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banking, and the Great Depression.

Pre: ECON 201 and 202

**550 (3) Economic Development**

Economic underdevelopment and the relationships between mature economies and developing nations.

Pre: ECON 201, 202

**562 (3) Econometrics**

The study of methods and techniques for building econometric models with the goal of forecasting and measurement of the economic relationships by integrating economic theory and statistics in it.

Pre: ECON 201, 202, and 207

**571 (3) Economic, Ethics and Society**

Analysis of theoretical constructs of society and economics. Specific attention will be given to economic questions which have a specific relationship to policy questions and the discrimination of values.

Pre: ECON 201 and 202

**580 (1-3) Seminar in Economics**

Pre: ECON 201 and 202

**605 (3) Managerial Economics**

To develop and integrate principles and ideas from economics and business and to apply them to management-making decisions and policy formulation within the firm.

Pre: ECON 201 and 202

**606 (3) Applied Macroeconomics**

Application of macroeconomics models to analyze current consumer investment and foreign trade behavior. Emphasis on effects of government policy upon interest rates, taxes, foreign trade, the distribution of income and wealth, and the impact of a changing population.

Pre: ECON 201 and 202

**622 (3) Statistical Analysis for Business and Research**

A comprehensive course in research design in business and in the application of statistical methods in business decision making. Data files handling and data analysis using mainframe and PC based computer packages such as SPSS will be integrated and emphasized throughout the course.

Pre: ECON 207, and MATH 112

**655 (3) Microeconomic Theory**

This course provides the student with an understanding of microeconomic theory. Among the topics covered are optimization, consumer theory, the theory of production and the firm, perfect and imperfect competition, monopoly, factor markets, economic efficiency and market failure, social choice theory, and social welfare.

Pre: ECON 355 and 510

**656 (3) Macroeconomic Theory**

This course provides the student with an understand-

ing of macroeconomic theory. Among the topics covered are goals and measurement, business cycles, aggregate demand and supply, Classical and Keynesian analyses, and stabilization theory and policy.

Pre: ECON 356 and 510

**660 (1-3) Seminar**

**670 (1) Alternate Plan Paper/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.

Pre: ECON 622

**677 (1-3) Individual Study**

Pre: ECON 201 and 202

**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.

Pre: ECON 355

**681 (1-3) Readings in Economics**

**694 (1) Alternate Plan Paper**

**698 (1-5) Internship**

**699 (3) Thesis**

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## EDUCATIONAL FOUNDATIONS

*College of Education*

*Educational Foundations Department*

313 Armstrong Hall • 507-389-6304

**Chair:** Darrol Bussler, Ph.D.

Johnson Afolayan, Ph.D., Darrol Bussler, Ph.D., Dorothy Engan-Barker, Ph.D., Marcia Gentry, Ph.D., Mary Manke, Ph.D., Guynel Reid, Ph.D.

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Dedicated to the development of knowledgeable, skilled, and caring educators, the Department of Educational Foundations focuses on facilitating and enhancing students' understanding of educational theory and practice, providing opportunity for demonstration of professional skills, and eliciting and strengthening dispositions related to professional efficacy.

The Department of Educational Foundations provides

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graduate courses in the areas of research, human relations, developmental psychology, educational psychology, and social/historical/philosophical foundations of education. These courses are integral to graduate programs across the College of Education: Counseling and Student Personnel, Curriculum and Instruction, Educational Leadership, Library Media Education, and Special Education. As such, the courses are part of graduate programs approved by the Minnesota Board of Teaching and accredited by either the National Council for the Accreditation of Colleges of Teacher Education or the Council on Accreditation for Counseling and Related Educational Programs. These courses also provide opportunity for practicing in-service educators to enhance their knowledge and skills.

Two graduate programs affiliated with the University's Multidisciplinary Studies program are offered through Educational Foundations. The **MS in Multidisciplinary Studies: Higher Education Option** prepares future faculty for instructional positions. The **MS in Multidisciplinary Studies: Educational Foundations Option** prepares human service professionals for decision-making in an increasingly complex world, providing cultural, philosophical, interpersonal and ethical/moral contexts for examining their work. For a detailed description of these programs, consult the Multidisciplinary Studies program in this Bulletin.

## **TALENT DEVELOPMENT AND GIFTED EDUCATION MS**

(33 Credits)

This graduate program is designed to prepare teachers and leadership personnel in various aspects of gifted education and talent development for children and youth. It is designed for educators at all levels and in all subject areas who seek to broaden their base of knowledge in order to learn strategies to help students reach their fullest potential as well as those who specialize in working with intellectually and creatively gifted populations. This program is based upon the belief that the development of various talents and potentials is essential for all children, while meeting the needs of children with extraordinary talent or potential is imperative for quality school programming. As a foundation, it addresses the concern for moral and ethical development of these children. The notion that persons who work with children should be committed to developing their own creative potentials is emphasized in coursework and practice in this program. Therefore, this program is intended for persons who are interested in developing their own personal selves as well as learning about the content and pedagogy that constitute gifted education and talent development.

