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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

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Experiential Education. The Department also offers a Specialist degree in Educational Administration as well as a Sixth Year Certificate in that field.

**Admission.** Complete the general admission requirements of the College of Graduate Studies.

## **EDUCATIONAL LEADERSHIP MS**

(Alternate Plan Paper Only - 34 cr)

### **Required Leadership Core (9 cr)**

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

### **Required Research (3 cr)**

EDAD 692 Research in Educational Leadership (3)

### **Electives (22 cr)**

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

## **EXPERIENTIAL EDUCATION MS**

(Alternate Plan Paper Only - 34 cr)

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 cr)**

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

### **Required Experiential Education Individualized (16 cr) or courses within the Department**

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

### **Required Electives (9 cr)**

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.

## **EDUCATIONAL ADMINISTRATION, SP**

(Thesis Plan only - 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.

### **Required Leadership Core (9 cr)**

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

### **Required Research (5-7 cr)**

EDAD 682 Seminar: Field Studies Design (3)  
EDLD 699 Thesis (2-4)

### **Required courses (22-24 cr)**

EDAD 633 School Administration (3)  
EDAD 639 Laboratory in Decision-Making Practicum (3)  
EDAD 652 Structure/Governance/Trends (3)  
EDAD 654 Theory and Practice in Supervision  
EDAD 664 School Finance (3)  
EDAD 665 School Law (3)  
EDAD 698 Administrative Field Experience (3-6)  
EDAD 670 Situational Observation (1-3)

### **Electives (if requirements met)**

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

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## EDUCATIONAL ADMINISTRATION, SIXTH YEAR CERTIFICATE

(30 credits minimum)

This is an advanced plan for a certificate, and it 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. This is a non-thesis, non-degree program.

### Required Leadership Core (9 cr)

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

### Required Courses (22-24 cr)

- EDAD 633 School Administration (3)
- EDAD 639 Laboratory in Decision-Making Practicum (3)
- EDAD 652 Structure/Governance/Trends (3)
- EDAD 654 Theory and Practice in Supervision
- EDAD 664 School Finance (3)
- EDAD 665 School Law (3)
- EDAD 698 Administrative Field Experience (3-6)
- EDAD 670 Situational Observation (1-3)

### Electives (if requirements met)

Choose 500/600 level elective courses, selected in consultation with an advisor. Minimum 24 credits total must be in the Educational Leadership Department.

## 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 cr)

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

### Required Research (5-7 cr)

- EDAD 682 Seminar: Field Studies Design (3)
- EDLD 699 Thesis (2-4)

### Elective Courses (14-16 cr)

Choose 500/600 level elective courses, selected in consultation with an advisor. Minimum 24 credits total must be in the Educational Leadership Department.

## 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.

## COURSE DESCRIPTIONS

### EDUCATIONAL ADMINISTRATION

#### 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.

#### 561 (2) Interagency Coordination

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

#### 562 (2) Readings in Community Education

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

#### 563 (2) Financing Community Education

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

#### 580 (2) Evaluation in Community Education

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

#### 584 (2) Needs Assessment in Community Education

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

#### 590 (1-3) Workshop

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

#### 622 (3) Seminar in Theory/Practice Public Administration

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

#### 633 (3) School Administration

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

#### 634 (1-6) Practicum

Practical experience in educational administration.

#### 635 (1-6) Internship

Field based experience in administration of school programs.

#### 636 (3) Techniques of Clinical Supervision and Field Study

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

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**639 (3) Laboratory in Decision Making Practicum**

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.

**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.

**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.

**654 (3) Theory and 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.

**657 (3) Supervision of Special Programs**

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

**659 (3) Seminar: School Administration and Politics**

Emphasis on leadership and management within the school setting. Advanced topics.

Pre: Enrolled in Sixth year or Specialist Program

**663 (3) School Business Management**

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

Pre: EDAD 664

**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.

**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.

**667 (3) 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.

Pre: EDAD 665

**668 (3) 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.

**670 (1-3) Situational Observation**

The process by which candidates for licensure as school administrators document and present evidence of mastery of required competencies.

**674 (3) Fiscal Administration of Higher Education**

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

**675 (3) Organizational Development**

Sources of grant funds, design of proposals and regulations.

**676 (3) Administration of Higher Education**

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

**681 (3) Planning and 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.

**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.

**683 (3) Community School Administration**

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

**685 (3) Administration of Nonprofit Organizations**

This course examines the policy in which nonprofit organizations operate.

**690 (1-4) Workshop in Education Administration**

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.

**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.

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

The Alternate Plan Paper includes a research

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

**697 (3-6) Internship in Teaching**

Field experience focused on development of specified leadership/administrative competencies.

