

# SPALDING UNIVERSITY



2024-25 PROGRAM SHEET (APPROVED 2/24)

**M. Ed: Learner-Centered Practices (non-endorsement)**

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_  
 Street Address: \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
 Telephone (Home): \_\_\_\_\_ (Work): \_\_\_\_\_ (Cell): \_\_\_\_\_  
 College/University: \_\_\_\_\_ Degree Held: \_\_\_\_\_  
 Email: \_\_\_\_\_ Date of Entry: \_\_\_\_\_

**ADMISSION REQUIREMENTS (AS SPECIFIED IN THE COE QUALITY ASSURANCE SYSTEM):**

- All candidates must meet current admission criteria as designated by the College of Education of Spalding University.
- Candidates must have baccalaureate degree, a minimum 2.75 cumulative grade point average, or a 3.0 grade point average during the last 30 hours of coursework.
- Spalding College of Education Requirements: Complete COE application; submit of official transcripts from all universities attended; complete Personal Essay; submit 2 Letters of Recommendation; submit professional resume.

**PROGRAM INFORMATION:**

- All candidates must meet current admission criteria as designated by the College of Education of Spalding University.
- On recommendation of the College of Education, a regular graduate student may transfer up to 6 hours toward a degree of at least 30 hours.

**PROGRAM CREDIT HOURS: 30**

COURSE NUMBER	COURSE TITLE/FIELD EXPERIENCE REQUIREMENT	CREDIT HOURS	TERM/YEAR	GRADE
EDU 648	Group Dynamics	3	___/___	___
ETL 625	Learner-Centered Design and Evaluation	3	___/___	___
ETL 650	Assessing Learning for Student Achievement	3	___/___	___
ETL 660	Capstone Seminar	0	___/___	___

**Choose three (3) of the following:**

EDU 625	Teaching Seminar	3	___/___	___
EDU 687	Curriculum of the Schools	3	___/___	___
ETL 615	Leadership Behavior and Promoting Change	3	___/___	___
ETL 620	Professional Learning for School Transformation	3	___/___	___

**Choose four (4) of the following:**

EDU 520	Assessment for Teaching and Learning	3	___/___	___
EDU 612	Achievement Through a Cultural Lens	3	___/___	___
EDU 616	Assessment as an Equity Strategy	3	___/___	___
EDU 623	Critical Conversations in School Culture	3	___/___	___
EDU 625	Teaching Seminar	3	___/___	___
EDU 626	Theories of Equity in Leadership Practice	3	___/___	___
EDU 632	Cultural Competence in the School Community	3	___/___	___
EDU 634	School Leadership and Community Engagement	3	___/___	___
EDU 635	Visionary School Leadership	3	___/___	___
EDU 636	Blended Learning	3	___/___	___
EDU 645	Learner-Centered Approaches to Growth and Outcomes	3	___/___	___
EDU 646	Promoting School Belonging	3	___/___	___
EDU 652	Building Student Agency Through Assessment	3	___/___	___
EDU 653	Student/Staff Identity and Equitable Leadership	3	___/___	___
EDU 673	Instructional Design	3	___/___	___