Please see TALENT DEVELOPMENT AND GIFTED EDUCATION for more information.

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## **COURSE DESCRIPTIONS**

### **523 (3) Sexist Influences in Human Development**

Examination of issues of gender and sexism in society and education, including focus on the experience of women of color.

### **550 (4) Human Relations and Cultural Diversity**

Study of interpersonal communication skills, self-esteem, classroom relationships, and cultural diversity applied to educational settings. This course meets the State of Minnesota human relations requirements for teacher licensure.

### **551 (1-2) Cultural Diversity Clinical Experience**

Opportunity for "hands-on" learning experience working with students of culturally diverse backgrounds, one-to-one, small group, tutoring, activities supervision and lesson planning, and implementation. Pre: EDFN 222 or EDFN 4/550

### **561 (3) Service-Learning: Theory and Practice**

A focus on service-learning: planning, implementation, evaluation and celebration of service-learning as program, activity, class and integration into academic study.

### **579 (3) Grant Writing and Program Funding**

Procedures for designing research, writing proposals and requests for grants, contracts and funding from external sources; grant administration.

### **590 (1-2) Workshop**

Short-term workshops dealing with specific subjects germane to the broader disciplines within Educational Foundations: Social/Philosophic Issues in Education, Development and Learning Psychology, Human Relations and Cultural Diversity, Research and Assessment Evaluation, and Teaching in Higher Education.

### **591 (1-4) In-Service**

Offered as more intensive, often semester-long, study in areas germane to the broader disciplines within Educational Foundations: Social/Philosophic Issues in Education, Development and Learning Psychology, Human Relations and Cultural Diversity, Research and Assessment Evaluation, and Teaching in Higher Education.

### **600 (3) Introduction to Educational Research**

Introduction to quantitative, qualitative, and action research methodologies as applied to educational research and evaluation. Development of skills for interpreting and evaluating published studies, for evaluating educational programs, and for developing original or secondary research plans using one or a combination of the three methodologies.

### **610 (3) Philosophy of Education in Historical Context**

Explores how belief systems, expressed in philosophical schools of thought, have shaped the development of the U.S. public school from the Colonial Period to

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the present.

**611 (3) Education for a Multicultural Society**

Theory and Experience: Covers the history of educational policy and legal issues related to multicultural education in the United States schools while it gives students opportunity to immerse themselves in a culture unfamiliar to them.

**612 (3) Educational Issues in Global Context**

Examines systems of education, both Western and non-Western, as they are shaped by social, cultural, and political issues; focuses on understanding the United States system more completely by viewing it through a “global” lens.

**613 (3) School Leadership: Social, Philosophic and Ethical Action**

Focus on the social nature of human life and interaction as a basis for learning and for leading organizations such as schools. Students will complete a written educational philosophy for carrying out responsibilities in schools.

**620 (3) Development and Learning: Elementary and Middle Childhood**

Focus on physical, emotional, social and cognitive development and learning psychology of youth in grades K-8 preparing the counselor and teacher with the foundational knowledge.

**621 (3) Development and Learning: Middle Childhood/Adolescence**

Focus on physical, emotional, social and cognitive development, and learning psychology of youth in grades 5-12 preparing the counselor and teacher with the foundational knowledge.

**622 (3) Development and Learning: Early/Middle Adulthood**

Developmental change and stability focusing on the age span of 18 to 55 years. Emphasis on the nature of adult cognition and knowledge construction.

**625 (3) Creativity and Intelligence**

This course will explore the conceptions, foundations, theories, and practical applications of creativity and intelligence. Students will interactively explore various theories of intelligence, giftedness, and creativity to gain a deeper understanding into the uniqueness of human potential and performance.

**630 (3) Emotional Intelligence and Learning**

Designed to complement courses in learning theory on study of the development of conscious self-awareness, social cognition, interpersonal understanding. Knowledge applied to classroom programs and practices supporting emotional/social learning.

**635 (3) Social and Emotional Needs of Gifted, Talented, and Creative Individuals**

The major purposes of this course include (1) understanding and interpreting current research and

theory concerning social/emotional development, and (2) identifying and applying practical strategies and techniques to promote positive social/emotional development of students in K-12 settings.

**640 (3) Assessment and Evaluation of Learning**

Designed to assist students to develop multiple approaches to the assessment/evaluation process in educational settings.

