



Tri College University

Educational Leadership

Graduate Bulletin 2007-08

The principal purpose of the Tri-College University

Educational Leadership Program is to provide professional/

academic education for individuals preparing for mid-management

administrative positions (i.e., elementary school principal,

secondary school principal, community education director),

staff administrative positions (i.e., school district business managers,

technology coordinators, curriculum coordinators), and upper-echelon

administrative positions (i.e., superintendent of schools).

**Tri-College University
650 NP Avenue
PO Box 5630
Fargo, ND 58105-5630
Phone: 701-231-8170 Fax: 701-231-7205**

Tri-College University
Educational Leadership
Graduate Bulletin

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Special Note:

All provisions of this bulletin are subject to change without notice and may not be regarded as obligations on Tri-College University, Minnesota State University Moorhead, or North Dakota State University.

TCU IS AN EQUAL OPPORTUNITY INSTITUTION

Tri-College University (TCU) is committed to providing equal education and employment opportunities to all persons regardless of gender, race, color, national origin, creed, religion, marital status, sexual orientation, or status with regard to public assistance, physical disability, or any other group or class against which discrimination is prohibited by state or federal law. More specifically, the consortium abides by the requirements of Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 as well as the implementing regulations of the U.S. Department of Education (34 CFR Parts 100, 106, and 104, respectively), the Americans with Disabilities Act of 1990, and the North Dakota Human Rights Act of 1983.

This prohibition of discrimination in education programs and activities operated by the University includes admission or access to, or treatment of or employment in, the University's programs and activities.

Inquiries concerning compliance may be directed to the University's Equal Opportunity Office - 202 Old Main, North Dakota State University, Fargo, ND. 58105-5630, (701) 231-7708 - or the Office for Civil Rights, U.S. Department of Education, Washington, DC.

About the consortium...

Tri-College University is a consortium of Concordia College, Minnesota State University Moorhead, and North Dakota State University. The TCU consortium was created to allow students from one university to attend classes at the other two with no additional tuition or fees. Because Tri-College students are able to take courses at three institutions in two different states, the Tri-College University consortium is unique nationwide. Since its inception, almost 30,000 students have enrolled in more than 90,000 courses through the TCU course exchange. Tri-College students have also benefited from shared library resources, joint programs, and a variety of other educational ventures over the years.

A board of directors, comprised of the three institutional presidents, and five community members, makes overall policy decisions for the consortium. Its members and officers for

2007-08 are: President; Dr. Pamela Jolicoeur, Concordia College President; Dr. Roland Barden, Minnesota State University Moorhead President; Dr. Joseph Chapman, North Dakota State University President; and members-at-large Bruce Furness, Paul Marquart, Shirley Montgomery, Brian Walters and charter member Douglas Sillers. The vice president of academic affairs at each institution serves as a TCU commissioner: Dr. Mark Krejci, Dr. Bette Midgarden, and Dr. R. Craig Schnell are the TCU commissioners. The chief executive officer of Tri-College University is the provost, Tim Flakoll. The Co-coordinators of the Tri-College University Educational Leadership Program are Dr. Tom Hall, NDSU and Dr. Boyd Bradbury, MSUM.

Part I. General Information about Tri-College University

A. Introduction

Tri-College University (TCU) is a voluntary consortium of the three institutions of higher education in the metropolitan area of Fargo, North Dakota, and Moorhead, Minnesota: Concordia College, Minnesota State University Moorhead, and North Dakota State University.

The mission of Tri-College University is to assist CC, MSUM, and NDSU by promoting cooperative efforts that will enrich the academic environment for the benefit of students, faculty, and the community. Therefore, TCU exists to enable its member colleges to do together things that they could not do, or could not do as well, by themselves. TCU's objective is to provide students with options that usually are associated with larger universities while still allowing them to attend school in a more personal setting.

B. Participating Institutions

Concordia College in Moorhead, MN, is a private college of the Evangelical Lutheran Church in America. Established in 1891, the school awarded its first bachelor's degree in 1917. Today, Concordia is a coeducational college of the arts, literature, and science and is accredited by the North Central Association of Colleges and Schools, the National Council for the Accreditation of Teacher Education (NCATE), and other accreditation and professional bodies. The college's nearly 2,800 students choose from 78 majors in 24 academic areas and 12 pre-professional programs. Concordia is accredited by the North Central Association of Colleges and Schools and the National Council for Accreditation of Teacher Education.

Minnesota State University Moorhead was established in 1887 as a normal school and later became a teacher's college, a state college, and, in 1976, a state university. Today MSUM has an enrollment of approximately nearly 7,500 students and offers more than 159 majors, emphases, and options which lead to baccalaureate, master's, or specialist's degrees or certifications, as well as 16 areas of pre-professional studies and covered programs. Accreditation is held with the North Central Association of Colleges and Schools, the National Council for the Accreditation of Teacher Education (NCATE), the National League for Nursing, and other accreditation and professional bodies.

North Dakota State University in Fargo, N.D. was established as the North Dakota Agricultural College in 1889 under the provisions of the Morrill Act. Today the university's

approximately 12,200 students enroll in 100 bachelor degree programs, 55 master's degree programs, and 40 doctoral and professional programs. The university is accredited by the North Central Association of Colleges and Schools and many professional program accreditation bodies including the National Council for Accreditation of Teacher Education (NCATE).

C. History

An agreement in 1965 to exchange courses between MSUM and NDSU was the beginning of what evolved into TCU, although informal discussion about a cooperative program had been ongoing for several years. In the late 1960s, the presidents and deans of the three institutions met to discuss the idea of a formal agreement. A member of the North Dakota State Board of Higher Education pursued the plan and helped pass the enabling legislation for incorporation through the legislature. Expansion of cooperation marked the 1968-69 academic year. In 1969, the first TCU provost was named. Tri-College University was incorporated in 1970. Legally, TCU is a North Dakota non-profit corporation and is licensed to do business in Minnesota.

The Tri-College University Educational Leadership program coordinates the master of science and the specialist in education degrees. The degree-granting status of the TCU Educational Leadership program is through both Minnesota State University Moorhead and North Dakota State University.

Part II. General Information about the TCU Program in Educational Leadership

A. Background

In the early 1970s, administrators and education department faculties in TCU member colleges recognized that there was a need in our region to have a new degree program in educational administration. Minnesota had changed its credential requirements for school administrators and North Dakota was discussing the possibility of similar changes.

For a number of reasons, everyone concerned felt that this new degree program could best be accomplished cooperatively. It made sense for the schools to pool their strengths and resources rather than for any one school to offer the program by itself.

By the end of the 1975-76 academic year, approval had been gained from all necessary campus governance bodies and institutional boards of control for TCU to begin offering two graduate programs in educational administration: the master's degree and the education specialist degree. The first program chair was appointed in summer 1976. The program officially began admitting students on July 1. The first graduates participated in commencements in the spring 1977, and approximately 750 students have completed degrees since the program began.

