

ECON 670 (1) Alternate Plan/Thesis Proposal Seminar

Designed for students engaged in meeting the thesis/alternate plan paper requirement for the MBA degree. Each student will select, outline, research, and present a proposal on the paper/thesis they will write. Advisor's permission and a submitted plan of study are required for enrollment.

Prerequisite: ECON 622

ECON 677 (1-3) Individual Study

Prerequisite: ECON 201 and 202

ECON 680 (2) Cost-Benefit Analysis

This course provides the student with an understanding of the application of economic analysis to the evaluation of private projects and public programs. Among the topics covered are the theory and practice of cost-benefit analysis, the evaluation of private projects and public programs, shadow prices, economic and environmental impact studies, and regulatory issues.

Prerequisite: ECON 355

ECON 681 (1-3) Readings in Economics**ECON 694 (1) Alternate Plan Paper****ECON 698 (1-5) Internship****ECON 699 (3) Thesis****EDUCATIONAL LEADERSHIP MS****EDUCATIONAL ADMINISTRATION SP****EDUCATIONAL LEADERSHIP SP****EXPERIENTIAL EDUCATION MS**

College of Education

Department of Educational Leadership

115 Armstrong Hall • 507-389-1116

Department Home Page:

www.coled.mnsu.edu/departments/edleader/index.htm

Chair: Scott Wurdinger, Ph.D.

Licensing/EDAD Coordinator: Prudence Gushwa, Ph.D.

Julie Carlson, Ed.D.; Prudence Gushwa, Ph.D.; Jean Haar, Ph.D.; Jasper Hunt, Ph.D.; Ronald Weiss, Ed.D.; Scott Wurdinger, Ph.D.

The mission of the Department of Educational Leadership is to prepare and renew leaders and to provide unique, personalized opportunities for meeting Master of Science and Specialist degree requirements. The Department of Educational Leadership provides Master of Science degrees in Educational Leadership and Experiential Education. The Department also offers a Specialist degree in Educational Administration.

Admission. Complete the general admission requirements of the College of Graduate Studies and Research.

EDUCATIONAL LEADERSHIP MS

(Alternate Plan Paper Only - 34 credits)

Required Leadership Core (9 credits)

EDLD 644 Seminar: Ethics and Leadership (3)

EDLD 644 Seminar: Leadership Studies (3)

EDLD 647 Seminar: Organization and Systems Change (3)

Required Research (3 credits)

EDAD 692 Research in Educational Leadership (3)

EDAD 634 Practicum (1-6 credits)

Electives

Choose 500/600 level electives in consultation with an advisor. Minimum 24 credits total must be in the Department of Educational Leadership.

DIRECTOR OF COMMUNITY EDUCATION, LICENSURE MS

(34 credits, minimum)

To earn licensure in Minnesota, there is a Human Relations Course Required. If you have not satisfied that requirement for a Minnesota teaching license, then you must do it prior to completion of this program. It is an undergraduate course and does not count for this program.

Required Leadership Core (9 credits)

EDLD 644 Seminar: Ethics and Leadership (3)

EDLD 644 Seminar: Leadership Studies (3)

EDLD 647 Seminar: Organization and Systems Change (3)

Required Research Core (3 credits)

Includes Research Fundamentals and the Alternate Plan Paper

EDAD 692 Research in Educational Leadership (3)

Required Educational Administration Courses (10 credits)

EDAD 633 School Administration (beginning of program) (3)

EDAD 670 Situational Observation (Capstone) (3)

EDAD 698 Internship (4)

Elective Administration Courses (12 credits)

EDAD 648 School Public Relations (3)

EDAD 652 Structure/Governance/Trends (3)

EDAD 654 Theory and Practice in Supervision (3)

EDAD 663 Human Resource Management (3)

EDAD 664 School Finance (3)

EDAD 665 School Law (3)

EDAD 681 Planning and Facilities Management (3)

EDUCATIONAL ADMINISTRATION SP

(30 credits, minimum)

This is an advanced degree, which requires a master's degree for admission. Those graduate students with a master's degree from another field may need additional credits to complete the program.

