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ABSTRACT
               This report reviews the background of the development
of the competency-based educational administration program at the
University of Minnesota and presents the program along with
reflections on the program's implications and recommendations for its
continuing evolution. Included is an extensive list of the
competencies on which the program is based. Appendixes present the
competency program development plan, general information for students
in educational administration, state certification requirements,
faculty resources, course offerings, and the program advisory council
members. (Author/IRT)

A PLAN FOR COMPETENCY-BASED

TRAINING OF EDUCATIONAL ADMINISTRATORS

Submitted to

Minnesota State Department of Education

by

Department of Educational Administration

College of Education

University of Minnesota

225 Health Services

St. Paul, Minnesota 55101

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INTRODUCTION

Every phase of society having its own peculiar jargon, has also

its own unique "in" words. Education as the mirror of that society

is no different. Resulting from the uprisings of the sixties and

reacting to the bombardment of criticism, it has in the last decade

adopted the new watchword of accountability. Responding to apparent

lower mastery of skills according to periodic standardized testing,

parents are questioning why their children are not learning. Demanding

more relevant preparation for teaching, college students are seeking

longer and more varied field studies and experiences. Recognizing the

need to endorse only qualified candidates for certification, the states

have undertaken an examination of their present modes of certifying

and are mandating or recommending programs whose goal is "accountability."

Although this particular word is not a new one in educational

terminology, it has, because of some other technological and educational

advances, become part of a new model: the competency or performance-

based program. Applied first to teacher education, the states within

the last three years have extended the concept to the preparation of

administrators. Following the trend and convinced of its potential

effectiveness, Minnesota, in 1973, mandated that all colleges and

universities offering administrative certification, submit for approval

by July 1, 1974, a competency-based program.

The intent of this report is to review the background of the

development of the competency-based program at the University of

Minnesota and to present the Educational Administration program, with

reflections on the implications of this program and recommendations

for its continuing evolution.

BACKGROUND TO PROGRAM DEVELOPMENT

Program analysis activities of the Department of Educational Administration at Minnesota began in the spring of 1972 with a study of current programs by a team of consultants. The report of the consulting team (Kenneth MacIntyre, University of Texas; Keith Goldhammer, Michigan State University; and Gene Glass, University of Colorado) was delivered and discussed at a faculty retreat in September, 1972. In this discussion the faculty agreed to embark on a program analysis and development effort which would attempt to attain a closer relationship between professional training and the administrative role demands faced by program graduates. This commitment takes shape as a plan for certain events which organize faculty, student and graduate contributions to produce a design for a competency-based program and a plan for delivery of instruction to meet the requirements of such a program. The relationship among these events and their over-all timing is shown in Figure I in the Appendix.

At this writing, the schedule outlined in Figure I has been closely followed. The most accurate picture of the current state of affairs can be obtained by examining two of the "way" stations in the Development Plan. The summary of Role Competencies provides the background for professional practice found in the work settings of administrators. The Courses of Study Report shows how existing course content might be modified to include the foundations for competency training in some suitable order. Together, the two "way" stations are the bulwark for the Proposed Educational Administration Program.

THE UNIVERSITY OF MINNESOTA EDUCATIONAL ADMINISTRATION PROGRAM

Rationale

The greatest value of the competency-based certification program is the significant recognition of individual differences. Following the major trends towards a more individualized approach to education at all levels, competency-based certification allows the student to progress at his/her own rate and method through the institutional program. By integrating theory and skills, it increases the relevancy of the course material for the student who is concerned that he/she be prepared adequately to meet the daily challenges in the field. Thus, an immediate goal of competency-based certification is to enable the student to meet successfully the needs of the job.

However, the University's program is not only concerned with the present, it also is future-oriented. Aiming at improving the quality of leadership within the schools, it asks the student to relate continually the acquisition of skills to his/her own educational philosophy. Hopefully, at the conclusion of the program, the student will have achieved an integrated body of knowledge and skills so that as an experienced practitioner, he/she will be selecting appropriate means to achieve well-identified goals. If successful in this dimension, the program will have succeeded in revitalizing a threatened system. To determine the effectiveness on this level, a period of time must elapse.

While the goals of competency-based programs are easily identifiable, professionals recognize the difficulties in measuring and

evaluating competencies. At present, this seems to be the focal point around which major research and experimentation must be carried out. Reliable and valid indicators demonstrating competencies need to be enlarged. Adequate measurements based on criterion-referenced evaluations are yet to be conceived. So while competency-based programs may be implemented, it is important to realize that they are still very much in the embryonic stage of development.

The Department of Educational Administration of the University has generated a list of competencies and a program which will help the student to achieve those competencies. It continues to wrestle with the problem of measurement. Most important, it recognizes that neither the list of competencies nor the program is final; in the true educational process, both will be subject to constant and continual revision.

Phase I

Educational Philosophy, Needs Assessment,

Program Identification

Because competency-based certification focuses on specified goals identified with the professionally prepared administrator, it affords each institution great flexibility in the means provided each student to achieve those goals and each student with great individuality in the choice of those means. In accord with the rationale for adopting competency-based certification, it seems essential that the student as he/she enters into the field of Educational Administration be given the time and means to reflect on his/her educational philosophy, possessed competencies and proposed program.

Ideally, every human being acts in accord with some philosophy by which he/she lives. Realistically, each person has not always had or taken the time to formulate and articulate this philosophy. For those who are preparing to lead, it is important that they have the opportunity to reflect on the long-range values and goals which they hold. It is equally important that periodically they take time to reflect whether their actions or tasks are reflecting those values which they hold and goals which they hope to attain. For those in the education field who are hopefully leading others in the thought process, it is vital that they themselves have this time to reflect on their beliefs on the potential of human beings as well as on the means consistent with this view of human nature to help these individuals reach their potential.

Once his/her own educational philosophy has been identified and
articulated, the candidate for the administrative certificate should
be given the institution's concept of the role and a list of competencies
deemed by professors and experienced administrators appropriate to the
role. In accord with his/her educational philosophy, the candidate
can define his/her role expectations and assess his/her competencies.
Comparing these with the list generated by the experienced practitioner,
the student is able to designate those which he/she needs to acquire
and thus, design a program which would meet his/her individual needs.
(This process is not unlike a systematic needs assessment.) Since
every student brings his/her variety of experiences to the institution
and especially at the graduate level, can well-identify methods of learn-
ing most appropriate to him/her self, it is important that the program
provide for a variety of instructional methodologies.[1] Thus, the student
is free to choose from this variety to achieve the necessary competencies.

ROLE DEFINITION

Principalship. The concept of principalship can have as many varied
interpretations as people who fill the job. To designate one role
description and say this is it is almost totally an impossible task.
Therefore, it is important that the identification be broad enough to
allow for individual interpretation and specialties and yet specific
enough to provide an individual with minimal skills to manage and lead
effectively an educational institution. The competencies so designated
for the role of principal indicate that he/she should be a person of

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[1]See p. 30.

general knowledge about many things, such as resources, evaluation, personnel planning, board pressures. They further indicate that the principal should be a specialist in working with people - staff, students, and community - that he/she might be leading constantly towards new goals and new dimensions in the learning process. Thus, in a succinct definition, the principal is the instructional leader and the competencies so identified for this role are meant to give him/her the skills to achieve that goal of leadership.

In the University's program, competencies deemed appropriate to fulfill successfully the role of the principalship are:

1. Goals 1.0 through 4.0 - all competencies with the exception
of 1.82 and 1.142.

2. Goals 5.0 through 7.0 - competencies identified as the minimum
level.

Superintendency. Even more varied in interpretation in current professional literature is the role of the superintendent. Having evolved from the concept of a clerical aide through that of an educator to that of a business manager, the superintendent is currently in the stage of being the chief executive and professional advisor in the school system. This, coupled with the variety of school districts in the country, makes it most difficult to identify even minimum skill levels necessary for the role.

However, as professional advisor, the superintendent is the liason between the community and the individual schools in his/her district. As such, he/she is expected to be knowledgeable in his/her profession of education. As chief executive, the superintendent must possess the management skills to implement the desires of the community as represented

through the board and the instructional program as represented through
the professionals on his/her staff. Beyond that, the candidate for
superintendency may wish to specialize in an area which he/she deems
important to the role as he/she defines it.

In the University's program, competencies deemed appropriate to
fulfill successfully the role of the superintendent are:

1. Goals 1.0 through 4.0 - all competencies.

2. Goal 5.0 - competencies identified as the minimum level.

3. Goals 6.0 and 7.0 - competencies recommended for the superin-
   tendency.

Competencies

Staff Relations and Development.

Goal 1.0 Consistent with his/her educational philosophy, the student
will be able to assess the needs of the school organization,
recruit suitable candidates to fill these needs and provide
for ongoing development and professional growth of the staff.

The student will:

1.1 study the various theories of organizational management.

    1.11 successfully complete a written examination at the
          80% proficiency level indicating a familiarity
          with the major organizational theories.

1.2 analyze organizations as social systems with focus on
individual behavior in organizational roles, technical
and/or production processes and management control
systems.

    1.21 given a list of current journals, read three abstracts
          of research in organizations.

    1.22 in written form, apply concepts in organizational
          thought or research to a problem in school organi-
          zation.

1.3 study structural components which provide systemic order
to formal organization.

    1.31 write an analytical essay to demonstrate a theoret-
          ical competence to deal with school organization
          as a social system.

1.4 study role orientations in school organization in relation
to the functional imperatives of a social system.

    1.41 construct a typology of school roles in a matrix
          of functional exigencies.

1.5 relate the systemic referents in social system theory
to administrative behavior.

    1.51 demonstrate in seminar presentations varieties
          of administrative styles in relation to conceptions
          of school organization.

1.6 analyze interactive relationships among subsystems in
the formal organization of school.

      1.61 write a descriptive case to demonstrate the clinical
           interaction among subsystems in school organization
           as it relates to a specified problem.

1.7 become familiar with various leadership styles.

      1.71 describe in written form a style of leadership
           to which he/she personally subscribes.

1.8 examine the components of personnel planning and apply
     the principles to a hypothetical school district.

      1.81 create a traditional staffing plan for the district
           and compare his/her staffing plan with the staffing
           plan of another actual district.

      1.82 candidates for superintendency will submit a creative
           staffing plan for an existing school district.

1.9 study recruitment procedures of various public school
     districts and demonstrate skills appropriate to each
     of the components of the procedure.

      1.91 write a job description for the assignment.

      1.92 write an appropriate letter announcing the vacancy
           to be sent to placement agencies.

      1.93 develop a recruitment brochure for the school
           district.

1.10 identify needs of a particular school district, assess
     candidates' qualifications and make an appropriate
     selection.

      1.101 rank the candidates, utilizing credentials and
            filmed interviews.

      1.102 discuss inadequacies of interview/credential
            techniques. List alternative methods to get
            information about candidates.

1.11 explore the process of orientation of new teachers in a
     school, determining their needs and establishing an
     appropriate plan.

      1.111 develop, in written form, a plan for an orientation
            session for new teachers.

1.12 explore components and types of inservice programs,
     considering alternative possibilities for inservice.

      1.121 plan, in written form, an inservice training
            program.

1.13 study methods and ways to evaluate staff competency
and effect a plan for developing these competencies.

 1.131 develop a plan for operationalizing a program
  of staff evaluation.

 1.132 identify major strengths and/or weaknesses in
  filmed or actual segments of staff performance.

1.14 study state bargaining law and know rights of employer
and employee as well as negotiable matters.