**641 (3) Evaluative Procedures in Problem Solving Situations**

Analysis of intellectual achievement and individualized personal/social assessment instruments used in professional settings.

**642 (3) Advanced Applications of Evaluative Procedures**

Intensive study and field practice in administering, scoring and interpreting various evaluative instruments with emphasis on individualized mental aptitude assessment.

Pre: instructor permission

**643 (3) Advanced Assessment and Evaluation of Learning**

Designed to significantly enhance assessment knowledge and procedural skills of individuals who already are practicing pre-kindergarten through grade 12 classroom teachers and emphasizing advanced and contemporary assignment knowledge and procedural skills.

**644 (3) Assessment and Evaluation for Educational Leadership**

Focuses on the development of relevant measurement and evaluation competencies for educational administrators; e.g. program and curriculum assessment, achievement evaluation, interpretation, responding to increased need for accountability.

**645 (3) Programs, Systems, and Models in Gifted Education**

The major purpose of this course is to study the different programs, systems, and models that exist to provide services to gifted students. Additionally, how gifted education interfaces with general education will be closely studied, as will a continuum of services for gifted education. Benefits that gifted education can offer general education will be examined.

**650 (3) Advanced Human Relations**

Designed to enhance practicing professionals' understanding of group dynamics and individual communication styles. This course focuses on facilitative interpersonal skills, conflict resolution, multicultural communication, and peace studies. Pre: introductory course in human relations; e.g. EDFN 222 or 4/550

**660 (3) Moral and Ethical Dimensions of**

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## Education

Course will enable students to become aware of the development of moral reasoning and the “best-practice” processes and experiences to prepare for “character development” of their students.

### 662 (3) Spirituality, Human Development, and Education

Exploration of broadly-based psychological and philosophical definitions of human spirituality and its influence on the processes of development and learning, as well as consideration of ways in which educational experiences can support the development of the spirit within.

### 670 (3) Collegiate Institutions in the United States

An examination and review of history, foundations, current developments, and future role of two-year and four-year collegiate institutions in the United States and how they function to meet evolving needs.

### 671 (3) Learning and Teaching in Higher Education

Exploration and application of adult learning theory and research, including focus on development of critical and reflective thinking. Study of instructional strategies fostering active student engagement in classrooms.

### 675 (3) Private Funding for Public Institutions

Focus on understanding and applying U.S. tax laws and resultant deferred giving programs that can enhance, public/not-for-public institutions’ ability to increase private funding resources.

### 677 (1-4) Individual Study

Intensive, semester-long individualized study, conducted under supervision of Educational Foundations graduate faculty in areas germane to the broader disciplines within Educational Foundations: Social/Philosophic Issues in Education, Development and Learning Psychology, Human Relations and Cultural Diversity, Research and Assessment Evaluation, and Teaching in Higher Education.  
Pre: graduate students

### 690 (1-2) Workshop

Short-term workshops dealing with specific subjects germane to the broader disciplines within Educational Foundations: Social/Philosophic Issues in Education, Development and Learning Psychology, Human Relations and Cultural Diversity, Research and Assessment Evaluation, and Teaching in Higher Education.  
Pre: graduate students

### 691 (1-4) In-Service

An intensive, often semester-long, study in areas germane to the broader disciplines within Educational Foundations: Social/Philosophic Issues in Education, Development and Learning Psychology, Human Relations and Cultural Diversity, Research and Assessment Evaluation, and Teaching in Higher

Education.

Pre: graduate students

### 694 (1-2) Alternate Plan Paper

Under supervision of graduate faculty within Educational Foundations, the student will design and conduct secondary research, with emphasis on review of the literature, to satisfy requirements of the graduate degree.

Pre: graduate students

### 698 (1-4) Internship

Under supervision of both graduate faculty within Educational Foundations and appropriate cooperating supervisors of external agencies, the student will complete an internship experience which allows opportunity to apply and strengthen knowledge and skills acquired within the graduate program.

Pre: graduate students

### 699 (3-6) Thesis

Under supervision of graduate faculty within Educational Foundations, the student will design and conduct original research to satisfy requirements of the graduate degree.

Pre: graduate students

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## EDUCATIONAL LEADERSHIP MS

### EXPERIENTIAL EDUCATION, MS

### EDUCATIONAL ADMINISTRATION, SP and Sixth Year Certificate

### EDUCATIONAL LEADERSHIP, SP

*College of Education*

*Educational Leadership Department*

115 Armstrong Hall • 507-389-1116

Department Home Page:

[www.coled.mankato.msus.edu/edld](http://www.coled.mankato.msus.edu/edld)

Chair: Prudence Gushwa, Ph.D.

Brian Boettcher, Ed.D., Jasper Hunt, Ph.D., Robert Vanderwilt, Ph.D.

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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