K-12 PRINCIPAL (30 credits minimum)**Required Courses (21 credits)**

EDAD 633 School Administration (Portfolio Development)
(recommended first year) (3)

EDAD 654 Theory and Practice in Supervision (3)

EDAD 665 School Law (3)

EDAD 682 Seminar: Field Studies Design (3)

EDAD 698 Internship (6) (3 credits elem., 3 credits sec.)

Admission by application, one semester in advance

Prerequisites: EDAD 633 plus at least 12 additional credits plus Official Plan of Study on file.

EDAD 670 Situational Observation (3) (final semester, Capstone)

Admission by application, one semester in advance

Prerequisites: EDAD 698 completed or in final semester.

Electives Courses (9 credits)

EDAD 648 School Public Relations (3)

EDAD 652 Structure/Governance/Trends (3)

EDAD 664 School Finance (3)

EDAD 681 Planning and Facilities Management (3)

EDAD 699 Thesis (3-4*)

Required Leadership Core

(Take one of the following, unless 3 courses were included in your masters degree)

EDLD 644 Seminar: Ethics and Leadership (3)

EDLD 644 Seminar: Women in Leadership (3)

EDLD 644 Seminar: Leadership Studies (3)

EDLD 647 Seminar: Organization and Systems Change (3)

DIRECTOR OF SPECIAL EDUCATION (30 credits minimum)

Prerequisites: Masters Degree in Special Education or Equivalent

Required Courses (12 credits)

EDAD 633 School Administration (Professional Plan Development)
(recommended first year) (3)

EDAD 682 Seminar: Field Studies Design (3)

EDAD 698 Administrative Field Experience (Internship) (6) (3*)

Admission by application, one semester in advance

Prerequisites: EDAD 633 plus at least 12 additional credits.

EDAD 670 Situational Observation (3*) (final semester, Capstone)

Admission by application, one semester in advance

Prerequisites: EDAD 698

Content Courses Select from the following EDAD courses (18 credits)

EDAD 648 School Public Relations (3)

EDAD 652 Structure/Governance/Trends (3)

EDAD 654 Theory and Practice in Supervision (3)

EDAD 663 School Business Management (3)

EDUCATIONAL LEADERSHIP

- EDAD 664 School Finance (3)
EDAD 665 School Law (3)
EDAD 667 Seminar: Advanced Law (Prerequisites: EDAD 665)
May be replaced by Special Ed Law
EDAD 668 Human Resource Management (3)
EDAD 699 Thesis (3-4*)

Leadership Courses

(Take one of the following courses, unless 3 were taken in your masters degree)

- EDLD 644 Seminar: Ethics and Leadership (3)
EDLD 644 Seminar: Leadership Studies (3)
EDLD 644 Seminar: Women in Leadership (3)
EDLD 647 Seminar: Organization and Systems Change (3)

SUPERINTENDENT

It is recommended that an initial license of K-12 Principal, Director of Special Education, or Director of Community Education is completed prior to seeking admission for a program as superintendent. Individual programs will be planned to assist in completing coursework, internship experience, and the final portfolio review. If one does not have any educational administrative license in the state of Minnesota, a 30 credit program will be planned. The Coordinator of Educational Administration should be contacted.

*Plan with advisor

EDUCATIONAL LEADERSHIP SP

(Thesis Plan only - 30 credits)

This is an advanced degree, which requires a master's degree for admission. This program does not lead to recommendation for administrative licensure.

Required Leadership Core (9 credits)

These credits should be selected with the Advisor. Courses should be from those most closely supporting one's profession.

Internship (1-6 credits) Application of leadership in a field-based experience.

EDAD 698 Internship

Required Research (6-7 credits)

- EDAD 682 Seminar: Field Studies Design (3)
EDLD 699 Thesis (3-4)

Elective Courses

Choose 500/600 level elective courses, selected in consultation with an advisor. 6 credits may be outside the Department of Educational Leadership.

OTHER OPTIONS

Students who are pursuing graduate work in more specialized fields such as higher education administration, general administration, community education administration, and computer services administration should consult with their advisor for designing their master's and/or specialist degree program.