After a two-year candidacy period (1977-79), Tri-College University was accredited by the North Central Association of Colleges and Schools in the spring of 1979. In June 1984, accreditation was renewed for the maximum ten-year period. Accreditation is at the specialist degree level. TCU was the first — and the only — educational consortium in the nation to be accredited to offer its own degrees

In the spring of 1989, the Tri-College University Educational Administration program received initial accreditation from the National Council for Accreditation of Teacher Education (NCATE).

In the spring of 1994, the TCU Board of Directors determined that the Tri-College University Educational Administration program degrees would be assumed by each of the participating institutions beginning July 1, 1996. It is therefore important to consult the current graduate bulletin of either MSUM or NDSU for information about the governing requirements for either the master's or specialist degrees.

Program development is ongoing. Curriculum changes are made using graduate surveys and field surveys. The latest curriculum changes occurred during the 1995 and 1996 academic school years. The TCU Educational Administration program was changed to an Educational Leadership program to reflect the changing needs of the geographical region it serves. The revised curriculum reflects new standards set forth by NCATE based upon results of a field study and several focus groups who represented practitioners from the field of education.

B. Purpose

The principle purpose of the program is to provide professional/academic education for individuals preparing for mid-management administrative positions (i.e. elementary school principal, secondary school principal, community education director), staff administrative positions (i.e. school district business managers, technology coordinators, curriculum coordinators), and upper-level administrative positions (i.e. superintendent of schools). The Educational Leadership program prepares students for Master of Education (M.Ed), Master of Science (M.S.) and Education Specialist (Ed.S.) degrees in Education Administration for upper-echelon administrative positions (i.e., superintendent of schools). Programs are designed to meet certification or licensure requirements in the various areas appropriate to K-12 administration. The degrees do not guarantee certification and/or licensure because state-agency responsibilities are subject to change by the legislature and/or state officers in charge of these requirements.

The TCU Educational Leadership program is built on the belief that the professional academic preparation of educational leaders should be offered in an organizational context that is rich in professional diversity and represents the various sub-disciplines of education with which school administrators must be familiar which is embedded in contextual transformation from teacher to leadership.

The organization of the program follows the Reasoned Action Leadership Model of development. The model is based upon current knowledge of teaching and schooling, and on the research of administration and leadership. The Reasoned Action Leadership Model holds fundamental that schools function in a professional sphere that focuses on activities associated with teaching and learning. It is further held that leaders are required to perform some managerial tasks that are distantly related to the teaching act. The most important professional responsibilities of administrators are those that closely relate to the primary function of school (student learning and achievement).

In the Reasoned Action Leadership Model, the research on and our knowledge of the activities and principles of teaching surround all other components of the school

leadership process. This portion of the knowledge base serves as a conceptual framework for those aspects of education which deal most specifically with school leadership. In this manner — with the principles of teaching encompassing the principles of leadership — the interdependence of teachers and leadership is given recognition and reinforcement.

The instructional program focuses on the development of knowledge, understanding, attitudes, and skills. The program is built around several mutually supportive, interdependent curricular areas that reflect the intended programmatic outcomes and those of the NCATE standards and state approval in Minnesota and North Dakota.

Major Goals for competency-driven program embedded by NCATE standards

The master's and specialist programs in educational leadership are competency driven programs. To aid in the delivery of competencies the curriculum is divided into mutually supportive dimensions of study. In addition to the required core courses, all students are required to complete six hours of additional credit in a role specialty area. The NCATE Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors published by the National Policy Board for Educational Administration (1/15/02). They are listed in seven performance standards as follows (subsections and rubrics available upon request):

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

The core faculty of the Tri-College University Educational Leadership program — they provide most of the instruction in the program and make programmatic and curricular decisions — are drawn from the educational faculty of Minnesota State University Moorhead and North Dakota State University. The group includes specialists in educational leadership as well as faculty members with interests and competence in other related fields of professional education.

Another important component of the mission of the Tri-College University Educational Leadership program is that of professional service to area schools, school districts, and practicing educational administrators. Members of the core faculty provide leadership in the development and improvement of educational programs and the administration of those programs and provide service to the field of educational leadership through active membership and participation in local, state, and national organizations.

The Tri-College University Educational Leadership program is committed to expanding the research on the knowledge base of education, leadership, and the administration of educational programs. This is accomplished through the individual research efforts of professors and the resulting publication of articles, monographs, and books. It is also accomplished through collaborative efforts between faculty and students on research and/or grant projects and through advising of research resulting in master's papers, theses, and field studies.

C. Admission

1. Requirements

Tri-College University establishes the admission requirements for its programs in educational leadership. The admission requirements for the master's degree are listed on page 16 of this bulletin. Those for the education specialist degree are listed on page 22.

2. Procedures

Students submit applications for admission (and all accompanying documents and materials) not to the Tri-College University Office, but rather to the Graduate Studies Office at Minnesota State University Moorhead or the Office of Graduate School at North Dakota State University:

Graduate Studies Office
Director of Academic Studies
Owens 215
Minnesota State University Moorhead
Moorhead, Minnesota 56563
(218) 477-2344

Office of Graduate School
201 Old Main
North Dakota State University
Fargo, North Dakota 58105
(701) 231-7034

3. Fees and Deadlines - Students pay the application fees to and observe the application deadlines of the university where they apply (see the MSUM or NDSU graduate bulletin for complete information).

4. Notification – Following consultation with the TCU Educational Leadership chairperson, the respective graduate dean will notify applicants of their admission status. A person may be admitted to full status, admission with conditions/provisions, or be refused admittance. Specific requirements are listed in each degree section of this bulletin. An appeal process is available through each institution.

D. Undergraduate Preparation - The Tri-College University faculty believes that a broad-based background in general studies and the liberal arts is necessary to gain a complete understanding of the discipline of educational leadership. Therefore, the undergraduate record of all applicants will be reviewed to determine that the student has completed sufficient coursework distributed among general studies and liberal arts.

This requirement may be accomplished by any of the following means:

1. Completion of an undergraduate teacher education program at an institution accredited by the National Council for Accreditation of Teacher Education (NCATE);
2. Completion of an undergraduate teacher education program at an institution approved to prepare teachers and/or recommend for licensure in either Minnesota or North Dakota;
3. Possession of a valid teaching certificate for service in any grade, K-12; or
4. Individual transcript review validating that the student has completed at least 128(MSUM)/122(NDSU) semester credits distributed among the broad areas of communications, humanities and arts, social and behavioral studies, and natural science and mathematics.

Students found to be deficient in the satisfaction of the general studies and liberal arts requirements may be admitted to study but will be required to complete additional undergraduate or graduate coursework as necessary to remedy the deficiency.