 1.141 successfully complete a written examination at
  the 80% proficiency level on the rights of employers
  as well as negotiable matters within his/her
  own state.

 1.142 Candidates for superintendency will attend with
  a practicing superintendent or arbitrator bar-
  gaining sessions and keep a log of strategies used
  by both employers and employees during the sessions.

Public Relations.

Goal 2.0 The student will be able to identify the formal and informal
power structure and to utilize all communication skills with
his/her constituencies, consistent with his/her educational
philosophy of decision-making.

The student will:

2.1 develop the ability to listen and to hear suggestions,
criticisms and problems of those with whom he/she works.

 2.11 given a suggested list of current professional
  literature, prepare an annotated bibliography of
  at least ten articles and/or books which the student
  has found helpful in offering specific communication
  practices for effective administration.

 2.12 demonstrate through case studies and role playing
  active use of listening and interpretive skills.

 2.13 analyze communicative situations where listening
  skills have ameliorated or aggravated the situation.

 2.14 given the role of facilitator in a group session,
  demonstrate skills in group processing.

2.2 utilize media resources, such as the press, radio and
television, in communicating with the public.

2.21 through report to class, identify in a particular school district the media available to and interested in the school news.

2.22 contact and talk with representatives from the various forms of the media who are interested in the school news. Give written report of information acquired through meetings.

2.3 identify power structures within and outside the organization.

2.31 study the research and theory on the development and identification of power structures within the organization and complete a written examination at the 80% proficiency level on theories of power structure.

2.32 through verbal or written discussion, analyze a video-tape or real school board or staff meeting and relate theories of power structure and power plays.

2.33 plan and implement a strategy to pass a measure through a meeting. Write and document this.

2.34 evaluate his/her use of power in working with constituencies.

2.341 assess through role playing difficult situations with "parents" or "community" in class.

2.342 analyze in the role playing specific techniques used based on human relations or group process skills.

2.4 develop the ability to involve constituencies effectively.

2.41 study methods of analyzing goals and roles of group of individuals and the interaction of the two and prepare an oral or written report on a method which the student thinks is most effective.

2.42 given a specific school district with which to work, become familiar with the interests, issues, powers and pressures of the community, staff, special interest groups and the legislature through guest speakers, printed word and other media communications. The student will:

2.421 prepare a brief written or oral overview of his/her selected school.

2.422 test skill of applying responses appropriate
to eliciting from each constituency a concern
for the student's welfare.

2.423 explain effectively the rationale behind the
acceptance or rejection of the constituencies'
suggestions and requests.

2.424 explain how suggestions will be utilized and
what follow-up will be provided.

Student Relations.

Goal 3.0 The student will be able to recognize causes of pupil pres-
sures and consistent with his/her educational philosophy,
create structures for pupil input into the school community
and coordinate pupil personnel services.

The student will:

3.1 have knowledge of the legal principles related to youth
conduct and be able to recommend and enforce school
regulations respecting pupils' rights and maintaining
order for the general welfare of the school community.

3.11 demonstrate knowledge of the legal principles
related to youth conduct and students' rights by
successfully completing a written examination
at the 80% proficiency level.

3.12 given simulated experiences and/or case studies,
be able to apply the legal principles and make
an appropriate decision regarding procedure to be
followed and action to be taken.

3.2 have knowledge of laws relating to liability and tort.

3.21 given simulated experiences and/or case studies,
be able to apply the legal principles governing
the school district's, administration's and staff's
accountability in cases of liability and/or tort.

3.3 develop the ability to react appropriately to stress
situations.

3.31 indicate an ability to identify factors leading
to stress situations within an individual and
among individuals by submitting at least two case
studies of each type.

The case studies will identify:

3.311 home, school, personal and social pressures
leading to stress at appropriate levels of
schooling.

3.312 stages of personal and emotional development
which have a bearing on the school situation.

3.313 procedures to be used by an administrator in
referral to persons or agencies which can
assist.

3.314 alternate actions which might be taken when
problems become extreme.

3.32 given an intern experience, make decisions in an
actual situation. Assessment of experiences will
be made by the subjective evaluation of student,
practicing administrator and university intern
monitor.

3.33 given an actual or simulated situation, analyze
conditions within the school or other institutions
which encourage or discourage stress situations and
then develop a plan to promote reduction in stress
among pupils, faculty, parents, community, etc.

3.34 given a small group of pupils with whom to work,
demonstrate group processing skills to deal with
interpersonal communications involving stress and
confrontation.

3.4 develop the ability to create vehicles for student input
in decisions.

3.41 study systematic plans for teaching pupils processes
of decision-making and implement one plan with a
group of students.

3.42 experience through internship working with pupil
groups to channel pupil input into decision-making.

3.43 given a specific school or school situation, evaluate
the effectiveness of such existing structures
within the school.

3.5 develop the ability to create mechanisms for construc-
tive use of pupil pressures.

3.51 given a specific school district, identify by
listing organizations outside the school setting
which can be used constructively to relieve pupil
pressures.

3.52 identify organizations within the school setting
which can be used constructively to relieve pupil
pressure and evaluate if these are effective by
review of research or evaluation in a specific
- school.

3.6 develop the skill of working effectively with various
cultures so that pupils may become more fully themselves.

3.61 through clinical observations and simulated multi-
cultural encounters, observe ways which various
cultures respond to situations.

3.62 measure the sensitivity to varying cultural responses
through pre- and post-tests in the affective domain.

3.6 develop the ability to coordinate pupil-personnel services.

3.71 become familiar with the structure for pupil per-
sonnel services within the district and within the
state and regional structures and identify proce-
dures through written report for referral and
coordination.

3.72 evaluate alternative structures of pupil personnel
and make commendation or recommendations for each
situation.

Instructional Management and Scheduling.

Goal 4.0 The student will become familiar with and develop management
skills to improve the quality of curriculum and instruction.

The student will:

4.1 become familiar with the state's governance over the
schools in the areas of curriculum and instruction and
recognize the powers which properly belong to the state
and those which can be delegated to the school district.

4.11 demonstrate knowledge of the legal powers of the
state through successful completion of a written
examination at the 80% proficiency level.

4.12 analyze legal case studies, applying knowledge of
the plenary powers of the state in the areas of
curriculum and instruction and the delegated and
implicit powers of the local school district.

4.2 develop the ability to manage the generation of instruc-
tional goals and objectives and apply them to an instruc-
tional situation.

4.21 become familiar with the current educational
philosophies and psychological theories and visit
schools where models are implemented.

4.22 direct a building level effort evaluation of existing
objectives against district priorities.

4.3 develop a systematic plan for implementing changes
at the building level/district level for instructional
improvement.

4.31 develop ability to assess needs and establish
priorities by conducting a needs assessment in an
actual school setting or simulating the process
in class.

4.32 define types of structures which are necessary to
achieve established goals.

4.33 create an effective high school master schedule.

4.34 write a building budget that displays concepts of
program definition, relations to goals, needs
assessment and allocations based upon the same.

4.341 critique in terms of "payoff" value to the
organization.

4.35 develop the ability to assess curricular and
instructional innovations.

4.351 given an assessment of a curricular or
instructional innovation, indicate whether
it is appropriate for a particular situation
(include relevant variables, sampling, etc.)

4.352 in a given situation, be able to identify
all relevant variables and appropriate sampling
procedures for the assessment of a particular
curricular or instructional innovation.

4.4 develop an awareness of curricular innovations within
various subject areas by reading pertinent material and
conducting visitations of innovative programs.

4.41 report on and critique at least several innovative
programs.

4.42 assess degree of general applicability of each of
the programs.

4.5 analyze strengths and weaknesses of various instructional
and assessment procedures through a written or oral report.

4.5 analyze strengths and weaknesses of various instructional
and assessment procedures through a written or oral report.

    4.51 develop a criteria of evaluation.

    4.52 apply criteria to an existing instructional program.

    4.53 assess value and effectiveness of the criteria.

Accountability and Evaluation.

Goal 5.0 The student will be able to utilize techniques of data analysis
and to implement evaluation procedures consistent with his/her
educational philosophy and role identification.

At the minimum level, the student will:

5.1 know the appropriateness and limitations of data analysis.

    5.11 state the limitations and assumptions of data
analysis techniques.

    5.12 given a specific hypothesis and measures, use the
appropriate data analysis techniques.

5.2 be aware of optional models for program evaluation.

    5.21 state the purposes of various evaluation models.

    5.22 given a specific evaluation project, name an
appropriate evaluation model.

5.3 develop the ability to assess the climate for accoun-
tability and evaluation.

    5.31 given a particular situation and a proposed evalua-
tion model and design, identify points of possible
resistance or acceptance.

    5.32 be able to estimate the receptivity of personnel
for evaluation in specific situations.

    5.33 given an unreceptive climate for evaluation in a
specific situation, be able to increase receptivity.

    5.34 be able to generate arguments concerning the
appropriateness of evaluation in a situation,
including involvement of different parties.

5.4 (refer to 4.35) develop the ability to assess curricular
and instructional innovations.

5.41 given an assessment of a curricular or instructional
innovation, indicate whether it is appropriate for
a particular situation (include relevant variables,
sampling, etc.)

5.42 in a given situation, be able to identify all
relevant variables and appropriate sampling
procedures for the assessment of a particular
curricular or instructional innovation.

5.5 develop the ability to implement the interpretation
and results of evaluation criteria.

5.51 given the results of an evaluation, identify,
through needs assessment the changes which should
be made (if any) to improve the situation, based
on values and costs.

5.52 given the results of an evaluation, correctly
identify the points of intervention in the system
which will most likely result in the desired
change.

5.6 (refer to 1.13) study methods and ways to evaluate staff
competency and effect a plan for developing these
competencies.

5.61 develop a plan for operationalizing a program of
staff evaluation!

5.62 identify major strengths and/or weaknesses in
filmed or actual segments of staff performance.

Accountability and Evaluation.

Goal 5.0 The student will be able to utilize techniques of data analysis
and to implement evaluative procedures consistent with his/her
educational philosophy and role of identification.

At the level of specialized interest, the student will:

5.1 know appropriateness and limitations of data analysis.

5.11 state the limitations and assumptions of data
analysis techniques.

5.12 given a specific hypothesis and measures, use the
appropriate data analysis techniques.

5.13 given a research or evaluation report, discriminate
between valid and invalid techniques of data analysis,
based on the questions asked or hypothesis tested.

5.14 discriminate between appropriate and inappropriate measurement techniques.

5.15 given an hypothesis to be tested or questions to be answered, develop an appropriate research or evaluation design including measures to be used, developed, etc.

5.2 be aware of optional models for program evaluation.

5.21 state the purposes of various evaluation models.

5.22 given a specific evaluation project, name an appropriate evaluation model.

5.23 given a case study of an evaluation project, indicate appropriate and inappropriate uses of evaluation models, or failure to include an appropriate model.

5.24 given an operation and situation, be able to generate an appropriate model, correctly identifying the concerned parties, problems, legal requirements, which is amenable to an evaluation design.

5.3 develop the ability to assess the climate for accountability and evaluation.

5.31 given a particular situation and a proposed evaluation model and design, identify points of possible resistance or acceptance.

5.32 be able to estimate the receptivity of personnel for evaluation in specific situations.

5.33 given an unreceptive climate for evaluation in a specific situation, be able to increase receptivity.

5.34 be able to generate arguments concerning the appropriateness of evaluation in a situation, including involvement of different parties.

5.4 (refer to 4.35) develop the ability to assess curricular and instructional innovations.