EXPERIENTIAL EDUCATION MS

(Alternate Plan Paper Only - 34 credits)

The Master of Science degree program in Experiential Education at Minnesota State University, Mankato is the oldest graduate degree program in the United States. Originally started in 1971 as a joint venture between Minnesota State University, Mankato and the Minnesota Outward Bound, the Master's program is now housed in the Department of Educational Leadership and has expanded its vision and developed an ever-increasing number of options for graduate students. Although there is a strong and still viable tradition of involvement in outdoor oriented activities, the department is committed to the idea that experiential education is much broader than wilderness programming.

The first fundamental assumption of the Master's program is that there is more to the knowing process than much of traditional education assumes. Graduate students in the program are encouraged, even required, to leave the classroom and develop meaningful learning experiences for themselves. Whether their interest is outdoor programming, classroom teaching, administration, psychological interventions or others, the program gives students academic credit for testing ideas. This program is designed for strongly self-directed individuals who want to experiment with new educational ideas.

The other fundamental assumption of the Master's degrees program in Experiential Education is that raw, direct experience must be complements with careful thought and reason. In this light, the core seminars are oriented toward the analysis and questioning about the fundamental theory of experiential education. In addition to core seminars, students can develop their reasoning abilities by taking graduate-level elective courses of the students' own choosing. The goal of the program is to unite practical skills with scholarly abilities in the interests of the individual student.

Recommended Leadership Core (9 credits)

- EDLD 644 Leadership Studies (3)
EDLD 644 Ethics and Leadership (3)
EDLD 647 Organization and Systems Change (3)

Required Experiential Education Individualized (16 credits) or courses within the Department

Choose any 500/600 level elective courses outside the Experimental Education or Educational Leadership electives selected in consultation with an advisor.

Required Electives (9 credits)

Choose 500/600 level Educational Leadership electives selected in consultation with an advisor

One course must be a graduate level research methods course, either within or outside the department.

COURSE DESCRIPTIONS

EDUCATIONAL ADMINISTRATION

EDAD 560 (2) Citizen Involvement in Community Education

The course develops skills in regulation of community issues, working with advisory groups, sustaining community involvement, and developing community leadership.

EDAD 561 (2) Interagency Coordination

The course addresses strategies for trust-building among community groups, mutual goal setting, and public relations.

EDAD 562 (2) Reading in Community Education

Students will engage in secondary research and discussions of community education programs that work.

EDAD 563 (2) Financing Community Education

The course will develop the knowledge base regarding the finance of community education programs, including calculating revenue.

EDAD 580 (2) Evaluation in Community Education

This course will focus on skills in evaluation of personnel, programs, and monitoring evaluation efforts.

EDAD 584 (2) Needs Assessment in Community Education

The course will focus on community assessment, including preparing and conducting surveys and interpreting results.

EDAD 590 (1-3) Workshop

An experience where the principal learning takes place through interchange among class members and the facilitator.

EDAD 622 (3) Seminar in Theory/Reactive Public Administration

Theory of leadership and management in administration. Advanced topics with emphasis on current practice.

EDAD 633 (3) School Administration

Skills and procedures for implementing site-based management, effective school leadership, and management.

EDAD 634 (1-4) Practicum

Practical experience in educational administration.

EDAD 635 (1-6) Internship

Field based experience in administration of school programs.

EDAD 636 (3) Techniques of Clinical Supervision

Objective data gathering and non-directive conferring procedures, including peer coaching.

EDAD 639 (3) Laboratory in Decision Making

This course will center around problem-solving and decision-making skills with an emphasis on case studies. A related practicum experience will also be included.

EDAD 648 (3) School Public Relations

The philosophic framework with practice for organizations and their relationship to community, including the school as a focal point of community.

EDAD 652 (3) Structure, Governance, & Trends

An overview of the organization and administration of education in the United States; analysis of federal, state, and local roles in school governance; investigation and integration of trends, concepts and models which impact the role of the school.

EDAD 654 (3) Theory & Practice in Supervision

This course examines functions of supervision, knowledge, interpersonal communications, and technical skills. Supervision models are presented and communications and human relations skills are emphasized.

EDAD 657 (3) Supervision of Special Programs

This course examines the administration of special programs and activities within education. Curricular and staffing needs are included.

