



## Specialist Degree in Educational Leadership

The principal 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, curriculum coordinators), and upper-level administrative positions (i.e. superintendent of schools). The Educational Leadership program prepares students for the Education Specialist (Ed.S.) degree. (Programs are designed to meet certification or licensure requirements in the various areas appropriate to K-12 administration; however, certification and/or licensure are state-agency responsibilities and 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 that school administrators must be familiar with to meet the contextual transformation from teacher to educational leader.

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 National Council For Accreditation of Teacher Education (NCATE) standards and state approval in Minnesota and North Dakota.

The specialist program in educational leadership is a competency driven program. 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 specialty area. The NCATE standards are the underlying objectives of the vision of the Educational Leadership program. The vision is *to provide a collaborative program for candidates that attracts, prepares, and supports the next generation of successful school leaders, and meets national and state standards for school building and school district leadership.*

**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 faculties 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 specialist degree program in educational leadership consists of four basic components:

- Admission requirements;
- Degree and role specialty options (34 credits);
- Practica;
- Field study and oral examination

*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.*

#### Specialist's Degree Program

- 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 769 Politics and Policy Analysis I Education (2)
- Ed 785 Organization & Administration of Vocational/Technical (2)
- Ed 715 Superintendency (2)
- Ed 790 Seminar in School Administration & Supervision (1-3)
- Ed 793 Individual Study/Tutorial (1-5)
- Ed 795 Field Experiences (1-15)

#### 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 798s (4)

#### **For more information contact:**

<b>Dr. Thomas Hall, Coordinator</b> NDSU – FLC 210B Fargo, ND 58105 (701) 231-8589 Thomas.E.Hall@ndsu.edu	<b>Dr. Boyd Bradbury, Coordinator</b> MSUM – Lommen 108B Moorhead, MN 56563 (218) 477-2019 bradbury@mnstate.edu
---	---

**Tri-College University Office**  
**NDSU Downtown Campus**  
**650 NP Ave #110**  
**Fargo, ND 58105**  
**(701) 231-9732**  
**vicki.ihry@ndsu.edu**

**or visit the Education Leadership website at:**  
[www.ndsu.nodak.edu/ed\\_lead](http://www.ndsu.nodak.edu/ed_lead)

*TCU is an equal opportunity institution.*

*Copies of this document can be obtained by calling (701) 231-9732.*

#### Degree 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 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.

#### Admission with Full Standing:

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.

#### Admission with Conditions:

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 advancement to full standing. Students must be advanced to full standing before a Plan of Study can be approved.

#### Registration:

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 through 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 to ensure that registration is complete. Students are encouraged to enroll prior to the beginning of each semester. Completing an enrollment form in the classroom does not guarantee registration. Tuition must be paid to the home institution where the student was admitted for the program and students pay the application fees and observe the application deadlines of this university.

*If you are interested in licensure please contact Thomas Hall, NDSU Coordinator or Boyd Bradbury, MSUM Coordinator or visit:*

*[www.ndsu.nodak.edu/ed\\_lead](http://www.ndsu.nodak.edu/ed_lead)*