5.41 given an assessment of a curricular or instructional innovation, indicate whether it is appropriate for a particular situation (include relevant variables, sampling, etc.)

5.42 in a given situation, be able to identify all relevant variables and appropriate sampling proce-

dures for the assessment of a particular curricular
or instructional innovation.

5.5 develop the ability to implement the interpretation and
results of evaluation criteria.

    5.51 given the results of an evaluation, identify,
through needs assessment the changes which should
be made (if any) to improve the situation, based
on values and costs.

    5.52 given the results of an evaluation, correctly
identify the points of intervention in the system
which will most likely result in the desired change.

5.6 (refer to 1.13) study methods and ways to evaluate staff
competency and effect a plan for developing these
competencies.

    5.61 develop a plan for operationalizing a program
of staff evaluation.

    5.62 identify major strengths and/or weaknesses in
filmed or actual segments of staff performance.

Resource Management.

Goal 6.0 The student will be able to identify the programmatic goals
and the resources of the organization and to convert the
educational program, consistent with his/her educational
philosophy into financial terms collectively constituting
a budget document which supports that educational program.

At the minimum level, the student will:

6.1 become familiar with the economics of education.

    6.11 indicate an understanding of the problems of
public investment and financing of education
through successful completion of a written exam-
ination at the 80% proficiency level.

    6.12 analyze the issues in social cost and benefits
and be prepared to discuss these issues in oral
or written form.

    6.13 given simulated situations, demonstrate the ability
to suggest alternative legal sources of revenue
for the public school system or local school
district.

6.2 prepare a budget document for an actual or simulated
school situation by:

6.21 identifying educational programs and/or components which should be included in the budget.

6.22 estimating anticipated expenditures.

6.23 estimating anticipated receipts by calculating revenue from local, state and federal sources.

6.24 setting priorities and making decisions which balance anticipated receipts and anticipated revenue.

6.25 demonstrating familiarity with state administrative rules and regulations.

6.3 become familiar with procedures and techniques for managing income through study of procedures and possible experience in actual situation.

6.31 demonstrate knowledge of procedures for obtaining local tax funds, state foundation and categorical aid, federal funds for special purposes, and grants under title programs through successful completion of a written examination at the 80% proficiency level.

6.32 demonstrate knowledge of banking procedures through simulated situations or written examinations.

6.4 know lawful procedures for purchasing including processes of bidding, awarding contracts and making emergency purchasing transactions.

6.41 given a simulated situation, in oral or written form, demonstrate knowledge of lawful procedures for purchasing.

6.5 identify deductions and interpret periodic reports for withholding taxes, retirement plans, etc.

6.51 given a payroll for a specific school, identify deductions.

6.52 given periodic reports for a specific school, interpret withholding taxes, retirement plans, etc.

6.6 become familiar with procedures for expenditure control.

6.61 demonstrate through successful completion of a written examination at the 80% proficiency level, a knowledge of procedures for expenditure control.

6.7 identify elements of an effective financial record keeping system and be able to interpret monthly budget and financial reports.

    6.71 given some sample record keeping systems, be able to identify elements of an effective financial record keeping system.

6.8 communicate adequately financial reports to the lay public.

    6.81 given evidence of ability to communicate financial reports to lay public by preparing a written or oral report.

6.9 relate total program costs to educational outcomes.

    6.91 given a simulated or actual school program, prepare a unit-cost analysis and relate total program costs to educational outcomes.

6.10 ensure that educational facilities reflect and enhance the educational program.

Through critique of actual or simulated educational program, indicate:

6.101 the extent of long-range planning considering population projections.

6.102 evaluation of building utilization and capacity.

6.103 relation of building design to proposed educational program.

6.104 familiarity with state rules and regulations governing building and renovation of educational facilities.

Resource Management.

Goal 6.0 The student will be able to identify the programmatic goals and the resources of the organization and to convert the educational program, consistent with his/her educational philosophy into financial terms collectively constituting a budget document which supports that educational program.

At the level of specialized interest (recommended for the superintendency), the student will:

6.1 become familiar with the economics of education.

6.11 indicate an understanding of the problems of
public investment and financing of education
through successful completion of a written exam-
ination at the 80% proficiency level.

6.12 analyze the issues in social cost and benefits and
be prepared to discuss these issues in oral or
written form.

6.13 given simulated situation, demonstrate the ability
to suggest alternative legal sources of revenue for
the public school system or local school district.

6.2 prepare a budget document for an actual or simulated
school situation by:

6.21 identifying educational programs and/or components
which should be included in the budget.

6.22 estimating anticipated expenditures.

6.23 estimating anticipated receipts by calculating
revenue from local, state and federal sources.

6.24 setting priorities and making decisions which
balance anticipated receipts and anticipated
revenue.

6.25 demonstrating familiarity with state administrative
rules and regulations on above points.

6.3 become familiar with procedures and techniques for mana-
ging income through study of procedures and possible
experience in actual situations.

6.31 demonstrate knowledge of procedure for obtaining
local tax funds, state foundation and categorical
aid, federal funds for special purposes and grants
under title programs through successful completion
of a written examination at the 80% proficiency
level.

6.311 in actual school situation, assist exper-
ienced personnel in applying for funds on
a local, state or federal level.

6.32 demonstrate knowledge of banking procedures through
simulated situations or written examinations.

6.33 demonstrate knowledge of procedures for conducting
bond referendum election and bond sale through
written examination or clinical experience.

6.4   know lawful procedures for purchasing including processes
of bidding, awarding contracts, and making emergency
purchasing transactions.

    6.41   given a simulated situation, in oral or written
form, demonstrate knowledge of lawful procedures
for purchasing.

6.5   identify deductions and interpret periodic reports for
withholding taxes, retirement plans, etc.

    6.51   given a payroll for a specific school, identify
deductions.

    6.52   given a simulated or actual school setting, compute
all deductions, prepare deposits and periodic
reports for withholding taxes, retirement plans,
etc. and compute individual earning data into
period payrolls.

6.6   become familiar with procedures for expenditure control.

    6.61   demonstrate knowledge of procedures for expendi-
ture control through successful completion of
a written examination at the 80% proficiency level.

    6.62   given a simulated situation, apply knowledge of
established procedure for requisitioning, ordering,
and receiving equipment and supplies as well as
reporting of differences between expenditures to
date and budget allocations for particular amounts.

6.7   identify elements of an effective financial record
keeping system and be able to interpret monthly budget
and financial reports.

    6.71   given some sample record keeping systems, be able
to identify elements of an effective financial
record keeping system.

    6.72   in an actual or simulated situation, prepare
procedures for insuring systematic handling of
cash and prepare monthly budget and annual finan-
cial reports.

6.8   be able to communicate financial reports to the lay public.

    6.81   give evidence of ability to communicate financial
reports to lay public by preparing a written or
oral report.

6.9   relate total program costs to educational outcomes.

6.91 given a simulated or actual school program, prepare a unit-cost analysis and relate total program costs to educational outcomes.

6.10 ensure that educational facilities reflect and enhance the educational program.

Through critique of actual or simulated education program, indicate:

6.101 the extent of long-range planning considering population projections.

6.102 evaluation of building utilization and capacity.

6.103 relation of building design to proposed educational facilities.

6.104 familiarity with state rules and regulations governing building and renovation of educational facilities.

Policy Management.

Goal 7.0 The student will be able to recognize the formal and informal institutional governance structure and develop skills in generating and executing school policy effectively.

At the minimum level, the student will:

7.1 be familiar with the general theories of political behavior.

7.11 demonstrate a knowledge of these theories through successful completion of a written examination at the 80% proficiency level.

7.2 relate the influence of the political process to the school system.

7.21 given a suggested list of current professional literature, analyze how parties interested and involved in education employ power techniques.

7.22 given issues in education, trace the influence of political techniques on the settlement of these issues.

7.3 on the local level, identify board characteristics and community needs.

7.31 given simulated situations, demonstrate inter-
cultural perception skills in identifying com-
—munity needs.

7.4 translate policy into action, using assessment data.

Given an actual or simulated situation:

7.41 create alternative recommendations for the board.

7.42 in an actual or simulated situation, establish
guidelines for translation of board policy into
action.

7.43 in an actual or simulated situation(s), execute
effectively board policy.

7.5 interpret the dynamics of the board by identifying
the possessors of power and pressures on the board.

7.51 given selected reading, identify, in written or
oral form, possessors of power and pressures on
the board.

7.52 given an actual or simulated situation, demonstrate
the ability to interpret the dynamics of the board.

7.6 interpret adequately policy actions of the board to
institutions and constituencies.

7.61 assess in written or oral form the needs, con-
straints and atmosphere of the institution and
constituencies.

7.62 outline a plan for communicating policy action
of the board to institutions and constituencies,
after assessing their needs and constraints.

7.63 implement an established or new mechanisms to
utilize feedback of effects of policy application
on students, institutions and communities.

7.631 give a financial and organizational base
for evaluating efforts.

7.632 communicate evaluation in understandable
and effective language.

Policy Management.

Goal 7.0 The student will be able to recognize the formal and informal

institutional governance structure and develop skills in
generating and executing school policy effectively.

At the level of __specialized interest__ (recommended to the
superintendency), the student will:

7.1 be familiar with the general theories of political
     behavior.

     7.11 demonstrate a knowledge of these theories through
          successful completion of a written examination
          at the 80% proficiency level.

7.2 relate the influence of the political process to the
     school system.

     7.21 given a suggested list of current professional
          literature, analyze how parties interested and
          involved in education employ power techniques.

     7.22 given issues in education (for example, busing,
          parochiaid), trace the influence of political
          techniques on the settlement of these issues.

7.3 on the local level, identify board characteristics and
     community needs.

     7.31 given simulated situations, demonstrate inter-
          cultural perception skills in identifying com-
          munity needs.

7.4 translate policy into action, using assessment data.
     Given an actual or simulated situation:

     7.41 create alternative recommendations for the board.

     7.42 in an actual or simulated situation, establish
          guidelines for translation of board policy into
          action.

     7.43 in an actual or simulated situation(s), execute
          effectively board policy.

7.5 interpret the dynamics of the board by identifying
     the posessors of power and pressures on the board.

     7.51 given selected reading, identify, in written or
          oral form, possessors of power and pressures on
          the board.

     7.52 given an actual or simulated situation, demonstrate
          the ability to interpret the dynamics of the board.

7.6 effectively lead the board in change and implementation
     of policy.

Given an actual or simulated situation:

7.61 demonstrate the skill to conduct a meeting with
a climate which is non-threatening to board members.

7.62 introduce a proposal for change in policy.

7.63 construct guidelines for procedures for implementing
new policies.

7.64 assess outcomes of board policy.

7.65 demonstrate the skill to conduct a meeting with a
climate from the community which is threatening
to board members.

7.7 interpret adequately policy actions of the board to
institutions and constituencies.

7.71 assess in written or oral form the needs, constraints
and atmosphere of the institution and constituencies.

7.72 outline a plan for communicating policy action of
the board to institutions and constituencies, after
assessing their needs and constraints.

7.73 implement an established or new mechanism to utilize
feedback of effects of policy application on students,
institutions and communities.

7.731 give a financial and organizational base for
evaluating efforts.

7.732 communicate evaluation in understandable and
effective language.

Phase II

The Delivery Systems

INTRODUCTION

Recognizing competencies as the end and the constant, the University is seeking to provide a program which offers alternative means to achieve those competencies. At this juncture, major consideration has been given to the course structure so that revamped it will allow a student to achieve the competencies. It also should be noted that the curricular design includes not only the course content for competency-based certification, but also the studies necessary to fulfill degree requirements.

