UNIVERSITY OF NORTH DAKOTA

Master of Science in Teaching & Leadership: Online Program

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Our Master of Science in Teaching & Leadership prepares K-12 teachers, school leaders, district administrators, and instructional support staff to effectively facilitate the **entire continuum of teaching and learning**, including *curriculum*, *instruction*, *assessment*, *grading* and *reporting*.

Unlike traditional programs, we prepare educators to implement mastery-based assessment practices, fair and meaningful grading practices, and how to create the classroom and school conditions that foster learning clarity, equity, and support for all students and teachers alike.

We offer a "two-for-one" stacked credential:
Master's degree AND a Mastery Learning graduate certificate together!

Earn an exclusive Mastery Learning certificate within our master's in teaching & leadership graduate degree program. You could earn both a master's degree and a Mastery Learning graduate certificate all together inside 30 total credits —affording our students double the value to maximize their credentials and professional potential.

Why earn a graduate certificate in mastery learning at UND? Many districts across the nation are looking to improve their assessment and grading policies and practices by shifting to standards-, competency-, and formative feedback- based initiatives. Educators spend more than 1/3 of their time assessing and evaluating student work. Yet, there's little to no university training on classroom assessment, grading, and reporting practices—leaving K-12 educators to figure this out on their own, until now.

Mastery Learning Certificate: ONLINE asynchronous
(stand-alone or earned with successful completion of any MSTL degree + mastery-based project)

This 11-credit certificate authenticates our students' deep knowledge of evidence-based classroom assessment and grading practices. Certificate holders are able to effectively implement, coach, and lead mastery learning in classrooms, schools, districts, especially those exploring standards-based, competency-based, and formative feedback-based initiatives.

OTHER EXCLUSIVE OFFERINGS:

K-12 Instructional Coaching Certificate: Online
(stand-alone certificate or earned with successful completion of the IC MSTL degree + IC research project)

This 12-credit certificate supports the discrete knowledge, skills and dispositions necessary to effectively coach adults in K-12 educational settings. Students apply research-evidenced coaching strategies in job-embedded experiences to accelerate instructional growth for teachers to improve student learning. Certificate holders are prepared to assume various instructional coaching roles and responsibilities, including coaching cycles, team coaching, and designing and facilitating meaningful professional development.

Secondary Dual Credit Specializations: Online. Starting Fall, 2023
"three-for-one" stacked credential

Within our master's degree, educators can earn the coursework required to teach dual credit courses in secondary classrooms. Choose from four (4) specializations: Math, Biology, Chemistry, and Physics. With these specializations, you could additionally earn a dual credit credential and mastery learning certificate all together inside our 30-credit master's degree.

PROGRAM OF STUDY: choose one specialization

REQUIRED CORE COURSES		Credits
EDL 512	Leading K-12 Classroom Assessment & Grading	3
EDL 513	Leading K-12 Curriculum & Instruction	3
TL 532	Leading K-12 Educator Learning (not for Dual Credit specializations)	3
TL 569 -OR- **TL 579**	Action Research Inquiry into Professional Practice	3
TL 995 or **SPED 995** or **EFR 995**	Scholarly Project	2 or 3
Total Core Credits		**14 or 15**
Total Core Credits (Secondary Dual Credit Specializations **only**)		**11 or 12**
Specialization 1: PRINCIPALSHIP (requires up to 3 years of teaching experience)		**Credits**
EDL 501	Leadership & Organizational Behavior	3
EDL 514	Supervision & Professional Development	3
EDL 519	Principalship	3
EDL 515	Education Law & Ethics	3
EDL 593	Internship in Educational Leadership	4
Total Credits		**16**

Specialization 2: INSTRUCTIONAL COACHING		Credits
TL 563	Classroom-Based Coaching Practices	3
TL 564	Designing Professional Development for Teachers	3
TL 565	Instructional Coaching Clinical	3
TL 596	Individual Research in Education	1
EDL 501	Leadership & Organizational Behavior	3
EDL 514	Supervision & Professional Development	3
Total Credits		**16**
Specialization 3: BEHAVIORAL SUPPORTS IN EDUCATION		Credits
SPED 541	Methods and Applications in Behavior Analysis	3
SPED 555	Advanced Methods: Emotional Behavioral Disorders	3
TL 553	Collaborative Relationships: Home, School & Community	3
SPED 578	Behavior Management	3
ONE Elective	Select any ONE content area (3-credit) course elective	3
TL 596	Individual Research in Education	1
Total Credits		**16**
Specialization 4: ELEMENTARY EDUCATION		Credits
TL 518	Methods in Elementary STEM Education	3
TL 519	Social Studies in the Elementary School	3
TL 522	Mathematics in the Elementary School	3
TL 530	Foundations of Reading Instruction	3
ONE Elective	Select any ONE content area (3-credit) course elective	3
TL 596	Individual Research in Education	1
Total Credits		**16**
Specialization 5: MIDDLE/SECONDARY EDUCATION		Credits
EFR 500	Introduction to the Foundations of Education	3
TL 542	Models of Teaching	3
TL 577	Assessment of Learning (Content Area Elective)	3
TWO Electives	Select any TWO content area (3-credit) course electives	6
TL 596	Individual Research in Education	1
Total Credits		**16**
Specialization 6: SECONDARY MATHEMATICS EDUCATION (with Dual Credit Certification)		Credits
SIX ELECTIVES	Select ANY 6 (3-credit) courses from the following options:	
Math 409	Geometry	3
Math 421	Statistical Theory I	3
Math 422	Statistical Theory II	3
Math 441	Modern Algebra	3
STAT 500	Computing for Statistics (required as a pre- or co-requisite for all STAT courses below)	1
STAT 541	Linear Models	3
STAT 542	Topics in Statistics	3
STAT 543	Experimental Design	3
STAT 545	Multivariate Statistics	3