Pre: 2/3 of degree

**698 (3-6) Administrative Field Experience**

Practical experience on the job for the principal and superintendency. Focused on the development of administrative competencies.

Pre: 2/3 of degree

**699 (2-4) 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**

**622 (3) Collaborative Leadership**

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

**634 (1-6) Practicum**

Practical experience in Educational Leadership.

**644-01 (3) Seminar: Selected Topics**

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

**644-02 (3) Seminar: Ethics and Leadership**

Utilizing a case study approach, this seminar will equip future leaders with the skills needed to think critically about ethical situations encountered in leadership contexts.

**644-03 (3) Seminar: Leadership Studies**

This course is a seminar which surveys past and current research in the field of leadership, identifies current constructs of leadership theories, provides options for professional leadership development, and connects theories with application in modern organizational settings.

**644-04 (3) Seminar: Colloquium Leadership**

This course emphasizes advanced knowledge and skills associated with the development of individual and organizational leadership. It explores specific theories and models in depth. Through biography, film, readings, analyses, and group discussion/interactions, students will learn how leaders have both transformational and transactional effects on their followers.

Pre: EDLD 644-03

**645 (3) Seminar: Site-Based Team Dynamics**

This seminar explores the various dynamics and strategies associated with developing a system of site-based decision making and successful team dynamics.

**646 (3) Seminar: Punished By Rewards**

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

**647 (3) Seminar: Organizational and 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.

**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](#).

**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.

**677 (1-4) Individual Study**

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

**679 (1-4) Practicum**

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

**690 (1-4) Workshop**

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

**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.

**698 (1-6) Internship**

A field based experience.

**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.

**EXPERIENTIAL EDUCATION**

**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.

**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.

**634 (1-6) Practicum**

Practical experience in experiencing education.

**635 (3) Internship**

Field based experience in Experiential Education.

**644 (3) Seminar: Philosophy of Experiential Education**

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

**644 (3) Seminar: Topics**

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

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

**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.

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## EDUCATIONAL TECHNOLOGY MS

*College of Education*

*Educational Studies: K-12 and secondary programs*

313 Armstrong Hall 507-389-1965

Chair: Debra Anderson, Ed.D.

Graduate Coordinator: Don E. Descy, Ph.D.

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Education Technology is an interdisciplinary program designed to increase knowledge about and ability to work with computers and other forms of technology as a means of instruction. The Educational Technology program offers a Certificate in Educational Technology, an Advanced Certificate in Educational Technology and a Master of Science degree in Educational Technology. Upon completion of the program, graduates will be able to integrate cutting edge technologies in the teaching and learning process, administer technology programs, and design and develop digital media presentations.

**Admission.** Applicants should have a 2.75/4.0 for the last two undergraduate years of the baccalaureate degree. Applicants should have complete files a minimum of one month before the term of anticipated entry. Applications are accepted for any term or summer session. International applicants should complete their files three months before the term of session of anticipated admit-

tance. Students wishing to be enrolled in the Master of Science in Educational Technology program must be admitted to the College of Graduate Studies and to the program. Official admission must be obtained through a departmental admission committee before 16 credits are accumulated. Previous teaching licensure is not required for this degree.

### CERTIFICATE IN EDUCATIONAL TECHNOLOGY

The Certificate in Educational Technology is designed for the individual who is interested in improving learning by increasing their knowledge of educational technology and educational technology integration techniques. The certificate is designed to increase the participant's knowledge of leading edge technologies and proper techniques and educational theories to appropriately integrate technology and technology standards into the curriculum.

**Required Educational Technology (10 cr)**

LME	522	Design and Production of Educational Media (2)
LME	610	Introduction to Technology in Education (3)
LME	629	Electronic Communications (2)
LME	650	Technology Tour (1)
LME	677	Trends in Educational Technology (2)

### ADVANCED CERTIFICATE IN EDUCATIONAL TECHNOLOGY

The Advanced Certificate in Educational Technology is designed for the individual who is interested in improving learning by increasing their knowledge of educational computer technology, computer networking and educational computer technology integration techniques above the introductory certification level. It is an 8 credit extension of the Certificate in Educational Technology (above). The advanced certificate is designed to increase the participant's knowledge of leading edge computer technologies, networking and proper techniques and educational theories to appropriately intergrate advanced educational computing technology and technology standards into the curriculum.

**Required Educational Technology (12 cr)**

LME	522	Design and Production of Educational Media (2)
LME	610	Introduction to Technology in Education (3)
LME	629	Electronic Communications (2)
LME	650	Technology Tour (1)
LME	661	Networking (2)
LME	677	Trends in Educational Technology (2)