E. Enrolling for Classes

Courses in the TCU Educational Leadership program are offered at Minnesota State University Moorhead and North Dakota State University. Course enrollment and registration is conducted on the campus of the university through which the student applied for admission. It is the student's responsibility to contact the Registrar's office at his/her respective university (MSUM or NDSU) to ensure that registration is complete. Students are encouraged to enroll for all courses at the beginning of each semester. Completing an enrollment form in the classroom does not guarantee registration. Students may use the Tri-College University course exchange to register for courses at either institution. Tuition must be paid to the home institution where the student was admitted for the program (MSUM or NDSU).

Minnesota residents admitted through NDSU and North Dakota residents admitted through MSUM can use the tuition reciprocity agreement between the two states to avoid paying out-of-state tuition.

F. Transfer of Credit and Residence Requirements

Applicants presenting transcripts from other accredited graduate schools may transfer a maximum of 8 semester credits to the appropriate Educational Leadership program if the coursework satisfies curriculum requirements of the TCU program as determined by the adviser and Educational Leadership program chairperson. Only courses completed with a grade of A or B may be considered for acceptance. Grade of B- is considered to be below that of a B and is unacceptable for transfer. Transfer courses can be applied to the degree only if they are no more than seven years old at the time of the final oral exam. (Within the TCU Educational Leadership program, coursework completed at either MSUM or NDSU is considered to be resident credit. One institution's credit is therefore not counted

as transfer credit to the other institution and is numbered according to university of TCU admittance.)

Continuing education coursework completed at an institution other than MSUM or NDSU may not be applied to a TCU degree.

A student's Plan of Study for the master's degree must be approved in order to take the comprehensive examination. Approval includes the signatures of the academic services dean (MSUM) or the graduate dean (NDSU) of the institution through which the student applied for admission.

G. Scholastic Standards

Academic work is graded on a scale of A, B, C, D, and F. Grades below C are unacceptable for graduate credit. Graduate students in Educational Leadership are required to maintain an overall average of B (3.00) or better in program courses. The required cumulative G.P.A. for earning the master's is 3.00 or better on a 4.00 scale; specialist degree students are required to have a cumulative of 3.25 or better. The Field Study (Ed 798s NDSU or 799 for MSUM), Master's Research Paper/Individual Study (Ed 797/697), and Practicum (Ed 794) are graded as S (Satisfactory) or U (Unsatisfactory). S (Satisfactory) is defined as coursework that is graded at B level or above.

Students whose overall G.P.A. falls below 3.00 in the graduate program will be placed on probationary status. The student's record will be reviewed by the Educational Leadership program chairperson after the completion of 8 additional semester credits to determine continuing status. If, after the completion of the 8 additional semester hours of credit, the G.P.A. is still below 3.00, the student is subject to dismissal from the program. Student should also be aware of the scholastic standards of the university of admittance.

H. Plan of Study

A plan of study is required for all master's and specialist's degree candidates. The Plan of Study, submitted by the student, becomes official only after approval by the student's adviser (and supervisory committee at NDSU), the chair of the educational leadership program, and the graduate dean at the university of admittance. The Plan of Study must be approved before the master's degree student is eligible to take the comprehensive examination. Once the plan has been approved, any changes must be approved in writing by the adviser (and supervisory committee at NDSU), program chair, and the appropriate graduate dean.

I. Time Limitation

Coursework must be no more than seven years old at the time of the final oral examination. In cases where credits on the Plan of Study are more than seven years old, students have two options: (1) the course can be repeated for audit or credit; or (2) another course can be elected to replace the credit of the original course. If option 2 is elected, the alternative course must be added to the Plan of Study and is subject to the approval processes established for modifying such plans.

J. Credential/Licensure

The curricula of the Tri-College University Educational Leadership program were designed to help graduates meet licensure/credential requirements in Minnesota and North Dakota. However, actual credential or licensure is a function of the Department of Children, Families and Learning (Minnesota) and the Department of Public Instruction (North Dakota).

Earning an academic/professional degree does not necessarily lead to state credential or licensure. People seeking licensure must provide evidence of the required number of years of teaching at the level for which they are seeking licensure. Students should consult with the chair of the Educational Leadership program for advice about requirements for licensure or credential, or should communicate with the appropriate state official.

Students should design their plans of study to meet any specific or unique credential/licensure requirements.

When all appropriate requirements have been completed, a student must initiate a request for credential or licensure to the appropriate state office and the Educational Leadership chair.

K. Graduation and Commencement

During their final term of study, students initiate appropriate graduation paperwork at the institution through which they were admitted.

Courses completed for the degree must align to the student's transcript. At NDSU, the student and/or adviser must request the Graduate School to conduct an audit verifying that all courses were taken. At MSUM, the courses are verified by the registrar's office.

Students must seek permission to schedule an oral examination from the major adviser.

The request must be sent by the TCU office to the graduate school of each university two weeks prior to the examination by the TCU office.

Submit the disquisition requirements no less than two weeks prior to the examination date. A disquisition is a master-degree research paper, a reflective essay about a portfolio, or a specialist field study.

Degrees are conferred by the institution where the student was admitted. Commencement ceremonies are in December and May on both campuses. Students should check the deadlines set for each institution concerning graduation ceremonies.

L. Transcripts

Prior to and after graduation, a student's course transcript is kept at MSUM or NDSU. Other evaluative information (i.e. credential and licensure information) will be kept in the Tri-College University office.

M. International Students

Students from countries where English is not the official language must take the Test of English as a Foreign Language (TOEFL), and the Millers Analogy Test (MAT) or the Graduate Record Exam (GRE) before application for admission to the TCU program. They must then request that their scores be sent to the Graduate Office of the university to which they are applying.

N. Program Council

The body that reviews important decisions of the faculty of the TCU Educational Leadership program is known as the program council. It is composed of faculty and administrative representatives of all three institutions. Its membership is as follows:

- Chair, TCU Educational Leadership
- TCU Educational Leadership Faculty Representative
- Dean of Education and Human Services, MSUM
- Dean, College of Human Development & Education, NDSU
- Chair, Education Department, CC
- Chair, Counseling, Educational Leadership, Field Experience, and Foundations, MSUM
- Chair, School of Education, NDSU
- Director of Academic Studies, MSUM
- Dean of Graduate School, NDSU
- Institutional Representative, MSUM
- Institutional Representative, NDSU
- Provost, Tri-College University

O. Faculty

The majority of the instruction, in program governance, and in student advising are conducted by the educational leadership program faculty which is drawn from the regularly ranked graduate faculty of Minnesota State University Moorhead and North Dakota State University. Members of the program faculty are:

- Boyd Bradury, Associate Professor of Education, Minnesota State University Moorhead, Ph.D., Capella University.
- Tom Hall, Assistant Professor of Education, North Dakota State University, Ed.D., University of South Dakota.
- Denise Lajimodiere, Assistant Professor of Education, North Dakota State University, Ph.D., University of North Dakota.
- Dorothy Suomala, Assistant Professor of Education, Minnesota State University Moorhead, Ph.D., University of Minnesota.
- Dennis W. Van Berkum, Professor of Education, Minnesota State University Moorhead, Ed.D., University of South Dakota.