A second alternative is inherent within the course structure and that is the option of independent study. Demonstrated acquisition of any one of the competencies at the end of the independent study would give credence to the student's successful completion of the study.

The third alternative is a project for the immediate future. Recognizing the variety of backgrounds from which the individual student comes, the Department of Educational Administration must investigate methods of allowing the student to "test out"; that is, if he/she not only possess the competency but has successfully demonstrated that competency, testimony to this might be given and accepted by the University. Factors to be explored include an acceptable measurement and evaluation of the competency and a consideration of the financial expenses incurred by the University to provide the measurement service and maintain a quality educational program. Thus, this third alternative is not possible to effect immediately, but a committee will be appointed to investigate possibilities.

Figure I depicts the mode of entering the program. Once the applicant is accepted by the Graduate School and into the Department of Educational Administration, he/she may choose to acquire the specified competencies through the traditional course structure. Figure II illustrates the components of Program Alternative One: the Traditional Course Structure. A description of each of the elements from entry to certification is found in the succeeding pages.

A student may also choose to acquire competencies through Program Alternative Two: Option for Independent Study within the Traditional Course Structure. This alternative may be utilized immediately.

Program Alternative Three: Demonstrated Competencies to be Evaluated by Acceptable Committee and System of Measurement is not open to any student at the present time. However, it is hoped that in the near future, this alternative will be a legitimate and possible choice for students.

COMPONENTS OF TRADITIONAL COURSE STRUCTURE

Program Prerequisites. Admission to the graduate school is a prerequisite for any candidate for the Educational Administration Program. In addition to that, certain basic skills in mathematics and composition are assumed of all students. Also, specific knowledge about the general history and structure of American education is required prior to entry into foundation studies. Students unable to meet these requirements may take remediation courses or read for examination. Students will have one quarter to meet these requirements successfully. If they are not met within that time, the student may not continue in the Educational Administration program until they are satisfied.

FIGURE I

PROGRAM ENTRY ACTIVITIES

APPLICANT

APPLY FOR
ADMISSION

GRADUATE
SCHOOL

MAT
GPA

ADMIT
NO ADMIT

Co-op English
Co-op Math
Ed. Information

DEPARTMENT OF
ED. AD.

Pre-requisite
Competencies

No — Remediation and Retest
No — Remediation and Retest
No — Remediation and Retest
No — Remediation and Retest

Yes

START
PROGRAM

FIGURE II

PROGRAM STRUCTURAL COMPONENTS

```
                    ┌─────────────────┐
                    │  PREREQUISITES  │
                    └─────────────────┘
                             │
                    ┌─────────────────┐
                    │     STUDENT     │
                    │     PROGRAM     │
                    │   DEVELOPMENT   │
                    └─────────────────┘
                             │
          ┌──────────────────┴──────────────────┐
┌──────────────────┐                  ┌──────────────────┐
│     COLLEGE      │                  │   DEPARTMENTAL   │
│   FOUNDATION     │                  │    FOUNDATION    │
│    STUDIES       │                  │     STUDIES      │
└──────────────────┘                  └──────────────────┘
          │                                      │
  ┌───────┴─────────────────┬────────────────────┤
┌──────────────┐  ┌──────────────┐  ┌──────────────┐
│ DEPARTMENTAL │  │  MANAGEMENT  │  │  SUPPORTING  │
│   SPECIAL    │  │   METHODS    │  │   STUDIES    │
│   STUDIES    │  │   COURSES    │  │              │
└──────────────┘  └──────────────┘  └──────────────┘
          │               │
          └───────┬───────┘
          ┌─────────────────┐
          │   PRELIMINARY   │
          │   EXAMINATION   │
          └─────────────────┘
                   │
       ┌───────────┴───────────┐
┌──────────────┐      ┌──────────────┐
│ DISSERTATION │      │ PRACTICUM AND│
│ DEVELOPMENT  │      │  SIMULATION  │
└──────────────┘      └──────────────┘
       └───────────┬───────────┘
          ┌─────────────────┐
          │   FINAL EXAM    │
          │      AND        │
          │ CERTIFICATION   │
          └─────────────────┘
```
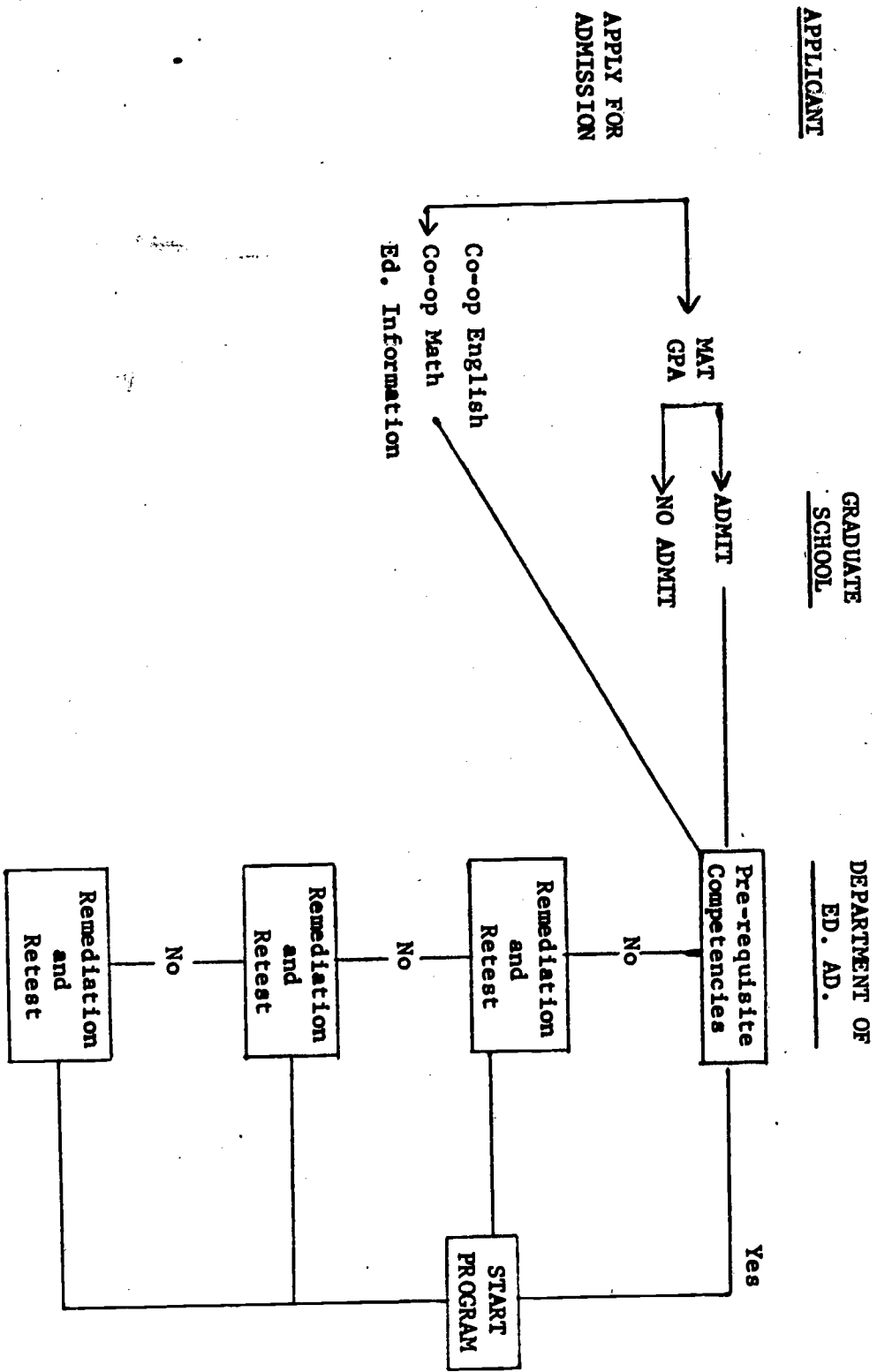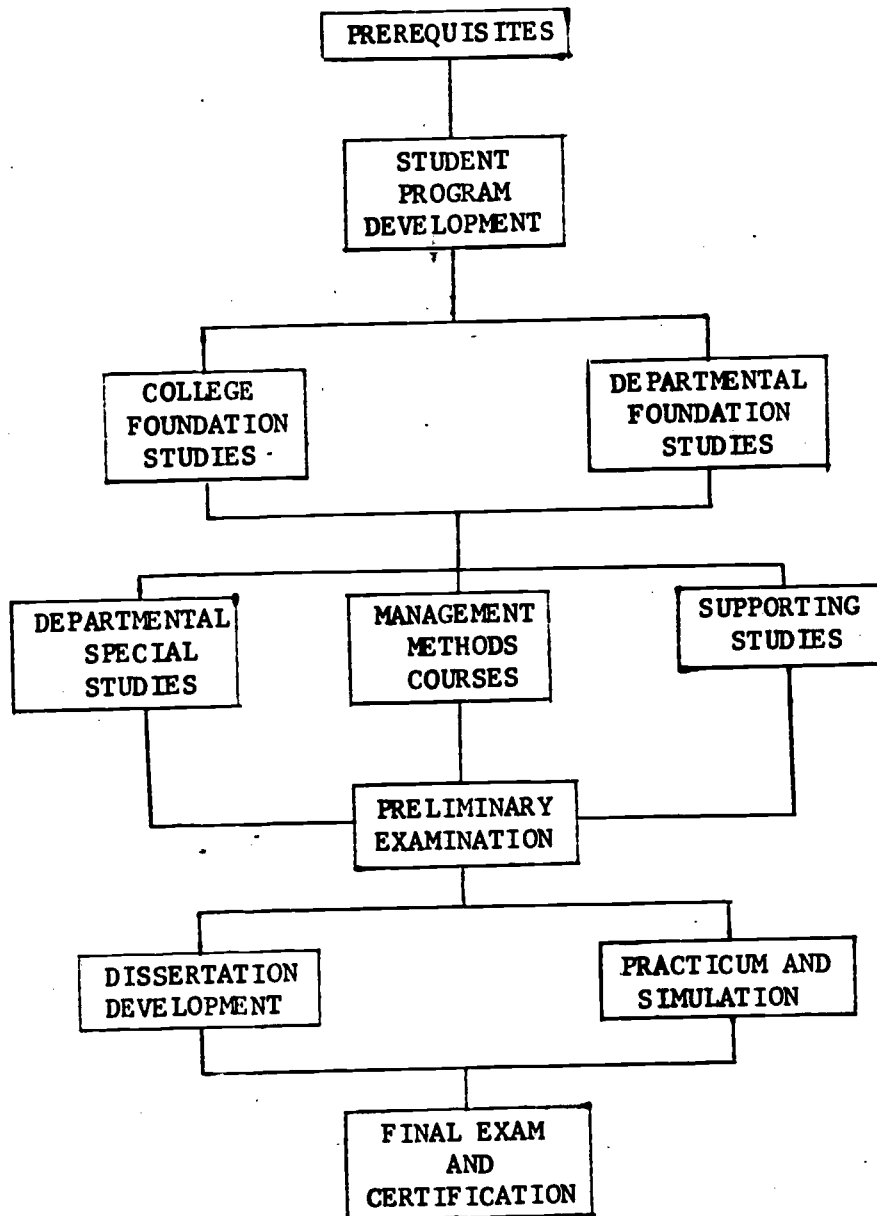
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Student program development. As the student enters the program, he/she
will be given some time to reflect on his/her own educational philosophy
and to consider his/her career goals. Subsequent to this, the student
will be given the division's administrative role definitions and the
list of identified competencies. Then, in consultation with an advisor,
the student will determine those competencies which he/she needs to
acquire and the best means for him/her to achieve those competencies.[1]

Foundation studies. The Foundation offerings of the department are:

    Ed. Ad. 8-201 - Formal Organizations in Education
    Ed. Ad. 8-202 - The Politics of Education
    Ed. Ad. 8-210 - Economics of Education
    Ed. Ad. 8-220 - Administrative Analysis
    Ed. Ad. 8-224 - The Legal Basis for Education

Students are required to take Ed. Ad. 8-220 (or suitable equivalent)
and at least two additional courses from the above list. In addition,
the division has identified competencies requiring historical, social,
psychological and philosophical foundations according to the specific
career goals of the student. If not offered in the Department of
Educational Administration, course work concerned with these competencies
may be found in other divisions of the College of Education.