EDAD 659 (3) Seminar: School Administration

Emphasis on leadership and management within the school setting. Advanced topics. Prerequisite: Enrolled in Sixth Year or Specialist Program

EDAD 663 (2) School Business Management

This course is designed to provide the student with knowledge of school accounting, budgeting, and other business administration functions. Prerequisite: EDAD 664

EDAD 664 (3) Public School Finance

This course is designed to provide information to help the student understand the relationship of the economy and education, several types of taxes, and several state and federal school aid schemes.

EDAD 665 (3) School Law

This course is the first of two courses designed to give students a comprehensive view of the law that governs the state school systems of America. Topics range across civil, criminal, and institutional law as they touch the student, teacher, and administrator.

EDAD 667 (2) Seminar: School Law

This course is the second of two courses designed to give students a comprehensive view of the law that governs the state school systems of America. Prerequisite: EDAD 665

EDAD 668 (2) Human Resource Management

This course includes a comprehensive study of all aspects of human resource management for direct application to employment. Topics will be delivered within a working model of educational organizations and will range from the initial planning of personnel positions through each stage of employment.

EDAD 669 (1) Selected Human Resource Topics

EDAD 670 (1-3) Situational Observation
The process by which candidates for licensure as school administrators document and present evidence of mastery of required competencies.

EDAD 674 (3) Fiscal Administration of Higher Education

This course examines various aspects of the fiscal administration of a college or university organization.

EDAD 675 (3) Organizational Development

Sources of grant funds, design of proposals, and regulations.

EDAD 676 (3) Administration Higher Education

This course will focus on funding, organization, governance, processes, and structures of higher education.

EDAD 677 (1-4) Individual Study**EDAD 679 (1-4) Practicum****EDAD 681 (3) Planning & Facilities Management**

This course is a study of the principles, techniques, and procedures used in the planning of programs and facilities with a focus on K-12 systems. It examines the system approach to comprehensive planning with an emphasis on strategic and tactical planning techniques.

EDAD 682 (3) Seminar: Field Study Design

This course is designed for those students involved in writing theses. It is intended to aid students in the selection and development of the field study problem, the selection of the research design, and the development of the instruments to be used in the study for data gathering purposes.

EDAD 683 (3) Community School Administration

A comprehensive overview of community education: establishing, developing, maintaining, and evaluating community education process and programming.

EDAD 685 (3) Administration of NonProfit Organization

This course examines the policy in which nonprofit organizations operate.

EDAD 690 (1-6) Workshop

In workshops, the principal learning takes place through interchange among class members and the facilitator. Most work is completed during scheduled workshop hours. A workshop will have a specific focus on a particular problem and occurs in a compact time period.

EDAD 692 (3) Research in Educational Leadership

This course will focus on techniques and methods for collecting and analyzing data

and developing organizational surveys. The course will also focus on the writing of the alternate plan paper.

EDAD 694 (1-2) Alternate Plan Paper

The alternate plan paper includes a research requirement less extensive in nature than a thesis, but significantly greater in quality and quantity than the standard graduate term paper.

EDAD 697 (3-9) Internship

Field experience focused on development of specified leadership/administrative competencies. Prerequisite: 2/3 of degree

EDAD 698 (3-9) Internship

Practical experience on the job for the principal and superintendency. Focused on the development of administrative competencies. Prerequisite: 2/3 of degree

EDAD 699 (3-6) Thesis

The thesis involves extended research resulting in a significant contribution to new knowledge. This reflects a student's ability to do individual, independent work of a creative and/or investigative type in an area of relation to the student's major field.

EDUCATIONAL LEADERSHIP**EDLD 622 (3) Collaborative Leadership**

Theory of leadership and management of district school administration. Advanced topics with emphasis on current practice.

EDLD 634 (1-6) Practicum

Practical experience in Educational Leadership.

EDLD 644 (3) Seminar: Selected Topics

This seminar is intended to be used as a vehicle to be responsive to clientele with special study interests.

EDLD 646 (3) Punished by Rewards

This seminar explores the intended and unintended consequences of rewards and punishments as a source of motivation.

