**

A course that examines the current landscape of public education including the social, legal, and ethical issues in education that impact teaching and learning. The professional roles and responsibilities of the educator in relation to these issues will also be examined.

**EDUC 5483 Innovation in Education:**

An examination of emerging technologies in education and ways to leverage technology to support innovations that lead to advancements and improvements in learning. Topics include creativity, inquiry-based learning, critical thinking, problem-solving, collaboration, the networked/connected teacher, establishing a culture of innovation, and personalized learning frameworks.

**EDUC 5443 Operations & Fiscal Management:**

This course focuses on strategic allocation of resources, effective management of school operations, and mission/vision drive strategic planning to support the success and well-being of all students. Emphasis is placed on establishing a legally sound framework to promote a safe, efficient and effective learning environment. 10 hours of field work is required.

**EDUC 5463 Developing Human Capital in Learning Organizations:**

This course examines promising practices for the recruitment, selection, induction, professional development, supervision and evaluation of personnel to improve instructional practice and student learning. Emphasis is placed on establishing collegial professional learning communities and professional learning frameworks that apply the principles of adult learning theory and are individualized, adaptive, learner-driven, and focused on student outcomes. 10 hours of field work is required.

**EDUC 5173 Data-Driven Continuous Improvement:**

This course focuses on the school leader's role in creating a data-driven school culture to support the success of all students by facilitating and supporting data collection and analysis to understand student achievement, assess teaching practices, and make informed decisions about teaching and learning. An action research project and 10 hours of field work is required.

**EDUC 5473 Leadership in Learning Organizations:**

This course examines leadership within the context of learning organizations, with an emphasis on visioning, empowerment, and managing change within complex systems. Candidates will explore ways to establish a school culture where organizational learning can flourish to support the learning of success of all students. 10 hours of field work is required.

**EDUC 5263 Capstone Project:**

The final capstone course provides an opportunity for candidates to apply the competencies acquired during the program by developing a graduate-level project to enact meaningful change in schools. Candidates will determine a problem that impacts student learning and create a comprehensive plan to address the identified issue. Examples of projects might include a school or district improvement plan, curriculum reform initiative, or strategic technology plan.