Associate faculty - Additional instruction in the specialty field of educational leadership as well as instruction in many of the supporting courses in professional education are provided by associate faculty who are drawn from the graduate faculty of MSUM and NDSU as well as from the faculty of Concordia College. Members of the associate faculty are:

Specialized areas - Periodically, qualified practitioners in educational leadership are employed to teach in specialized areas within the TCU Educational Leadership program.

- Marvin Erhardt, Consultant, North Dakota Leadership in Educational Administration Development Center, Bismarck, N.D., Ph.D., University of Wyoming.
- Richard Warner, Assistant Professor of Education, Minnesota State University Moorhead, Ph.D., University of Illinois.
- Gary Bratvold, Adjunct, Ed.S., St. Cloud State.
- Rhonda Ficek, Adjunct, Ph.D., North Dakota State University
- Tamara Uselman, Adjunct,
- Thomas Gravel, Adjunct, Ph.D., University of North Dakota.

P. Support Services

1. Library System

Students are free to visit any of the three Tri-College libraries (must have a student I.D./library card) or request that materials from another library be delivered to their home campus library by twice-daily shuttle service.

A computerized Tri-College database gives library patrons access to information about the holdings of all three Tri-College libraries. In addition, the Tri-College Library System is linked to a vast library network including the On-line Computerized Library Center (OCLC) and the Project for Automated Library Services (PALS), a bridge of communication among more than 100 libraries in Minnesota, North Dakota, and South Dakota.

In addition to book information, the PALS database includes indices to thousands of periodicals in humanities, social sciences, science, education, and business. If a book or periodical article is not available locally, librarians can nearly always obtain it elsewhere through an inter-library loan. Easy-to-use instructions on how to use the computer terminals are available at each library.

2. Interactive Television Network (ITV) in Minnesota and Interactive Video Network (IVN) in North Dakota

The Educational Leadership program was a pioneer in the establishment of distance learning in the region. Courses can be taken at sites other than through on-campus offerings using this method of delivery.

3. Publications

The official web page for the TCU system is www.tri-college.org.

The TCU Educational Leadership web page list current degree options, schedules, and other program information: www.tri-college.org/education_leadership.

4. Other Information

For information on classes, faculty office hours, program requirements, and matters relating to Tri-College University and the Educational Leadership Program, contact the Tri-College University office, 650 NP Avenue, PO Box 5630, Fargo, North Dakota 58105-5630. Phone (701) 231-9732.

For information on registration, tuition and fees, tuition reciprocity, application procedures, state residency, financial aid, housing, student services, and placement, students should consult the current MSUM or NDSU graduate bulletin or the appropriate university office.

Part III. The Master's Degree Program

The master degree program in educational administration consists of four basic components:

1. Admission Requirements process;
2. Curriculum (between a 36 minimum and maximum of 42 semester credit hours of coursework, depending on the related field area and individual study option chosen by the student for a master of science degree or master of education degree);
3. Passage of a written comprehensive examination or satisfactory completion of the authentic assessment known as Developing the 21st Century Principal Assessment Center (D21); and
4. An individual study option (thesis or portfolio) and subsequent oral examination.

Each of these four components is described in detail below.

A. Admission Requirements

Admission to the master's degree program is considered only after all required application materials have been received and reviewed. Included among the required materials are as follows:

1. a completed, signed application form;
2. official transcripts of all previous collegiate work, including one verifying graduation with a baccalaureate degree from an accredited institution;
3. two references that evaluate the applicant's potential for success as a graduate student and as an educational administrator; and
4. an exhibit of the applicant's written competency through an essay discussing his/her leadership philosophy and professional goals.

Admission decisions are based upon the predicted success of the applicant as a student and professional administrator and are made only after considering all available data. The criteria for admission are as follows:

Admission with Full Standing

A student must meet all requirements for full admission. The following set of criteria act as guidelines for full acceptance:

1. A cumulative baccalaureate G.P.A. of 3.00 or better on a 4.00 scale, or a G.P.A. of at least 3.25 during the final 30 semesters credits of graded undergraduate coursework, or a minimum G.P.A. of 3.00 on 10 semester credits of graduate coursework.
2. Appropriate demonstration of written competencies (essay on application).

Admission with Conditions (NDSU)/Provisions (MSUM)

A student who does not meet all requirements for full admission may be admitted with conditions by showing evidence that the applicant's potential is not adequately reflected by her/his record. The following set of criteria act as guidelines for conditional acceptance: A minimum cumulative G.P.A. of 2.80 or better on a 4.00 scale; and MAT (or GRE quantitative) scores that show prospects of satisfactory graduate school performance.

A student admitted to this status will be provided with a statement of the conditions necessary to be satisfied before being advanced to full standing. A student must be advanced to full standing before a Plan of Study can be approved.

B. Degree Options and Role Specialization Areas

Students pursuing a master's degree through the TCU Educational Leadership Program have the following degrees to choose as detailed in Disquisition Options section in the next page:

1. A thesis or an individual study/portfolio for a M.S. at MSUM
2. A thesis (six semester hours) for M.S. at NDSU
3. A master paper (3 or 4 semester hours) for M.S. at NDSU
4. A practicum/portfolio option for M,Ed. at NDSU

Five role specialization options are available. For help in selecting a degree option and role specialization, students are advised to carefully read the earlier section of this catalog describing state credential and licensure procedures. Listed are the prescribed courses for all degrees and the role specialization options followed by the role specialization courses for each specialization option. Modifications to the prescribed courses may be made in special cases only with the approval of the student's adviser and program chair.

Unless otherwise indicated, each of the specialty courses in educational leadership is an approved graduate-level course at both MSUM and NDSU. The courses may be offered on campus at either MSUM or NDSU. Courses at NDSU are listed as 700 numbers; courses at MSUM are listed as 600 numbers for master's level courses and 700 numbers for the specialist degree.

The minimum number of credits for the Master's Degree in Educational Administration is 36 according to the core offering and electives listed in the next page:

Master's Degree Program Options:

MSUM students use 600 prefixes NDSU students use 700 prefixes regardless of where course is taught.