EDLD 647 (3) Seminar: Organizational & Systems Change

This seminar explores the dynamics of organizational and systems change including two models of the transformation process and tasks facing any organization as it changes.

EDLD 648 (3) Seminar: The Learning Organization

This seminar examines the concepts of the learning organization as articulated by Peter Senge in *The Fifth Discipline: The Art and Practice of the Learning Organization*.

EDLD 649 (3) Seminar: Organizational Conflict

This seminar explores examines the stages, types, and styles of organizational conflict. We also address strategies for dealing with organizational conflicts.

EDLD 677 (1-4) Individual Study

Individualized study in an area of leadership theory, research, or inquiry. Admission by prior application only.

EDLD 679 (1-4) Practicum

Application and practice of leadership competencies. Admission by prior application only.

EDLD 688 (1-3) Project Demonstration

This course will present a wide range of techniques and models for developing and academic projects, including portfolios. Students will develop and demonstrate a professional project. This course may replace or be in addition to an APP or thesis.

EDLD 690 (1-4) Workshop

An experience where the principal learning takes place through interchange among class members and the facilitator.

EDLD 694 (1-2) Alternate Plan Paper

The alternate plan paper includes a research requirement less extensive in nature than a thesis, but significantly greater in quality and quantity than the standard graduate term paper.

EDLD 697 (3-6) Internship in Teaching**EDLD 698 (3-6) Administrative Field Experience**

A field based experience

EDLD 699 (3-6) Thesis

The thesis involves extended research resulting in a significant contribution to new knowledge. This reflects a student's ability to do individual, independent work of a creative and/or investigative type in an area of relation to the student's major field.

EDUCATIONAL STUDIES: ELEMENTARY AND EARLY CHILDHOOD

EXPERIENTIAL EDUCATION

EXED 590 (1-3) Workshop

EXED 603 (3) Experience and Education

This course is where students put the theory of experience education into practice. Students are required to place themselves into educationally significant indeterminate situations where new learning can take place under direct faculty supervision. Students develop a "learning contract" for implementation of this course.

EXED 604 (3) Development of Experiential Education

This course allows graduate students to develop the theory of experiential education from oneself to the direct learning of others. This is an experiential course and will involve direct applications of experiential methodology.

EXED 634 (1-6) Practicum

Practical experience in experiencing education.

EXED 635 (1-4) Internship

Field based experience in Experiential Education.

EXED 644 (3) Seminar: Philosophy of Experiential Education

Examines the theory of Experiential Education. Historical and contemporary writers will be read.

EXED 645 (3) Seminar: Selected Topics

This seminar is intended as an avenue to explore historical, current, and emerging trends, issues, leaders, and topics unique to the field of experiential education.

EXED 677 (1-3) Individual Study

Individual study of an area of leadership theory, research, inquiry. Admission by prior application only.

EXED 694 (1-2) Alternate Plan Paper

The alternate plan paper includes a research requirement less extensive in nature than a thesis, but significantly greater in quality and quantity than the standard graduate term paper.

EDUCATIONAL STUDIES: ELEMENTARY AND EARLY CHILDHOOD MS

College of Education

Department of Elementary and Early Childhood

328 Armstrong Hall • 507-389-1516

Chair: Peggy Ballard, Ph.D.

Peggy Ballard, Ph.D.; Ronald Browne, Ph.D.; Marla A. Mastin, Ed.D.; Karl Matz, Ed.D.; Maureen Prenn, Ph.D.; Steve Reuter, Ph.D.; Mary Ellen Pearson, Ph.D.; Tracy Pellett, Ed.D.; Linda Good, Ph.D.; Terry Fogg, Ph.D.

Elementary and Early Childhood serves teachers, other professional educators and all persons concerned with quality education. Elementary and Early Childhood graduate courses, seminars and in-service programs deal with the teaching-learning process from pre-kindergarten through middle school. Graduate students can pursue advanced curriculum study, examining how curriculum is shaped, delivered, evaluated and changed to meet the needs of students and communities. Program emphasis is placed on helping graduate students strengthen and broaden the knowledge, skills and dispositions previously gained, helping them function even more effectively as educators.