Divisional special studies. These experiences are directly related to
specific role performance competencies needed by educational adminis-
trators. At present, they are being developed to meet needs identified
by comparison of departmental offerings with list of required competencies.

Management methods. The methodological dimension of department programs
is divided into three distinct "tracks". Program Analysis deals with
analysis and decision-making concerning instructional program (Ed. Ad.

_____

[1]See p. 6 of text for further explanation of this component of the
program.

8-221, 223), Policy Analysis presents a simulation approach to the
study of education management decisions (Ed. Ad. 8-340, 341), and
Resource Analysis treats the budgeting and fiscal administrative aspects
of school operation (Ed. Ad. 8-211, 212, 213). Students are strongly
encouraged to complete at least one of these tracks, but some students
may wish or need to take one course from each of these tracks.

Supporting studies. All student programs contain areas of concentra-
tion "outside" education. These studies are selected by the student
to build capability in analysis of educational problems and to assist
in identifying a substantive research problem for dissertation.

Preliminary examination. The revised examination is viewed as covering
specific detail in the student's program along with a critical review
by committee of a dissertation idea or proposal. It is intended as
an assessment of the student's area of expertise and his/her ability
to use knowledge for the purpose of asking suitable research questions
as well as for its practical implications. At present the preliminary
examination is required of the doctoral candidate only.

Dissertation development. The student's formal coursework concludes
with an advanced seminar in his/her particular area of interest. These
seminars are the outgrowth of the research and teaching interests of
faculty in the department and express areas of concentration important
to Educational Administration. For example, students with interest
in policy development and analysis might begin their work with studies
in the economic and political foundations of education (Ed. Ad. 8-202,
210), and continue with methods for policy analysis (Ed. Ad. 8-340,
341) and supporting studies in Public Affairs, Economics or Political
Science. A Policy Analysis seminar culminates this program and promotes
the development and design of student research.

<u>Practicum and simulation</u>. The student enhances his/her capacity for application of his/her skill and knowledge to the practice of educational administration in two ways. He/she may, through simulation, identify characteristics of his/her performance needing further work, then he/she may engage in an on-the-job internship under supervisions of department staff. The net result is a growth in student skill as well as some assessment of student competency in administrative practices.

<u>Final examination and certification</u>. At this step, whether it be at the Specialist or Doctorate level, the total program of the student is examined along with his/her research work. The result of this examination is twofold: 1) the student is accorded formal certification for administrative roles and 2) the student is certified for degree receipt at the University.

For more detail of course offerings covering specified competencies, see Appendix E.

RECOMMENDATIONS

Competencies

In analyzing the competency-based program submitted by the Department of Educational Administration of the University of Minnesota to the Minnesota State Department, it is important to remember that this is only the first step in a continuous process. Therefore, there remains much work to be accomplished. The competencies as formulated are heavily concentrated on the experiential. This is largely due to the fact that these kinds of tasks are easier to measure. However, to a certain degree, their nature also reflects the major thrust of the department. Efforts to include more theory may necessitate some revamping of the competencies.

The competencies are the fruit of research of competencies identified by practicing administrators and the contributions of faculty and students within the Department of Educational Administration. As such they underscore the major competencies needed in the field of educational administration. To utilize them as comprehensive objectives, another year's work should be done. During that time each indicator[1] of the competencies should be analyzed to determine to what degree the competency is possessed. For example, competency 1.9 reads, "Each student will study recruitment procedures of various public school districts and compare his/her staffing plan with the staffing plan of another district." Indicators of his competency should include experiences

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[1] To provide for and encourage freedom of instruction for the professor and variety of experience for the student, the measurement aspect of the competencies was separated from the statement of competency and listed as indicators under the competency.

corresponding to the conceptual, technical and human domains. This constant refinement would alleviate some of the danger of generating competencies on such a low level that the concept of competency-based programs becomes meaningless.

Measurement

The constant perusal of the indicators would correspond with the role of those who are working on ways to measure the attainment of the competencies. Currently, most of the indicators are based on subjective judgements of written teacher-made tests. Much work needs to be done on establishing criteria for each of the competencies. Perhaps a committee composed of practicing administrators, college professors, and Educational Administration students could form to set at least minimal criteria. To facilitate their work, they could have recourse to the state and national commissions dealing with the same problem.

Delivery System

As the Department had only one year to develop a program for the State Board of Education, certain limits had to be recognized. A major one of these relates to the structuring of courses. Recognized by the Department as only one of the alternative ways of gaining competencies necessary for certification, the revamping of course structure has taken place simultaneously with the delineation of role competencies. This has the advantage of allowing professors to check current course objectives against the list of goals and competencies and to recognize identified competencies which are not being met through courses. It has the disadvantage of centering concentration on the courses rather than on the competencies. However, because the development is in its initial

stages, it is possible to foresee the time when the traditional course

structure (ten weeks, three quarter credits) will disappear and new

structures of course content (such as three or five week module) will

emerge. Attention will then begin to focus on the competencies with

flexibility in the means of attaining those competencies.

A current check-list of the identified competencies finds some

course gaps in the areas of public relations, instructional management,

evaluation and policy development. An additional foundation level

course in the area of human relations might serve as a springboard for

public and student relations (Goals 2.0 and 3.0). The Department

also may want to consider the overlapping occurring in some areas.

After this consideration, two alternatives are possible: to retain the

courses as they are, feeling that the topics covered are from different

perspectives or to revamp courses, eliminating duplication of efforts.

Alternatives to the Course Structure

While the department is continuing its revision of the current

course structure, it also intends to explore alternate routes for

students to achieve competencies. This exploration could include a

study of California's program of internship during which students gain

competencies in field experiences or Nova University's method of

assessing competencies through a team of evaluators. This alternative

path to certification is no further on the drawing board than the

recognition of its potential for existence.

Until it takes form, students will have the option of doing indepen-

dent study as an alternative to the traditional course setting. This

option, although no substitute for the third alternative

could be used to give some flexibility to the course structure.

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While alternate delivery systems are being explored, considera-
tion also should be given to the system of grading, record keeping, etc.
As the achievement of competencies becomes the goal rather than the
completion of courses, A-N and even S-N grading will no longer be rele-
vant. More reflective of the educational program will be the list of
competencies acceptable for the desired role with the notation of the
candidate's achieved level (one suggestion would be to list the compe-
tency and note whether he/she has achieved it at the Familiarity,
Understanding or Application Level). In the conversion to this system
of evaluation, prospective employers would have to be educated in its
use.

Evaluation of the Program

As the program continues to develop and to be implemented, a system
for ongoing evaluation of the competency-based program must be devised.
This system would give continuous feedback to the various components
of the program. It particularly would be aware of student input and
output (the motivation and ability which the student brings to the
learning experiences and the gain which he/she makes as a result of
the learning experience), processes of learning (the learning experiences
themselves and their relation to the competencies) and the atmosphere
maintained by retention of old structures and created by the generation
of new ones.

Resources

The last but certainly not the least important component of the
Department's new program is its (the Department) resources. Following
the trend of most educational institutions, the Department is faced

with increased student enrollment, maintenance of the current number of
staff and reduction in budget. Planning and implementing a new program
takes increased personnel time and increased monies. When financial
restraints preclude expansion in people and/or money resources, then
priorities must be set. If commitment to the program is valued as a
necessity to improve the quality of educational leadership (long-range
goal) and to offer a program relevant to the needs of today's students -
tomorrow's leaders (short-range goal), then restraints on other areas
must be employed. Perhaps, for a time, this will be a curtailment of
the student enrollment. Maybe it will be a prioritizing of professional
activities to free professors for planning processes. Another alterna-
tive would be an assessment of the total Department activity to determine
what, if any, could be assumed by paraprofessionals and/or technological
aids.

Resources, or the lack of them, constantly present a challenge in
the implementation of any new program. Often, however, this challenge
can be met where there is determination to make a program succeed.

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CONCLUSION

The University of Minnesota's Educational Administration Competency-
Based Program has been given birth. It is now vulnerable to the forces
and pressures of the University environment - and the University is now
vulnerable to it. Perhaps the best conclusion to its potential is the
summary of Dennis Goolie:

> Accountability may force us to examine our goals and methods. . .
> But accountability may force us to achieve goals easily attained
>   or most easily stated.
>
> Accountability may let us see for the first time what we are going. . .
> Or may deceive us by making us think that we are doing what we
>   are not.
>
> Accountability may force us to refine our techniques for measuring
>   and judging what we do. . .
> Or (it may force us) to depend on only those things which we can
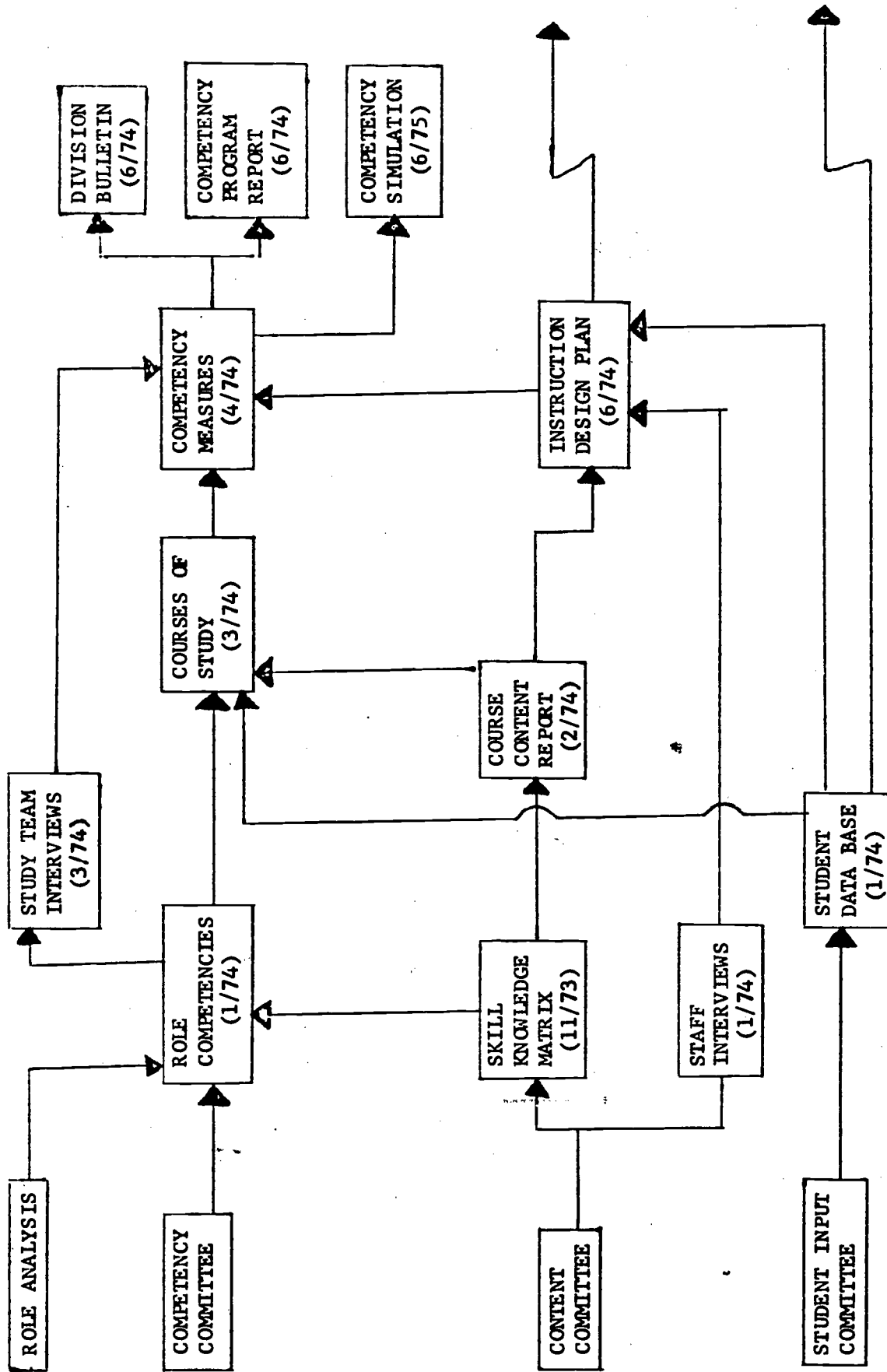>   measure now.[1]