Course Number - Course Name Semester hour per course

CORE:

Ed 703 Research, Measurement and Program Evaluation	3
Ed 613 or 712 Social, Cultural, and Political Dimensions of Education	4
Option to Ed 712: Ed 710 Philosophy of Education	2
Option to Ed 712: Ed 714 History of Education	2
Option to Ed 712: Ed 724 Advanced Educational Psychology	2
Option to Ed 712: Ed 701 Psychological Foundations	2
Ed 630 or 730 Leadership and Organizational Behavior	3
Ed 631 or 731 Educational Law and Organizational Structure	3
Ed 632 or 732 Curriculum, Instruction, and Learning Theory	4
Ed 633 or 733 Technology and Information Systems	2
Ed 634 or 734 Personal Communication and Ethics	3
Ed 635 or 735 Personnel, Supervision and Staff Development	4
Ed 636 or 736 Policy and Educational Finance	2

Degree Specialty OPTIONS (choose one):

Elementary Principalship Option:

Ed 638 or 738 Administration Elementary School	2
Ed 642 or 742 Elementary School Curriculum	2

Secondary Principalship Option:

Ed 639 or 739 Administration Secondary School	2
Ed 643 or 743 Secondary School Curriculum	2
Ed 644 or 744 Middle School Administration	2

Community Education Option:

Option Ed 717 Adult Learning	2
Option Ed 718 Community Education	2

Superintendent of Schools Option:

Ed 790 Seminar Superintendency	2
Ed 794 Superintendent Practicum	2
Ed 788 School Finance and Business Management	4

General Leadership Option:

Ed 722 Instructional Systems, Media, Methods	2
Ed 780 Instructional Models	2

Disquisition OPTIONS (choose one):

Masters of Education Degree Option:

Ed 794 Practicum in Leadership	2
Ed 797 Masters Paper Portfolio	2

Master of Science Degree Options:

Ed 797 Master's Paper (i. e. Case Study or Survey)	3-4
Ed 798 Thesis (i. e. Experimental types of studies)	6

Credits needed for Master's degree

36

C. Written Comprehensive Examination or Selecting and Developing Assessment

Upon completion of the courses in the approved Plan of Study, students are eligible to take the comprehensive written examination or be assessed by the S&DAC process.

Written Comprehensive Examination

The Plan of Study provides the basis for the content of the written examinations and aids in the identification of competencies and indicators to be assessed as a result of program.

The written comprehensive examinations are given throughout the year and are emailed to the students. The examination is administered in two three-hour blocks. The written examination is situational by nature and assesses the student's skills and knowledge in the six curricular block areas. Contact the TCU Office for more information.

A student who fails to pass the examination the first time may request to retake the written examination during a subsequent semester. A student who fails to pass the examination on the second attempt will be required to attend additional classes prior to another written examination.

Developing the 21st Century Principal Assessment Center (D21)

Students in Educational Leadership have the option to attend an all-day session to participate in an authentic assessment developed by the National Association of Secondary School Principals. This process is designed to capture many of the key issues and leadership challenges facing school leaders. The process creates a complex educational simulation that presents participants with many difficult leadership challenges. With no right or wrong answers, the assessment focuses on the overall impact of each participant's leadership efforts and the effect on the school. Immediate feedback is provided and a formal assessment form is provided for the student several weeks after the event.

The D21 assessment provides an overall skill rating based on a five-level rubric which are categorized as follows:

- 5 = Strength,
- 4 = Competency,
- 3 = Developmental Zone,
- 2 = Noticeable Problem Area,
- 1 = Derailer,

If a student's overall skill is not deemed satisfactory by two professors involved in the assessment process, the student must develop an improvement plan with the program of study committee and adviser. The improvement plan could include taking the written comprehensive examination at the next regularly scheduled time.

D. Disquisition: Thesis, Individual Study/Master Paper, or Portfolio/Practica Option

Each student in the TCU master's degree program is required to complete a thesis, an individual study (master's paper) or the portfolio/practica option to successfully sustain a final oral examination over that disquisition. Students choose one of the three options described below. Students must work closely with faculty advisers in developing the disquisition proposal. Any disquisition dealing with human subjects must complete an approval process through the Institution Review Board (IRB) at MSUM or NDSU prior to conducting study.

- Thesis Option (M.S. Degree): An extended experiment-based research approach to educational research resulting in an acceptable six-credit paper.
- The Master's Paper Option (M.S. Degree): A case study or survey-based research project resulting in a master's paper which: (1) identifies a current problem or issue in Educational Leadership; (2) examines and discusses the variable or factors that affect the problem; and (3) recommends an administrative approach, action, or procedure that might be appropriate to move toward a resolution of the problem or issue (3 or 4 credits which can be taken one or two credits at different semesters).
- Portfolio option (M.Ed. Degree at NDSU or M.S. Degree at MSUM):
 - a. A master-degree level practicum that focuses on degree-specialty options to acquire field experience (2 credits).
 - b. A portfolio based on course work and field experience practicum that includes: (1) artifacts of student work that exhibits program outcomes; (2) a reflective essay in lieu of a star paper that demonstrates the student's ability to conduct and report case-study research of self, and (3) a plan for future development (2 credits).

E. The Oral Examination

After students complete all required coursework, successfully pass the written comprehensive examination, and complete an individual study paper/portfolio or thesis, they should file requests for an oral examination. The request must include one original and three copies of the paper/portfolio/thesis. The request must be submitted two weeks prior to the oral exam.

The oral examination will be conducted on the thesis or the individual study paper/portfolio and material covered in coursework from the official Plan of Study. If the committee finds serious weaknesses in the candidate's performance or in the thesis or independent study paper, the committee shall specifically explain these weaknesses to the candidate and an improvement plan will be developed. After the candidate's adviser verifies that the goals of the improvement plan have been met, a second oral examination will be scheduled (NDSU students need to submit a second request).

After successfully completing the oral examination, students who have chosen the thesis or individual study option must follow protocol at the university where they have been admitted to complete final paper requirement. Students who have completed the portfolio

option must submit copies of their reflective essays, with all corrections and additions required by the examining committee, to the TCU office for filing.

F. Service to Graduates

The Tri-College University Educational Leadership program faculty provides assistance to alumni who are beginning careers in Educational Leadership. Each graduate is invited to an on-campus program and, whenever possible, faculty make site visits to schools where recent graduates have accepted first-time administrative appointments.

Other services and consultations are available upon request of graduates.

Part IV. The Specialist Program

The TCU specialist program in educational leadership is a competency driven program that requires a total of at least 34 semester credit hours. The program consists of four basic components (please check each university's graduate bulletin for specific graduate school requirements):

1. Admission Requirements
2. Degree and Role Specialty Options
3. Practica
4. Field Study and Oral Examination

Each of these four components is described in detail below, following a section on admission requirements.

A. Admission Requirements

Admission to the specialist degree program is considered only after all required application materials have been received and reviewed. Included among the required materials for full standing are: (1) a completed, signed application form; (2) official transcripts of all previous collegiate work, including one verifying graduation with a master's degree from an accredited institution (a cumulative G.P.A. of 3.25 or better in all graduate-level courses); (3) two references that evaluate the applicant's potential for success as a graduate student and as an educational administrator; and (4) a sample of the applicant's written communication skills. Admission decisions are based on the predicted success of the applicant as a student and professional administrator and are made only after considering all available data.