STAT 547	Time Series	3
STAT 551	Statistical Graphics	3
STAT 553	Modern Non-parametric Statistics	3
STAT 555	Bayesian Statistics	3
Total Credits		**18 or 19**
Specialization 7: SECONDARY BIOLOGY EDUCATION (with Dual Credit Certification)		**Credits**
SIX ELECTIVES	Select ANY 6 (3-credit) courses from the following options:	
BIOL 505	Biology Inquiry for Teachers	3
BIOL 506	Ecology for Teachers	3
BIOL 512	Advanced Evolutionary Analysis	3
BIOL 533	Grassland Ecology	3
BIOL 590	Special Topics: various course studies (Analysis of Biology Data for Teachers; Animal Biology; Conflict & Controversy in Biology, and/or Scientific Teaching of Biology)	6 -12
Total Credits		**18**
Specialization 8: SECONDARY CHEMISTRY EDUCATION (with Dual Credit Certification)		**Credits**
CHEM 401	Nanotechnology & Nanomaterials	3
CHEM 402	Trends in Forensic & Environmental Analytical Chemistry	3
CHEM 455	Spectroscopy	3
CHEM 466	Fundamentals of Physics and Biophysical Chemistry	3
CHEM 561	Teaching Fundamental Chemistry	3
CHEM 562	Approaches to Teaching Organic Chemistry	3
Total Credits		**18**
Specialization 9: SECONDARY PHYSICS EDUCATION (with Dual Credit Certification)		**Credits**
PHYS 501T	Mathematical Methods in Physics for Teachers	2
PHYS 502T	Physics I for Teachers	3
PHYS 503T	Physics II for Teachers	3
PHYS 504T	Physics III for Teachers	2
PHYS 505TL	Physics I/II/III for Teachers: Laboratory - Online	2
PHYS 506T	Conceptual Classical Mechanics for Teachers	2
PHYS 507T	Conceptual Electromagnetism for Teachers	2
PHYS 508T	Conceptual Quantum Physics for Teachers	2
Total Credits		**18**
Specialization 10: STEM EDUCATION		**Credits**
TL 518	Methods in Elementary STEM Education	3
TL 552	Online Teaching Practice & Innovation	3
TL 554	Nature of Science and Science Education	3
TL 555	Issues of Motivation and Equity in STEM Education	3
TL 556	Constructivism in STEM Teaching & Learning	3
TL 596	Individual Research in Education	1

Total Credits		16
Specialization 11: APPLIED DATA RESEARCH		**Credits**
EFR 506	Multicultural Education	3
EFR 509	Introduction to Education Research	3
EFR 510	Participatory Qualitative Research Methods	3
EFR 515	Statistics I	3
EFR 530	Learning Analytics	3
Total Credits		**15**
Specialization 12: GENERALIST		**Credits**
Select FIVE (3-credit) courses from any Specialization area		15
TL 596	Individual Research in Education	1
Total Credits		**16**

Degree Requirements

The applicant must meet the School of Graduate Studies' current minimum general admission requirements as published in the graduate catalog.

1. A four-year bachelor's degree from a recognized college or university [preferably in the specialization area or near equivalent]
2. A minimum of 30 credits
3. A maximum of one-fourth of the credit hours may be transferred from another institution, depending on the courses and grades, with director approval
4. A cumulative Grade Point Average (GPA) of at least 2.75 for all undergraduate work or a GPA of at least 3.0 for the junior and senior years of undergraduate work (based on A = 4.00)
5. Maintenance of at least a cumulative 3.0 GPA for all MSTL classes
6. Satisfy the School of Graduate Studies' English Language Proficiency requirements as published in the graduate catalog.
7. Successful completion of the program's Exit Interview or Exit Survey

Admission Process

1. Complete the School of Graduate Studies online application.
2. Submit the application fee.
3. Submit a current resume or curriculum vitae
4. Submit three (3) letters of recommendation that address the academic and professional qualities that support you for graduate work. These 3 letters should come from:

   - a current education supervisor or administrator
   - a professional colleague or university professor that has knowledge of your work/work ethic

- a person of your choosing that can speak to your readiness for graduate work and potential for success

5. Send official transcripts from each institution attended to the School of Graduate Studies.
6. Submit a response to the Statement of Goals and Objectives, Essay, and Program Questions as outlined below.

Statement of Goals and Objectives

As part of the application process, the applicant must respond to the following questions:
(suggested length = no more than 500 words per question response)

1. Describe several personal and professional goals you would like to achieve in the next five years. Include in your description reasons why these goals are important to you.
2. Review the specializations and certificates available to students in the MSTL program. Which of these are you interested in and explain why this specialization area and/or certificate aligns with your personal/professional goals identified in question 1.

Essay

As part of the application process, the applicant must respond to the following questions:
(suggested length = no more than 500 words per question response)

1. What are the characteristics, attitudes, values, and/or skills that you believe will make you a good candidate for your [current and/or future] professional role?
2. What have you already done professionally or personally of which you are proud? Please include a chronological history of all professional teaching or administration experiences, as well as academic honors or achievements you have earned.

Program Questions

As part of the application process, the applicant must respond to the following questions:
(suggested length = no more than 300 words per question response)

1. What initially sparked your interest in the field in which you are pursuing graduate education? Describe how you first became interested in this profession.

2. As lifelong learners, we all have areas of strength and areas of further development. Please describe the strengths you will bring to this program. Please describe the areas of development or challenge that you expect to encounter in this program.
3. This program requires students to be receptive and open to constructive feedback from instructors and supervisors. How do you typically receive constructive feedback?
4. How do you typically manage deadlines for work or school? How do you plan to meet deadlines for this program as they arise?