Time will determine the direction the University of Minnesota Competency-
Based Program will take.

---

[1] Dennis Goolie, "Some Uneasy Inquiries into Accountability,"
Accountability in Education (Worthington, Ohio: Chas. Jones Publishing
Co.) as cited in Proceedings of a Seminar, January 16-18, 1973 (Tempe,
Arizona), p. 123.

COMPETENCY PROGRAM DEVELOPMENT PLAN

DIVISION BULLETIN (6/74)

COMPETENCY PROGRAM REPORT (6/74)

COMPETENCY SIMULATION (6/75)

COMPETENCY MEASURES (4/74)

INSTRUCTION DESIGN PLAN (6/74)

COURSES OF STUDY (3/74)

COURSE CONTENT REPORT (2/74)

STUDY TEAM INTERVIEWS (3/74)

ROLE COMPETENCIES (1/74)

SKILL KNOWLEDGE MATRIX (11/73)

STAFF INTERVIEWS (1/74)

STUDENT DATA BASE (1/74)

ROLE ANALYSIS

COMPETENCY COMMITTEE

CONTENT COMMITTEE

STUDENT INPUT COMMITTEE

APPENDIX B

GENERAL INFORMATION FOR STUDENTS IN EDUCATIONAL ADMINISTRATION

Admission

Application for admission should be submitted to the Graduate School;
application forms may be obtained by contacting the Graduate School, 310
Johnston (phone 373-2973). Students are encouraged to indicate the major
as educational administration whether they intend to complete work which
prepared them for administration in elementary, secondary, general or
higher education.

Applicants for admission to educational administration programs are required
to participate in a summer block-of-time program (Administrator Development
Seminar) for assessment of administrative potential. A deviation from this
entrance policy would require the approval of the Division Graduate Studies
Committee. Pre-application for this course is required. It is suggested
that students consult the department or their adviser during May to arrange
for admission to the seminar.

A graduate level form of the Miller Analogies Test is required of all
applicants for admission to graduate study in educational administration.
This test may be taken any week day at the University of Minnesota in
room 101 Eddy Hall.

Persons who have withdrawn from the Graduate School for two consecutive years
or more and who wish to request readmission, or persons currently enrolled
who intend to change their major field or degree objective from that originally
approved by the Graduate School should submit a Change of Status to the
Graduate School. This form may be obtained in room 215 Health Services
or 322 Johnston Hall. Allow approximately four weeks for processing.

Selecting an Adviser

Students in educational administration select an adviser of their own
choice. It is suggested that the student familiarize himself or herself
with the faculty and their various fields of interest before doing so.
Students who have completed the Master's degree in the Department will
ordinarily continue with the same adviser unless either the student or the
adviser requests a change. Such changes shall be cleared by the Department.

Registration

New students registering in the Department of Educational Administration
for their first quarter should obtain their registration materials in
316 Johnston Hall. During consecutive quarters following initial registra-
tion, materials may be obtained in the Department office. These materials
are never mailed to students. Each registration must be approved by the
student's major adviser.

Time Limits

Master's degree: All requirements for the Master's degree must be met within seven years from the first registration for graduate credit.

Specialist certificate: The two-year Specialist program must be completed within a period of 12 years. Graduate credit earned previous to the 12-year span will be evaluated by the graduate faculty in the area of specialization and may be recommended to the Graduate School for acceptance on a full or partial basis. Persons who have completed a Master's degree prior to September 1, 1956, are exempt from the 12-year completion time, but must complete requirements for the Specialist certificate (beyond the Master's degree) within seven years after being admitted to the program.

Doctor's degrees: Effective with the quarter immediately following admission to candidacy (successful completion of the oral preliminary exam) for a Doctor's degree, the student must complete all requirements and receive the degree within five calendar years. Violation of this time limit without the approval of the Graduate School may require retaking the oral preliminary examination.

Residence Requirements

Candidates for advanced degrees must be registered for a minimum of three academic quarters and must pay not less than the full normal tuition for three quarters before receiving the degree. Even though a petition is approved for a student to complete the work for the Master's degree in five summer sessions, the non-resident student is required to pay for 6 summer sessions, the equivalent of three full quarters of tuition.

Transfer of Credit

A student admitted to the Graduate School may petition to transfer to his graduate record only the credits earned in his first academic quarter or summer terms as an adult or summer special student. Such work must be of graduate caliber and taught by a member of the graduate faculty. If his petition is approved, the student will be granted both residence and credit on his graduate record.

No transfers of graduate credits from other institutions will modify the minimum requirements of one academic year, or its equivalent, in residence for earning a graduate degree. For the Master's degree under Plan A, a minimum of 18 credits must be fulfilled in the Graduate School, U of Minn. At least 36 graduate credits under Plan B must be fulfilled in Graduate School registration at the University of Minnesota.

Transfer credits may be submitted as part of the progress toward the PhD, EdD and Specialist Certificate. In all cases, students are expected to complete at least one full year of course work (minimum of 45 credits) at the U of Minn. Students who complete Master's degree and Specialist certificate programs at Minnesota state colleges may transfer all graduate-level courses that are consistent with the certificate or degree requirements at the University of Minnesota.

* *

For additional information contact Professor Gary Alkire, Director of Graduate Studies, 373-5568 or Lola Fredrickson, 373-2248.

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

STATE CERTIFICATION REQUIREMENTS

The certification requirements for public school administrative positions in the State of Minnesota are outlined in detail below. Students seeking administrative certification in other states are advised to check specific state requirements before final program approval.

TEACHER CERTIFICATION AND PLACEMENT SECTION

STATE OF MINNESOTA
Department of Education
St. Paul 55101

Edu 330   SCHOOL ADMINISTRATORS

(a)   This regulation is effective July 1, 1974, for all applicants for entrance certificates for school administration. School adminis- trators include all persons who function as, or who are classified as, school superintendents and assistant superintendents, elemen- tary school principals and assistant principals, secondary school principals and assistant principals.

(b)   Certificates shall be issued separately for each of the following positions:

(1)   Superintendent of schools
(2)   Elementary school principal
(3)   Secondary school principal

(c)   All candidates for certification shall have satisfactorily completed a program in school administration appropriate for the certificate requested which is approved by the department of education and

(1)   which results in a specialist or higher degree, or
(2)   which results in the completion of a program consisting of a minimum of 45 quarter credits, or the equivalent, beyond a master's degree.

(d)   Evidence shall be provided to the state department of education by those responsible for the training programs to show that competency- based programs submitted for approval have been developed with appro- priate participation from school administrators, teachers school board members, and citizens. All applicants for administrative certifications recommended by those responsible for training programs shall have competencies in all of the following areas: school ad- ministration, supervision, curriculum, and instruction.

(e)   All candidates shall have completed three years of successful teaching experience on a certificate valid for the position in which the experi-

ence was obtained. For elementary principals, the experience must be at the elementary level. For secondary principals, the experience must be at the secondary level.

(f) The issuance of the first continuing certificate is contingent upon:

   (1) The candidate's possession of an issued valid and appropricate administrative entrance certificate, and

   (2) One year of successful experience in the certificated administrative role during the time that the applicant holds an appropriate administrative entrance certificate.

(g) Persons holding standard or provisional certificates for one of the administrative roles, whose first certificate for this role was issued prior to September 1, 1967, may be issued a continuing administrative certificate upon the next renewal.

(h) The continuing certificate may be renewed according to general regulations of the state board of education pertaining to continuing education, except that the endorsement of a superintendent's certificate required by Edu 547, shall be verified by the clerk of the local board of education on behalf of the board of education.

(i) In order to provide means for persons holding standard administrator's certificates to phase into the requirements of Edu 330, Sections (a) through (h), the following provisions of Section (i) shall pertain until July 1, 1979, at which time Section (i) shall be deleted from Edu 330 without further action of the board of education.

(1) Persons holding standard certificates for one of the administrative roles whose first certificate for this role was issued after September 1, 1967, shall complete the requirements of Edu 330, Sections (a) through (h), by July 1, 1979, or on the next date when an applicant's certificate must be renewed if it falls after July 1, 1979.

(2) Any person whose standard certificate as a school administrator lapses after July 1, 1974, shall meet requirements of Edu 330, Section (a) through (h).

Adopted by the Minnesota State Board of Education on April 16, 1973.

UNIVERSITY OF MINNESOTA REQUIREMENTS
FOR INSTITUTIONAL ENDORSEMENT
FOR SUPERINTENDENT'S AND PRINCIPALS' CERTIFICATES
RE: EDU 330 - SCHOOL ADMINISTRATORS
(effective 1 July 1974)

Minnesota State Board of Education requirements for administrator's certificates, as outlined above, provide that institutions approved for the preparation of school administrators shall certify that applicants have completed satisfactorily a program in school administration appropriate for the certificate requested which is approved by the department of education and which results in a Specialist Certificate or higher degree, or which results in the completion of a program consisting of a minimum of 45 quarter hour graduate credits, or the equivalent beyond a Master's degree.

The University of Minnesota will certify only those applicants for certificates who have completed a Specialist Certificate or higher degree program or an approved program consisting of a minimum of 45 quarter hour graduate credits, or the equivalent, beyond a Master's degree which includes the following:

1. **Superintendent's Certificate**

   A. Competencies in school administration to be verified by the completion of a minimum of 30 quarter hours including those found in courses

EdAd 8-201	EdAd 8-218
EdAd 8-202	EdAd 8-220
EdAd 8-210	EdAd 8-224

   B. Competencies in curriculum, instruction, and supervision equivalent to 12 quarter hours - six at the elementary school level and six at the secondary school level.