A student who does not meet all requirements for full admission may be admitted with conditions/provisions by showing evidence that the applicant's potential is not adequately reflected by her/his record. The following set of criteria act as guidelines for conditional acceptance: A minimum cumulative G.P.A. of 3.00 or better on a 4.00 scale at the graduate level and MAT (or GRE quantitative) scores that show prospects of satisfactory graduate school performance. Graduate coursework of 3.00 or better will also be considered for admission with conditions/provisions.

Students admitted to this status will be provided with a statement of the conditions necessary to be satisfied before being advancement to full standing. Students must be advanced to full standing before a Plan of Study can be approved.

B. Degree and Role Specialty Options

Students pursuing a TCU specialist degree in educational leadership have six role specialty options to choose from, depending on their ultimate career goals: general administration, elementary principal, secondary principal, k-12 principal, special education director, and superintendent. Students entering the specialist/licensure program are required to conduct a needs assessment of their current competence in six performance dimensions to determine a profile of their current knowledge, skill, and dispositions. When this has been established, a Plan of Study is developed to fit the

individual's needs and course requirements for the degree and/or license. Modifications in course requirements may occur as a result of a student competence in a specific block area only with the approval of the student's adviser and the program chair.

Students who have completed prescribed specialist-level coursework as part of the master's degree are not required to repeat courses; however, they are required to complete the minimum number of credits and, therefore, may be required to complete additional elective courses.

The minimum number of credits for the specialist degree is 34. Course selection is determined by a interview audit with the assigned adviser. This audit by takes into account past degree work, on-the-job experiences and, if applicable, any authentic assessments that might have been taken prior to admission.

Students must include in the official plan of study a group of courses — consisting of at least 6 credits — which together constitute an option of study which is related to and supportive of the specialty field of Educational Leadership.

Specialist degree students are required to have completed all of the coursework prescribed for the TCU master's degree in the same specialty option area. Students may complete deficiency work while enrolled in the specialist degree, but credit earned in coursework taken to remove deficiencies may not count in the minimum number of credits required for the specialist degree.

The list of course for the Specialist Degree in Educational Administration are provided in the next page:

Specialist Degree courses are available as follows:

Core:

Ed 780 Instructional Models	2
Ed 782 Supervisory and Administrative Theory	4
Ed 783 Computer Data Management and Decision Making	2
Ed 784 School Personnel Administration	2
Ed 786 School Facility Planning	2
Ed 788 School Finance and Business Management	4
Ed 789 School Community Relations	2

Electives:

Ed 640 Education and Society	2
Ed 748 Collective Bargaining	2
Ed 777 Tort Liability	2
Ed 779 Politics and Policy Analysis I Education	2
Ed 785 Organization & Administration of Vocational/Technical	2
Ed 790 Superintendency	2
Ed 790 Seminar in School Administration and Supervision (NDSU)	1-3
Ed 793 Individual Study/Tutorial	1-5
Ed 796 Seminar in School Administration and Supervision (MSUM)	1-4
SPED 594 Legal/Social Foundations of Special Education (MSUM)	2
Ed 795 Field Experiences	1-15

Note: Master degree courses can be utilized as approved by committee for general leadership positions. A statistics course (Ed 702) is highly advised for options in vocational and special education.

Ed 794 Practica courses:

Select three (3) depending upon specialty role or position sought:

Practicum: Budget & Finance	2
Practicum: Elementary Principal	2
Practicum: General Administration	2
Practicum: Secondary Principal	2
Practicum: Superintendency	2
Practicum: Supervision	2

Disquisition (Field Study *required for the specialist degree)

Ed 799 (MSUM) or 798s (NDSU)	4
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Credits needed for Specialist degree 34

C. Practicum

All specialist candidates complete three practica, of 2 credits each (Ed 794) in administrative areas related to their career interests. The general purpose of the practicum is to give students an opportunity to test the theories and principles learned in class against problems in actual working situations.

Students work with the appropriate TCU faculty instructor in developing a plan for the practicum. Students also arrange for a supervisor in the field (students seeking MN licensure must have a licensed K-12 or district office administrator). This field supervisor, in addition to monitoring the student's work during the practicum, must be consulted and give approval to the practicum plan before work is begun. In developing their practicum plans, students should aim to make a worthwhile contribution to the operation of the school district and not merely replicate or make minor changes in practices already in place in the district.

The TCU faculty instructor and/or designated practicum specialist has responsibility for visiting the student at the practicum site, where distance and weather make this feasible. Phone contact with the field supervisor and student may substitute for on-site visits. The faculty member assigns the grade for the practicum (satisfactory/ unsatisfactory), but the evaluation of the field supervisor is given great consideration in the grading process. Students should register one semester prior to their scheduled practicum.

Practicum students must keep a daily journal of their work on the project and write final reports on the project, submitted to both the field supervisor and the TCU faculty instructor. Students are advised to make sure that their practicum plans meet the credit hour or clock hour requirements of Minnesota or North Dakota for licensure/credential.

More information about the practicum — including sample practicum contracts — is available from the TCU office.

D. Related Academic Area Option

In their official Plans of Study, students must include a group of courses — consisting of at least 6 credits — which together constitute an option of study which is related to and supportive of the specialty field of Educational Leadership.

E. Field Study and Oral Examination

Each student in the TCU specialist degree program is required to complete a field study and to have an oral examination over that study.

1. The Field Study — The field study gives students the opportunity to demonstrate their ability to apply theories and principles of educational leadership to problems encountered in the "real world" of the schools. Students work with their advisers and select problems in areas closely related to one of their practicum studies (Ed. 794). When students have approval from their advisers for their projects, they must submit the proposal for review and approval by their four member committee and the Institutional Review Board (IRB) at NDSU or MSUM. The proposal for the field study shall consist of chapters 1-3 similar

to a thesis or dissertation. This will include a standard statement of the problem/purpose of the study, literature review, and methods chapters. After the Field Study has been completed the final two chapters (findings, and summary/conclusions) will be written and reviewed by the committee. Upon IRB approval, the student may register for 4 semester credits under Ed. 798s/799 and carry out the field study.

2. The Oral Examination — Upon completion of the field study, a student files a request for an oral examination. The request must be accompanied by a original and three copies of the field study. This request results in the formation of the student's oral examination committee, which consists of four members: the student's faculty adviser; two faculty members from the educational leadership program; and one faculty member appointed by the graduate office of the institution through which the student applied for admission.

The oral examination will be conducted on the field study project, but it may also require candidates to deal with material covered in related coursework. If there are serious weaknesses in the candidate's performance or in the field study project, the committee shall specifically explain these weaknesses to the candidate, an improvement plan must be developed with the adviser, and the oral examination may be continued at a later date (NDSU students need to submit a second request).

