



# Touro University Nevada

## Master of Education School Administration

### ON GROUND AND ON YOUR TERMS

The Touro University Nevada Masters of Education in School Administration is a cohort-based degree program designed to develop transformative educational leaders prepared to lead with excellence in Nevada's PK-12 schools and districts. School Administration candidates engage in strategic practitioner-oriented activities focused on shared leadership, community engagement, human capital management, budgeting and finance, culturally relevant praxis, and participatory action research methodologies. The program employs an interdisciplinary curriculum integrating foundational topics and prepares students to lead and transform schools by emphasizing equity, distributive leadership, the development of powerful learning networks, and the enactment of a social justice leadership orientation.

### COMPLETE COURSE LISTINGS

#### **EDUV 611 Leadership for 21st Century School Leader** (3 Credits)

This course examines what it means to be a leader, including exposing students to research topics with a focus on a major leadership styles, philosophies, and the characteristics of leadership behaviors. Students are also exposed to the leadership foundations provided through the ISLLC and NEPF standards. Ultimately, candidates will begin to understand and develop their own leadership style and philosophy, using it to explore implications for effective leadership.

#### **EDUV 612 Curriculum Development & Implementation** (3 Credits)

This course prepares students to become effective instructional leaders in the evaluation of school-wide curricular programs to promote continuous school improvement. Students will examine processes for planning, implementation, and evaluation of programs and curriculum, as well as explore a variety of related topics: long-range planning for curriculum development; instructional strategies and learning environments that integrate appropriate technologies; social-conscious culturally responsive strategies; classroom organization and practices; and formative assessment. Data-driven analysis is emphasized throughout.

#### **EDUV 613 Personnel Functions of School Leaders** (3 Credits)

This course will examine contemporary models for effective personnel administration, including exploring critical issues facing school principals such as the challenge of attracting and retaining a quality work force, managing and allocating resources, creating community partnerships, and meeting the various union, district, state, and federal policies and laws as related to personnel management.

#### **EDUV 615 Supervision of Instruction** (3 Credits)

This course prepares students to become effective socially-conscious, visionary, and transformative instructional leaders who are able to positively enrich teaching and learning outcomes. It promotes topics such as culturally relevant praxis, coaching techniques, collaborative learning/decision-making, creating safe/supportive professional learning culture and reflective practice.

*(Course listings continued on back.)*



### YOUR APPLICATION PACKAGE SHOULD INCLUDE:

- ~ TUN admissions application
- ~ Official transcripts from all colleges attended
- ~ Copy of State Teaching License
- ~ Two letters of recommendation
- ~ Typed Personal Statement
- ~ \$75 Application Fee (if applicable)

### FOR MORE INFORMATION:

Contact Tonya Walls, Program Director:

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Scholarships  
and financial aid  
may be available.

# Master of Education School Administration Course Listings Cont.

## **EDUV 610/691 Research Courses** (6 Credits)

Two separate courses will emphasize a broad array of equity-based issues confronting schools and school leaders, and incorporate inquiry based research models in helping students develop the capacity to apply research, theory, and action in solving practical educational problems. Students will develop an action-based research capstone project culminating in a review of the literature, thesis project development, the submission of the thesis proposal an action-based research project and presentation, and the writing and panel review of the thesis.

## **EDUV 620 Administration And Supervision of Sped** (3 Credits)

Students become acquainted with the need to lead comprehensive long-range planning in student support services for all students, but with a particular focus on diverse learners, including students with disabilities, English Learners, the Gifted and Talented, and students needing academic intervention services. Emphasis will be placed on the development of preventative, accelerated pre-referral interventions to address student needs in the general education setting. Students will also be acquainted with the laws and regulations governing support services for special education, services to EL learners, and reimbursable programs.

## **EDUV 616 Managerial and Financial Functions** (3 Credits)

Students are acquainted with the need to lead comprehensive long-range planning and development to support instruction, and to create a safe, healthy, and supportive learning environment. Emphasis is placed on current practices in school/district budget development and management of facilities to support achievement of educational goals and objectives.

## **EDUV 617 Educational Law And Ethics Of School Leaders** (3 Credits)

This course will address the application of laws, policies, statutes and regulations governing and relating to PreK-12 education both locally, and in the U.S. more broadly. Students discuss constitutional principles, legislation, and case law that enable, restrict, or challenge the functioning of school districts and school building leaders. Topics include but are not limited to due process, discipline, freedom of speech, school safety, discrimination, religion in schools, and rights of students with disabilities.

## **EDUV 628 Communication and Collaboration** (3 Credits)

This course emphasizes the critical role of the leader in creating and sustaining a positive school culture and shared vision, and prepares candidates to become effective building-level leaders in the development of professional capacity. Candidates will also investigate and apply effective strategies to involve and engage families and communities, as well as learn how to develop educational partnerships and collaborative professional learning networks.

## **EDUV 692/693 Internships in School Administration** (6 Credits)

The field experience practicum provides extensive, hands-on, opportunities for students to practically apply and reflect on his/her practice through the lens of the theories previously learned in courses. Each student will craft a learning goal and leadership action plan that will culminate in a project that demonstrates mastery of multiple topics studied in the program. The practicum experience provides the student with growth and development opportunities in a camp setting with mentoring from a qualified camp professional. Upon completion of the practicum students develop a digital portfolio to illustrate competence in his/her professional role as an emerging school leader.



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Nevada

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Touro University Nevada is accredited by the Western Association of Schools and Colleges. Licensed in Nevada by the Commission on Post-Secondary Education. Touro University Nevada does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, or age in its employment, programs or activities.