   C. Competencies equivalent to 12 quarter hours of graduate credit selected from not less than three of the following:

   Psychology of human behavior
   Tests and measurements
   Philosophy of education
   Education of exceptional children
   Guidance

2. **Elementary Principal's Certificate**

   A. Competencies in school administration to be verified by the completion of a minimum of 30 quarter hours including those found in courses

EdAd 8-215	EdAd 8-216 or 8-217

   Competencies equivalent to 12 quarter hours from among courses

EdAd 8-201	EdAd 8-218
EdAd 8-202	EdAd 8-220
EdAd 8-210	EdAd 8-224

B. Competencies in curriculum and supervision equivalent to 12 quarter hours - six credits of which must be for work at the elementary school level.

C. Competencies equivalent to 12 quarter hours of graduate credit selected from not less than three of the following:

    Psychology of human behavior
    Tests and measurements
    Philosophy of education
    Education of exceptional children
    Gudiance

3. Secondary Principal's Certificate

A. Competencies in school administration to be verified by the completion of a minimum of 30 quarter hours including those found in two of the three courses
    EdAd 5-167, EdAd 8-264, EdAd 8-265

    Competencies equivalent ot 12 quarter hours from among courses

EdAd 8-201	EdAd 8-218
EdAd 8-202	EdAd 8-220
EdAd 8-210	EdAd 8-224

B. Competencies in curriculum and supervision equivalent to 12 quarter hours - six credits of which must be for work at the secondary school level.

C. Competencies equivalent to 12 quarter hours of graduate credit selected from not less than three of the following:

    Psychology of human behavior
    Tests and measurements
    Philosophy of Education
    Education of exceptional children
    Guidance

Further information on requirements and procedures for securing institutional endorsement for Minnesota administrator certificiation may be received from Chairman, Department of Educational Administration, 215 Health Service Building, University of Minnesota, St. Paul, Minnesota 55101. (612) 373-2248

APPENDIX D

Faculty Resources

The seven specialized educational administration program areas
are: (1) elementary school administration; (2) secondary school
administration; (3) school superintendency; (4) central administra-
tion; (5) college administration; (6) college professorship; and
(7) educational agencies.

The data presented here are intended to summarize by program
category the members of the educational administration faculty who
carry primary responsibilities for program development, instruction,
advisement, supervision, and research in each program area. The faculty
are listed by appropriate program specialization, giving faculty rank,
degree status, graduate faculty status, and full/part-time status.

A. ELEMENTARY SCHOOL ADMINISTRATION (M.A., Specialist Certificate,
Ed. D., Ph. D.)

Alkire, Gary F., Assoc. Prof.	Ed.D., Michigan State Univ.	"B"
Lambert, Ronald T., Prof.	Ph.D., Univ. of Minnesota	"B"
Part-time:		
Benson, Harold, Lecturer	Ph.D., Univ. of Minnesota	"A-1"
Larson, Bernard, Lecturer	Ph.D., Univ. of Minnesota	"A-1"

B. SECONDARY SCHOOL ADMINISTRATION (M.A., Specialist Certificate,
Ed.D., Ph. D.)

Jackson, Thomas L., Asst. Prof.	Ed.D., Univ. of Minnesota	"A-3"
Mazzoni, Tim L., Asst. Prof.	Ph.D., Claremont Grad. Sch.	"A-3"
Nickerson, Neal C. Jr., Prof.	Ed.D., Columbia Univ.	"B"
Popper, Samuel H., Prof.	Ph.D., New York Univ.	"B"

C. SCHOOL SUPERINTENDENCY (M.A., Specialist Certificate, Ed. D., Ph. D.)

Hooker, Clifford P., Prof.	Ed.D., Indiana Univ.	"B"
Mansergh, Gerald, Assoc. Prof.	Ph.D., Univ. of Minnesota	"B"
Mueller, Van D., Prof.	Ed.D., Michigan State Univ.	"B"

Part-time:

Kaye, Bernard W., Lecturer	Ed.D., Columbia Univ.	"A-1"

D. CENTRAL ADMINISTRATION (M.A., Specialist Certificate, Ed.D., Ph. D.)

Alkire, Gary F.	Mansergh, Gerald	Popper, Samuel H.
Hooker, Clifford P.	Mueller, Van D.	
Lambert, Ronald T.	Nickerson, Neal C. Jr.	

Ammentorp, William M., Prof.	Ph. D., Univ. of Chicago	"B"
Hendrix, Vernon L., Prof.	Ph. D., Univ. of Texas	"B"
Morris, Jon R., Assoc. Prof.	Ph. D., Univ. of Colorado	"A-3"
Sederberg, Charles H., Assoc. Prof.	Ph. D., Univ. of Minn.	"B"
Weatherman, Richard F., Assoc. Prof.	Ph. D., Michigan State J.	"B"

Part-time:

Kent, James, Asst. Prof.	Ed. D., Harvard Univ.	"A-2"
Swanson, Dean, Asst. Prof.	Ed. D., Univ. of Minnesota	"A-1"
Wakefield, Wilbur L., Assoc. Prof.	Ed. D., Univ. of Nebraska	"A-2"

E. COLLEGE ADMINISTRATION (M.A., Specialist Certificate, Ed. D., Ph. D.)

Ammentorp, William M.   and   Hendrix, Vernon L.

Keller, Robert J., Prof.	Ph. D., Univ. of Minnesota	"B"
Morgan, Don A., Assoc. Prof.	Ph. D., Univ. of Portland	"B"

Part-time:

Wharton, Keith, Assoc. Prof.	Ph. D., Colorado State Univ.	"A-3"

F. COLLEGE PROFESSORSHIP (Ed. D., Ph. D.)

All "B" status faculty.

G. EDUCATIONAL AGENCIES (M.A., Specialist Certificate, Ed. D., Ph. D.)

All graduate faculty.

The graduate instruction and research specialty of each faculty
member, full and part-time, is as follows:

1.	Alkire, Gary F.	Educational Facilities Planning, Elementary Principalship
2.	Ammentorp, William M.	Organizational Systems and Theory, Higher Education, Administration and Finance
3.	Benton, Harold	Elementary Principalship
4.	Hendrix, Vernon L.	Administrative Research: Techniques, Design, Methodology
5.	Hooker, Clifford P.	Educational Law, School District Organization
6.	Jackson, Thomas L.	Secondary School Principalship, Urban Education
7.	Kaye, Bernard	Personnel Administration
8.	Keller, Robert J.	Administration of Higher Education
9.	Kent, James	Urban Education, Alternative School Organization
10.	Lambert, Ronald T.	Supervision, Elementary Principalship
11.	Larson, Bernard	Elementary Administration Research
12.	Mansergh, Gerald	Personnel Administration, Leadership
13.	Mazzoni, Tim L. Jr.	Educational Policy Development, Politics of Education
14.	Morgan, Don A.	Administration of Two-Year Post-Secondary Institutions
15.	Morris, Jon R.	Administrative Research and Evaluation
16.	Mueller, Van D.	Educational Finance
17.	Nickerson, Neal C. Jr.	Secondary School Principalship, Personnel Evaluation

18. Popper, Samuel H.   Organizational Theory, Humanities in Administration

19. Sederberg, Charles H.   School Business Management

20. Swanson, Dean   School District Organization, Management

21. Wakefield, Wilbur L.   Administration of Two-Year Post-Secondary Institutions

22. Weatherman, Richard F.   Administration of Special Education

23. Wharton, Keith   Administration of Higher Education

In addition to the specialized faculty resources in educational administration, supporting faculty from other program specialties in education and in specialties from related and supportive disciplines in other University units provide instructional, research, advisement, and evaluative support to the programs listed herein.

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

Course Offerings

3-101   DIRECTED STUDY.   (1-9 cr; prereq #)

Analysis of specific administrative situations or problems
in the management of educational organizations.

5-101   PUBLIC SCHOOL ADMINISTRATION.   (3 cr; not open to majors in
            educational administration; prereq 9 cr in education)

Organization, administration, and general support of public
schools in state and local school districts.

5-103   SUPERVISION AND ADMINISTRATION OF SPECIAL EDUCATION.   (3 cr;
            prereq #)

Procedures in establishing and improving educational programs
for exceptional children.

5-105   WORKSHOP: ADMINISTRATION AND SUPERVISION OF SPECIAL EDUCATION
            (3 cr)

Laboratory approach provides opportunities for experienced
administrators of special needs programs to concentrate their
study on common administrative and supervisory problems.

5-120   PRACTICUM: POST-SECONDARY ADMINISTRATION (3-6 cr; max 6)

Intensive group and individual examination of current and perti-
nent administrative problems in post-secondary but non-bacca-
laureate institutions.

5-127   WORKSHOP: POLICY DEVELOPMENT FOR SCHOOL MANAGERS (3 cr)

Elements of feedback control applied to policy development and
implementation in education; development of policies for
instructional management, personnel administration, and fiscal
control; implementation plans and procedures for analysis of
policy impact.

5-128   WORKSHOP: EDUCATIONAL ADMINISTRATION.   (1-6 cr; prereq prac-
            ticing educational administrator or #)

Laboratory approach provides opportunities for experienced
administrators to concentrate their study on common administra-
tive and supervisory problems.

5-130   ADMINISTRATOR DEVELOPMENT SEMINAR. (3-9 cr; max 9)

Assessment and development of skills required of the administrator in the areas of planning, decision-making, and human relations; introduction to contemporary issues in educational administration; initial course for student pursuing professional certification programs.

5-139   LABORATORY IN DECISION-MAKING. (1-4 cr per qtr)

Contribution of recent research and theory to effective administration; analysis of administrative behavior in realistic settings and relations of administration to human behavior.

5-167   JUNIOR HIGH SCHOOL. (3 cr; prereq 9 cr in education)

Sources of the movement; purposes, functions, and limitations; fundamental problems, types, and curricular implications of reorganization.

5-180, 5-181   SEMINAR: ADMINISTRATION OF SPECIAL EDUCATION. (3 cr & Sp Ed 8-560 and 8-561)

Problems of administration and organization of special education programs.

5-990   SEMINAR: ADMINISTRATION OF INDIAN PROGRAMS. (1-9 cr; max 9; & Am In 5-990)

Examination of various educational agencies dealing with Indian education and the development of research designs for the study and improvement of the administration of Indian educational programs.

8-201   FORMAL ORGANIZATIONS IN EDUCATION. (3 cr)

Focus on schools; organizations as social systems; individual behavior in organization roles; technical or production processes and management control systems.

8-202   POLITICS OF EDUCATION. (3 cr)

Formal and informal institutional governance structures; processes of political influence at local, state, and national levels; social science concepts, techniques of analysis, and research findings applied to participants, processes, structures, issues and outcomes involved in governing the public schools.

8-203   THE COMMUNITY SCHOOL. (3 cr)

Changing structure and process in school organization; the evolving team model; the multiple-skills process in socialization.

8-210   ECONOMICS OF EDUCATION. (3 cr)

Application of economic concepts to education, human capital, cost-benefit analyses of educational expenditures, rates of return to investment, economic decision-making; sources of

revenue, alternative tax sources; federal, state, and local
distribution systems.

8-212   SCHOOL BUDGETING (3 cr; prereq 8-220)

Concepts and skills involved in preparing financial budgets
for public schools; competency in translating educational
programs into budgetary systems, anticipating revenue receipts,
planning expenditures, and techniques for preparing a balanced
budget.

8-213   FINANCIAL RESOURCE MANAGEMENT (3 cr; prereq 8-212 or #)

Concepts and skills involved in the management of financial
resources in public schools; performance exercises related
to public school accounting systems, purchasing, the controller
function, and reporting and interpreting school financial data.