After successfully completing the oral examination, students must follow protocol at the university where they have been admitted to complete the paper requirement.

F. Written Comprehensive Examination

Students who hold the master's degree in a field other than educational leadership must demonstrate competence in the major field at the master's level by passing a written comprehensive exam prior to scheduling of the final oral examination for the specialist degree. Additional information is provided in Part III, section C of this catalog.

G. Service to Graduates

The Tri-College University Educational Leadership program faculty provide assistance to alumni who are beginning careers in leadership. Whenever possible, faculty make site visits to schools where recent graduates have accepted a first-time administrative appointment.

Part V. Course Descriptions

A. Specialty Courses in Educational Leadership: Unless otherwise indicated, each of the specialty courses in educational leadership is an approved graduate-level course at both Minnesota State University Moorhead and North Dakota State University and may be offered on either the MSUM or NDSU campus. Courses at NDSU are listed as 700 numbers; courses at MSUM are listed as 600 numbers for master's level courses and 700 numbers for post-master's study.

Ed 603/703 Research, Measurement, and Program Evaluation

Methodology and design of research studies: organizational reporting analysis, and interpretation of research. (3 credits)

Ed 613/712 Social, Political, and Community Dimensions of Education

This course provides school leaders with an understanding of and an application of decision in the historical, philosophical, ethical, social, and economic influences affecting education. Students are expected to apply political concepts, strategies, and approaches to collaboration that involve the community in decision making, build community support for integrating health and social services in support of students, and develop community support for school priorities. Throughout the course, students' work will be expected to manifest a sensitivity to issues of diversity in a pluralistic society. (4 credits)

Ed 717 Adult Learning

Deals with recent research concerning adult learning within the context of planning and operating effective adult education programs. (2 credits)

Ed 718 Community Education

Study of the theory base on which community education is founded. Consideration is given to implementing the concept in the community with available resources. (2 credits)

Ed 630/730 Leadership, Planning, and Organizational Behavior in Education

This course provides school leaders with preparation in skills for providing purpose and direction for individuals and groups, shaping school culture and value, facilitating the development of a shared strategic vision for the school, formulating goals and planning change efforts with staff, and setting priorities for one's school in the context of community and district priorities for student and staff needs. (3 credits)

Ed 631/731 Educational Law and Organizational Structure of Education

This course is designed as a beginning law course for school administrators. Topics to be studied include organizational structure of schools, federal and state court systems, church-state issues, teacher rights, student rights, rights of students with disabilities, instructional issues, tort liability, and equal opportunity in education. (3 credits)

Ed 632/732 Curriculum, Instruction, and Learning Theory

This course provides school leaders with the ability to understand major curriculum design models, interpret school district curricula, initiate needs analyses, plan and implement with staff a framework for instruction, align curriculum with anticipated outcomes [graduate standards], monitor social and technological developments as they affect curriculum, and adjust content as needs and conditions change. (4 credits)

Ed 633/733 Technology and Information Systems

This course provides an understanding of selected computer applications for educational administrators. The focus of instruction is to have educational leaders use the computer as a decision-making and planning tool for carrying out communication functions of leadership at the building and district office levels. (2 credits)

Ed 634/734 Personal Communications and Ethics

This course prepares aspiring school leaders to plan for their personal and professional development, understand and use the principles of interpersonal, oral, and written communication, and follow a professional code of ethics and values. (3 credits)

Ed 635/735 Personnel, Supervision, and Staff Development

This course provides school leaders with preparation in skills for instructional improvement and working with faculty and staff to identify professional needs. Classes are designed for in-depth study and practice planning, organizing, and facilitating programs that improve faculty and staff effectiveness and are consistent with institutional goals and needs; supervising individuals and groups; providing feedback on performance; arranging for remedial assistance; engaging faculty and others to plan and participate in recruitment and development activities; and initiating self-development. (4 credits)

Ed 636/736 Policy and Educational Finance

Provides school leaders with an understanding of managing and allocating resources in a political climate in which policy decisions are based on historical resource allocations. (2 credits)

Ed 738/638 Administration of the Elementary School

This course presents common elements of leadership and practices of management as they apply to the elementary school principal. (2 credits)

Ed 739/639 Administration of the Elementary and Secondary School

This course presents the common elements of leadership and practices of management as they apply to the secondary school principal. (2 credits)

Ed 744/644 Administration of the Middle School

This course explores organization and administration of educational programs for early adolescents with special consideration given to block scheduling, interdisciplinary teams, and adviser-advisee problems. (2 credits)

Ed 748 Collective Bargaining and Negotiation in Education

This course studies the principles and processes of collective bargaining in public educational institutions. Development of negotiation skills through participation in simulations. (2 credits)

Ed 777 Tort Liability

This course examines the legal liability of teachers, administrators, and public school boards for injurious intentional and unintentional acts. Prerequisite: Educ. 631/731. (2 credits)

Ed 794 Portfolio

The portfolio is a means for students to demonstrate knowledge, skill, and understanding of the competencies and indicators found in the program. Students entering the specialist/licensure program are required to conduct a needs assessment of their current competence to determine a profile of their current knowledge, skill, and understandings. When this has been established, a Plan of Study is developed to fit the individual's needs. Once the student has completed the necessary credits needed for a license, the portfolio and a reflective essay are presented to a team of faculty and field persons for assessment. Licensure recommendations are based upon the demonstration in the competencies and indicators.

Ed 779 Politics and Policy Analysis in Education

This course explores politics and policy development in American public education with consideration given to current development in local, state, and national issues. Prerequisite: Ed 712, 731. (2 credits)

Ed 780 Instructional Models

This course investigates current practices and trends in instructional models. Emphasis is placed on the relationship of current research to contemporary practice. (2 credits)

Ed 782 Supervisory and Administrative Theories

This course studies management models and techniques, needs assessment, goal setting, planning and evaluation systems, and decision-making problems as they relate to the school improvement process. (4 credits).