The graduate offering in the Department of Elementary and Early Childhood is a Master of Science Degree.

Admission. In addition to meeting the general admission requirements of the College of Graduate Studies and Research, requirements for specific degree programs and for licensure endorsements are described in the sections which follow.

Financial Assistance. A limited number of graduate assistantships within the Department of Elementary and Early Childhood are available for full-time students. Contact the department for more detail.

ELEMENTARY AND EARLY CHILDHOOD MS

(Thesis Plan - 30 credits)

(Alternate Plan Paper - 34 credits)

(Creative Project - 34 credits)

The Master of Science in Education Studies emphasizes curriculum planning and improvement of teaching skills. The program is available to all teachers who wish

to broaden their base of knowledge, enhance their classroom performance and better serve the needs of their students. Students choose to specialize in a particular focal area. Either the thesis, alternate plan, or creative project may be followed.

For Admission, applications for the Master of Science program must have a valid Minnesota teaching license. They must have earned a bachelor's degree from an accredited college or university, and have a minimum grade point average of 2.75 for the last two undergraduate years. They must also submit letters of recommendation to the department. Contact the department for further information.

Required Tools of Research Core, All Options (9 Credits)

EEC 600 Introduction to Graduate Studies and Technology (3)

EEC 617 Elementary School Curriculum (3)

EEC 626 Literacy for all Learners (3)

Major Research Core Courses: (9-15 credits)

EEC 604 Teacher as Researcher: Classroom Inquiry (3)

KSP 609 Research Methods **OR**

ESSP 600 Introduction to Education Research (3)

EEC 610 Scholarly Writing

EEC 694 Alternate Plan Paper (1-2)

EEC 695 Creative Project (1-2)

EEC 699 Thesis (3-6)

Required 500/600 level Focal Courses in Education (Varies with each option, 9-15 credits)

500/600 level Elective Courses within the College of Education which will provide focus in a particular area of study (e.g., Early Childhood Education, Reading, and Elementary School).

Focal Areas of Study (9-15 credits)

The courses listed under each area meant to be suggestions only. The Early Childhood courses are to be selected in consultation with an advisor.

EEC 565 Pre-Kindergarten Curriculum and Methods (2)

EEC 595 Internship: Early Childhood Family Education (2-4)

EEC 608 Teacher-Parent Relationships (3)

EEC 609 Education of Infants and Toddlers (3)

EEC 612 Language and Literacy development (2)

EEC 614 Cognitive Development in Early Childhood Education (2)

EEC 640 Seminar: Early Childhood Education (2)

EEC 685 New Directions in Kindergarten (2)

ESSP 520 Education of young Children with Exceptional Needs (3)

Reading

EEC 520 Reading Difficulties (3)

EEC 522 Reading and Writing in the Secondary School (2) **OR**

EEC 528 Teaching Reading And Writing in the Content Areas (3)

EEC 612 Language and Literacy Development (2)

EEC 619 Identifying and Helping Struggling Readers (4)

EEC 626 Trends in Literacy (3)

EEC 628 Writing for Teachers (2)

EEC 629 Administration of Reading Programs (2)

ESSP 645 Clinical Procedures with Children (2)

Elementary School

EEC 520 Reading Difficulties (3)

EEC 528 Teaching Reading And Writing in the Content Areas (3)

EEC 601 Experimentation and Innovation in Elementary Classroom (2)

EEC 608 Teacher-Parent Relationships (3)

EEC 617 Elementary School Curriculum (3) **OR**

EEC 631 Seminar: Elementary Curriculum (2)

EEC 620 Trends in Social Studies (3)

EEC 622 Trends in School Math (3)

EEC 624 Trends in School Science (3)

EEC 626 Trends in Literacy (3)

EEC 628 Writing to Teachers (2)

Related Area Electives (Area varies with each option, 6 credits)

Choose 6 elective credits in a related academic area (outside of the College of Education), chosen in consultation with an advisor.

To satisfy degree requirements, students following a degree plan must successfully complete a written comprehensive examination. Students completing the thesis plan must also defend the thesis orally. A minimum of 50 percent of all coursework must be taken at the 600 level.