8-214   SCHOOL MANAGEMENT INFORMATION SYSTEMS (3 cr; prereq 8-220, 8-212;
             § 8-222)

Basic techniques required to generate, maintain, and access the
computer-based management information system in education.

8-215   THE ELEMENTARY SCHOOL PRINCIPALSHIP.   (3 cr; prereq 8-201 and
             8-202, or #)

Problems in elementary school administration and the principal's
role of leadership.

8-216   RECENT RESEARCH IN ELEMENTARY SCHOOL ADMINISTRATION.   (3 cr;
             prereq 8-215)

Examination of pertinent research literature.

8-217   SEMINAR: ELEMENTARY SCHOOL ADMINISTRATION.   (3 cr; prereq
             8-216 or #)

Problems of administration and organization of instruction.

8-218   SEMINAR: THE SOCIAL ORGANIZATION OF SCHOOLS.   (3 cr; prereq
             educational administration major or #)

Structural components of school organization examined within
the framework of social system theory; classifications of
system properties and observation in operational contexts
investigated by means of empirical models.

8-219   SEMINAR: APPLIED HUMANISM IN ADMINISTRATIVE BEHAVIOR: THE
             CLASSICAL PERSPECTIVE.   (3 cr § Clas 8-219; prereq 8-218
             or #)

Interdisciplinary methodologies used to synthesize reflective
thought and aesthetic works of classical antiquity with theoretical
literature of administration and leadership roles. Special
focus on classical materials having applied value for prepara-
tion of school administrators.

8-220   QUANTITATIVE FOUNDATIONS FOR MANAGEMENT METHODS.   (3 cr)

Quantitative techniques for research and analysis of policy, program and management problems and decision situations in administration of educational organizations; includes computer usage.

8-221   QUANTITATIVE MODELS FOR PROGRAM ANALYSIS AND RESEARCH.   (3 cr; prereq 8-220)

Quantitative techniques for program analysis, research and decision-making in the administration of educational organizations; emphasis on general linear models and computer usage.

8-223   QUANTITATIVE TECHNIQUES FOR DECISION MAKING.   (3 cr; prereq 8-22C or #)

Decision making procedures and Bayesian statistical analysis for administration of educational organizations.

8-224   LEGAL IMPLICATIONS OF ACTS BY SCHOOL BOARDS, ADMINISTRATORS, AND TEACHERS.   (3 cr)

Constitutional, statutory, and common law bases of school administration; principles growing out of fundamental legal procedures.

8-225   EDUCATIONAL POLICY AND THE LAW.   (3 cr)

The analysis of court decisions, statutes and administrative regulations related to equality of educational opportunity and equal protection under the law.

8-226   EDUCATIONAL FACILITIES PLANNING.   (3 cr)

Planning educational facilities for public and private school systems and institutions of higher education.

8-227   PUBLIC SCHOOL PERSONNEL PROGRAMS.   (3 cr)

Selection, assignment, evaluation, and development of school personnel; salary and conditions of service, policies of administrative, instructional, and noninstructional personnel.

8-230   SCHOOL COMMUNITY RELATIONS.   (3 cr)

Theory and practice of educational interpretation; principles, techniques of working with groups; the teacher's contacts with the community; the role of the pupil; professional and lay organization.

8-231   PRACTICUM IN SCHOOL-COMMUNITY RELATIONS.   (1-4 cr)

Practical experience in design and use of basic tools in a program such as conducting community analysis; preparing copy and news releases; meeting, working with material for the press, radio, and television; planning school publications; opinion polling and personal conferences.

8-233   PRACTICUM: JUNIOR HIGH SCHOOL ADMINISTRATION. (1-4 cr)

Projects such as articulation with elementary and senior high
school organizing to meet the needs of the preadolescent;
activity programs; guidance functions.

8-234   SEMINAR: EDUCATIONAL FINANCE. (3 cr; prereq 8-210 or #)

Economic setting, sources and allocation of educational finances;
evaluation of local, state and federal educational finance
systems with reference to analysis of foundation aid formulas.

8-235   SEMINAR: APPLIED HUMANISM IN ADMINISTRATIVE BEHAVIOR: THE
        MODERN PERSPECTIVE (3 cr; prereq 8-218, educational
        administration major or #)

Administrative leadership and the human condition examined as
an aspect of social exchange theory; includes concepts of power
and influence and insights from the humanities.

8-236   SEMINAR: EDUCATIONAL FACILITIES PLANNING. (3 cr; prereq 8-226
        or #)

The application of the principles of educational facility
planning to the development of educational specifications.

8-237   SEMINAR: EDUCATIONAL LAW. (1-3 cr; prereq 8-224 or #)

Legal theory as it applies to education.

8-238   SEMINAR: THEORY AND RESEARCH. (3 cr; prereq 8-218, 8-235,
        educational administration major or #)

Research design involving thesis or field project; includes
interrelatedness of formulation of conceptual framework and
the analytical process; clinical and research problems.

8-240   SEMINAR: CLINICAL EXPERIENCES IN EDUCATIONAL ADMINISTRATION
        (1-9 cr)

For educational administration majors engaged in clinical
experiences.

8-241   SEMINAR: INTERNSHIP IN EDUCATIONAL ADMINISTRATION (0-9 cr)

For interns in elementary, secondary, general, and post-
secondary administration.

8-242   ADMINISTRATIVE ORGANIZATION AND STAFFING OF SCHOOL SYSTEMS.
        (3 cr; prereq #)

Analysis of patterns and staff of public schools, emphasizing
the effective achievement of purpose in learning programs.

8-244,8-245,8-246   SEMINAR: ADMINISTERING PUBLIC EDUCATION IN METRO-
        POLITAN AREAS. (2 cr per qtr [total 6]; prereq grad
        major in educational administration)

Analysis of political, social, cultural, and fiscal developments.

8-253   ADMINISTRATION IN HIGHER EDUCATION.   (3 cr; prereq Educ 8-250)

Control, faculty and employee personnel administration, budget
making and administration, financial accounting and reporting,
protection of college funds, public relations.

8-264   THE SECONDARY SCHOOL PRINCIPALSHIP.   (3 cr)

The role of the principal; qualifications, duties, and problems,
including current issues and factors of staff and student
relationships.

8-265   ADMINISTERING THE HIGH SCHOOL PROGRAM.   (3 cr)

Practices and procedures in scheduling, improving the curri-
culum, community relations, records and reports, school ser-
vices, and program evaluation.

8-270*   PROBLEMS: ELEMENTARY SCHOOL ADMINISTRATION.   (Cr ar; prereq #)

8-271*   PROBLEMS: SECONDARY SCHOOL ADMINISTRATION.   (Cr ar; prereq #)

8-272*   PROBLEMS: EDUCATIONAL ADMINISTRATION.   (1-3 cr per qtr)

For superintendents and principals qualified to make intensive
studies of a school system.

8-273   FIELD STUDY.   (0-10 cr; prereq #)

Required for Specialist in Education certificate. The 10 credits
will be based on a written report covering an approved field
study. Students may register for the general planning and
organization of their study without credit.

8-274   THE TWO-YEAR COLLEGE.   (3 cr)

Present status, development, functions, organization, curriculum,
and trends in post-secondary but non-baccalaureate institutions.

8-275   TWO-YEAR COLLEGE ADMINISTRATION.   (3 cr; prereq 8-274 or #)

Selected topics and problems with administration and adminis-
trative positions, and organization of post-secondary but non-
baccalaureate institutions.

8-276   SEMINAR: ADMINISTRATION OF CURRICULUM IN THE TWO-YEAR COLLEGE.
         (3 cr; prereq 8-274)

Examination of principles of curriculum management within post-
secondary but non-baccalaureate institutions emphasizing methods
of assessing faculty, courses offered, and administrative designs.

8-277   STUDENT PERSONNEL SERVICES ADMINISTRATION IN THE TWO-YEAR
         COLLEGE.   (3 cr; prereq 8-274 and 8-275 or #)

An examination is directed into the administration of and
organization of student personnel services within post-secondary

but non-baccalaureate granting institutions with an emphasis
on developing methods of assessing outcomes of both the insti-
tutions and student personnel services as offered within them.

8-278   RECENT RESEARCH IN TWO-YEAR COLLEGE ADMINISTRATION.   (1-3 cr;
         max 3; prereq #)

Examination of pertinent research topics in two-year college
administration.

8-290   FINANCING HIGHER EDUCATION.   (3 cr; prereq #)

8-291   PUBLIC RELATIONS FOR COLLEGES AND UNIVERSITIES.   (3 cr; prereq #)

8-340   POLICY SYSTEMS IN EDUCATION   (3 cr; prereq 8-220 and Δ)

Policy systems as feedback control structures; reduction of
policy problems to causal structures translated into mathemati-
cal models; general principles of system structure and response
used to interpret the behavior of typical policy systems in
education.

8-341   ANALYSIS OF EDUCATION POLICY SYSTEMS (3 cr; prereq 8-340)

Techniques of computer simulation applied to the study of policy
impact and management structures in education; simulation analysis
of specific education policies, and techniques applicable to
problems of personal interest.

APPENDIX F

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

UNIVERSITY OF MINNESOTA

ADVISORY COUNCIL

(1973-74 Membership)

MINNESOTA ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

Dr. Donald Christenson, President, Rosemount Public Schools,   423-2291
Box 459, Rosemount   55068

MINNESOTA ASSOCIATION OF SCHOOL ADMINISTRATORS

Dr. John Maas, Executive Secretary, 700 St. Paul Bldg.,   224-1828
5th and Wabasha, St. Paul   55102

Dr. Lloyd Nielsen, President, 1251 West County Road B2,   612-633-8150
St. Paul   55113

MINNESOTA ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

Dr. Donald G. Zahn, President, Director of Business Affairs,   227-9471
Independent School District 197, 1037 Bidwell Street,
West St. Paul   55118

MINNESOTA ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

David W. Meade, Executive Secretary, 700 St. Paul Bldg.   224-1828

Howard Straiton, President, Nokomis Junior High School   724-3688
3500 E. 51st Street, Minneapolis   55406

MINNESOTA EDUCATION ASSOCIATION

Dr. Robert Reed, Director of Research-Negotiations,   227-9541
41 Sherburne Ave., St. Paul   55103

MINNESOTA ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION

Robert Arnold, Executive Secretary, 41 Sherburne Ave.,   227-9541
St. Paul   55103   Ext. 222

Marvin Olson, President, and Principal, Sunset Terrace
Elementary School, Rochester, Minn.   55901

MINNESOTA FEDERATION OF TEACHERS

Edward C. Bolstad, Executive Secretary, 2147 University Ave.,   645-8673
    St. Paul

MINNESOTA SCHOOL BOARDS ASSOCIATION

W. A. Wettergren, Executive Secretary, Box 129,   507-931-2450
    St. Peter, Minn.   56082   335-8577

Ralph Hvidsted, President, Stephen, Minn.   56757

MINNESOTA STATE COMMUNITY COLLEGE SYSTEM

Dr. Carl Gerber, President, Lakewood Community College,   770-1331
    White Bear Lake, Minn.   55110

Emil Wilken, Asst. to the Chancellor for Planning,   296-3367
    Capitol Square Bldg., 550 Cedar Street, St. Paul   55101

MINNESOTA STATE DEPARTMENT OF EDUCATION

Dr. E. Raymond Peterson, Asst. Commissioner of Education,   296-2414
    Capitol Square Bldg., 550 Cedar Street, St. Paul   55101