Ed 783 Computer Data Management and Decision Making

This course develops skill and understanding of effective computer applications in order to use the computer as a decision-making and planning tool for school financial and managerial functions relating to the field of school business administration and school district superintendency. (2 credits)

Ed 784 School Personnel Administration

This course focuses on personnel administration in public school systems. Included in the course are an examination of the purposes, policies, plans, procedures, and processes of personnel administration. Prerequisite: Ten semester credits of graduate level coursework in professional education. (2 credits)

Ed 786 School Facility Planning

This course presents an overview of the principles in planning, construction, and maintenance of school buildings. The course will include visits to educational facilities and the assessment of school buildings. (2 credits)

Ed 788 School Finance and Business Management

This course examines school fund revenues and expenditures pertaining to local, state, and federal funding. This includes an in-depth study of the skills and practices of school business administration pertaining to all fund activities in instruction and ancillary activities. (4 credits)

Ed 789 School Community Relations

This course identifies purposes, organizations, agencies, and criteria of good school-community relationships, knowledge, and techniques for effective public relations. Prerequisite: Ed 739, M.S. or equivalent in educational leadership. (2 credits)

Ed 790 Seminar: Superintendency

This course is an examination of the role and functions of the public school district superintendent. Prerequisite: Ten credits of graduate level coursework in professional education. (2 credits)

Ed 794 Practicum:

This course is a supervised administrative experience. Prerequisite: Consent of educational leadership program chair and university supervisor. (2 credits each)

Ed 794 Practicum: Budget and Business Management

Ed 794 Practicum: Community Education Leadership

Ed 794 Practicum: Elementary School Principalship

Ed 794 Practicum: General Leadership

Ed 794 Practicum: Secondary School Principalship

Ed 794 Practicum: Superintendency

Ed 794 Practicum: Supervision

Ed 796

(NDSU) Special Topics (1-5 credits)

(MSUM) Seminar in School Leadership and Supervision (1-4 credits)

NDSU number would be Ed 790 Seminar (1-3 credits)

Ed 797 Masters Research Paper/Individual Study

For advanced graduate students on independent problems. Prerequisite: Consent of instructor. (2 credits)

Ed 798s/799 Field Study

A disquisition requirement for the Specialist degree. (1-4 credits)

B. Supporting Courses in Professional Education

The supporting professional education courses for students in educational leadership are drawn from graduate-level education courses offered by Minnesota State University

Moorhead and North Dakota State University. This section describes those courses which are currently included among the various Educational Leadership program curricula.

EECE 525 Improvement of Instruction in Reading and Language Arts

Designed to meet needs of teachers enrolled. All phases of reading and language arts process or evaluation are appropriate. Prerequisite: Teaching experience. (2 credits)

Ed 595 Special Problems

Individual exploration of topical areas through field placement, reading, or research. (1-2 credits)

Ed 601 Psychological Foundations of Education

Schools and systems of psychology; principles underlying learning and instruction. (2 credits)

Ed 702/602 Statistics in Educational Research

Basic theory, techniques for using descriptive and inferential statistics, and application in educational research designs. (2 credits)

Ed 603 Methods of Research

Methodology and design of research studies, organization, reporting, analysis, and interpretation of research. Prerequisite: Education 702/602 is recommended. (2 credits)

Ed 604 Education and Society

History and development of social structures in America: relationship between social structures and formal education. (2 credits)

Ed 710/610 Philosophy of Education

Major philosophical concepts and principles as they apply to education from Plato to the present. (2 credits)

Ed 714 History of American Education

Historical and intellectual development of education in the United States from the colonial period to the present. (2 credits)

Ed 722 Instructional Systems, Media, and Material

Preparation of instructional systems in support of a variety teaching techniques and alternative media approaches. (2 credits)

Ed 724 Advanced Educational Psychology

Principles of effective human learning. Discussion of learning theories, the teacher as director of learning experiences, and factors in students representing a variety of cultures and abilities in the educational setting. (2 credits)

Ed 743/643 Secondary School Curriculum

A study of the contemporary curriculum patterns with emphasis on curricular construction and evaluation. (2 credits)

Ed 742/642 Elementary School Curriculum

History, development, and evaluation of curriculum. Analysis of recent trends and development of curriculum sequence at elementary level. Prerequisite: Ed 637 is recommended. (2 credits)

Ed 780 Instructional Models

Investigation of current practices and trends in instructional models. Emphasis will be placed on relating current research to contemporary practice. Use of videotaping and simulation experiences are included. (2 credits)

Ed 785 Organization and Administration of Vocational-Technical Education

Developing and operating vocational and technical education programs on the secondary, junior college, and college levels. (2 credits)

Ed 795 Field Experiences

This option is developing in concert with the newly established NCATE accreditation requirements whereby students will be transitioned into spending extended time on field-based learning in lieu of the three practica options (1-15 credits).

SPED 594 Legal/Social Foundations of Special Education

This course overviews the educational, sociological, legal, and historical frameworks of special education services within the context of the public school systems. It includes research on the efficacy of special education; national and state reform and renewal efforts in general and environment professional preparation, litigation, and legislation, and best practices in curriculum for all learners. Issues related to families in a changing educational system are also addressed. (3 credits)

Part VI. Adviser/Advisee Review for Educational Leadership

- _____ Submit full application
- _____ Advisor appointed by TCU
- _____ Meet with advisor to determine Plan of Study
- _____ Submit Plan of Study to advisor/committee/Graduate School for approval
MSUM – Form 1 http://www.mnstate.edu/graduate/forms_1.htm
NDSU – Plan of Study <http://www.ndsu.edu/gradschool/forms/MS.doc>
- _____ **If completing a paper, the proposal must be submitted to the IRB at
NDSU –
<http://www.ndsu.edu/gradschool/forms/dis-irb.doc>
MSUM - http://www.mnstate.edu/graduate/forms_2.htm
- _____ Register and participate in ED 645/797 1 credit (Portfolio Pre-Assessment Option)
- _____ Meet with advisor at mid point during the program to revise and/or change program of study if necessary
MSUM – submit request in letter format to advisor and Director of Graduate Studies for approval
NDSU -
<http://www.ndsu.edu/gradschool/forms/request%20for%20change.doc>
- _____ Register for written comprehensive exams or to participate in D21 Assessment Center: Contact TCU Office (by approval of advisor)
- _____ Submit draft of portfolio requirements/paper to advisor for approval to schedule oral exam (make sure all guidelines and indicators are scored)
- _____ Check out at Graduate School (NDSU) Meet with advisor to align transcript to program of study and complete Form 3 and 4 (MSUM)
- _____ Register for oral examination: Contact TCU Office
- _____ 4 copies presentation portfolio requirements to TCU office 2 weeks prior to oral (see checklist)
- _____ Evidence/Artifact Portfolio to TCU office 1 week prior to oral
- _____ Complete Oral Examination
- _____ Submit revised copy to Graduate School (paper/thesis option) or submit revised copy of reflective essay to TCU office

_____ Submit final copy to Graduate School

_____ Register for commencement at Graduate School

Telephone numbers for

Co-Coordinator:	Dr. Tom Hall	701-231-8589
	Dr. Denise Lajimodiere	701-231-7214
Fax	NDSU FLC 210	701-231-7416

	Vicki, TCU Office	701-231-9732
Fax	Tri-College University	701-231-7205

Co-Coordinator:	Dr. Boyd Bradbury	218-477-2019
	Dr. Dorothy Suomala	218-477-2530
	Dr. Denny Van Berkum	218-477-2014
Fax	MSUM Lommen 214	218-477-2539

	NDSU Graduate Office	701-231-7034
	MSUM Graduate Office	218-477-2344

