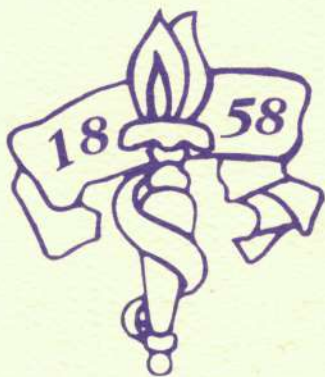


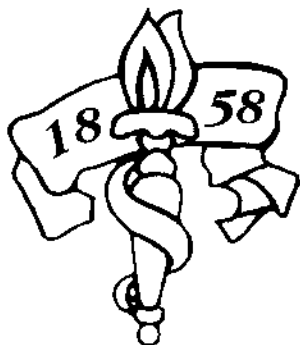
WINONA STATE UNIVERSITY

2000 - 2002



GRADUATE CATALOG

2000 - 2002 GRADUATE CATALOG



WINONA STATE UNIVERSITY

WINONA, MINNESOTA

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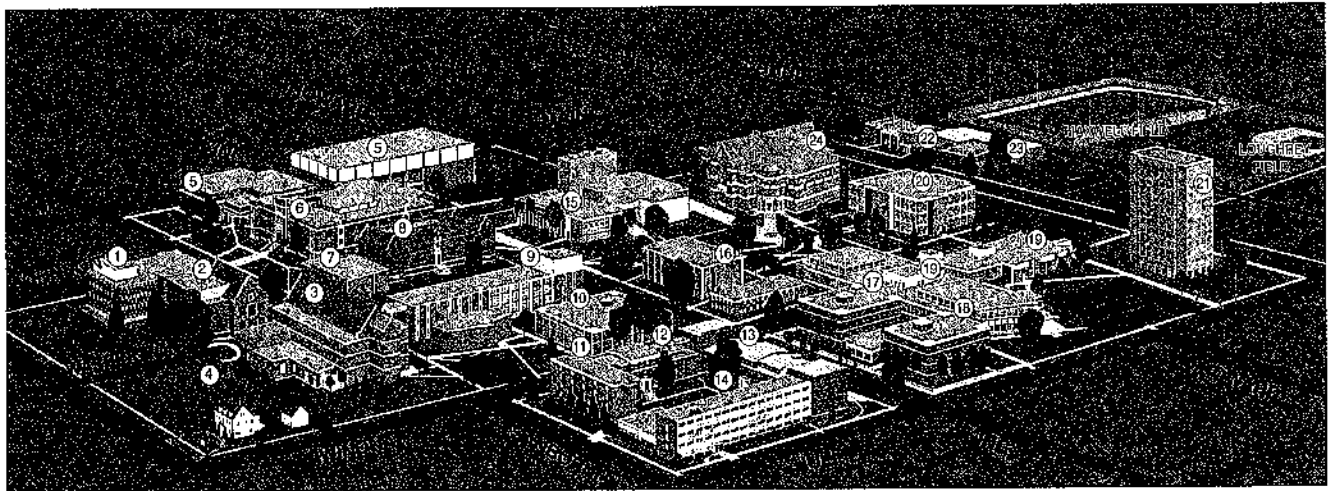
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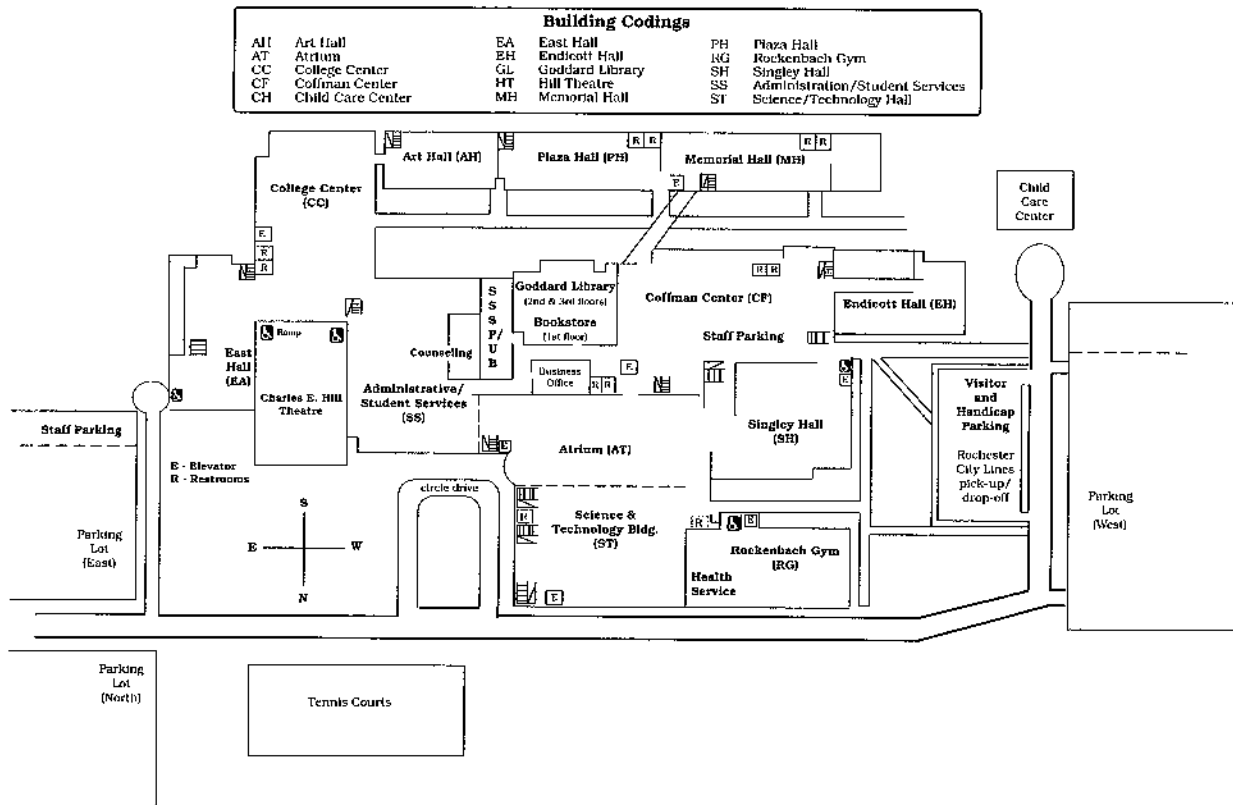
CAMPUS MAP



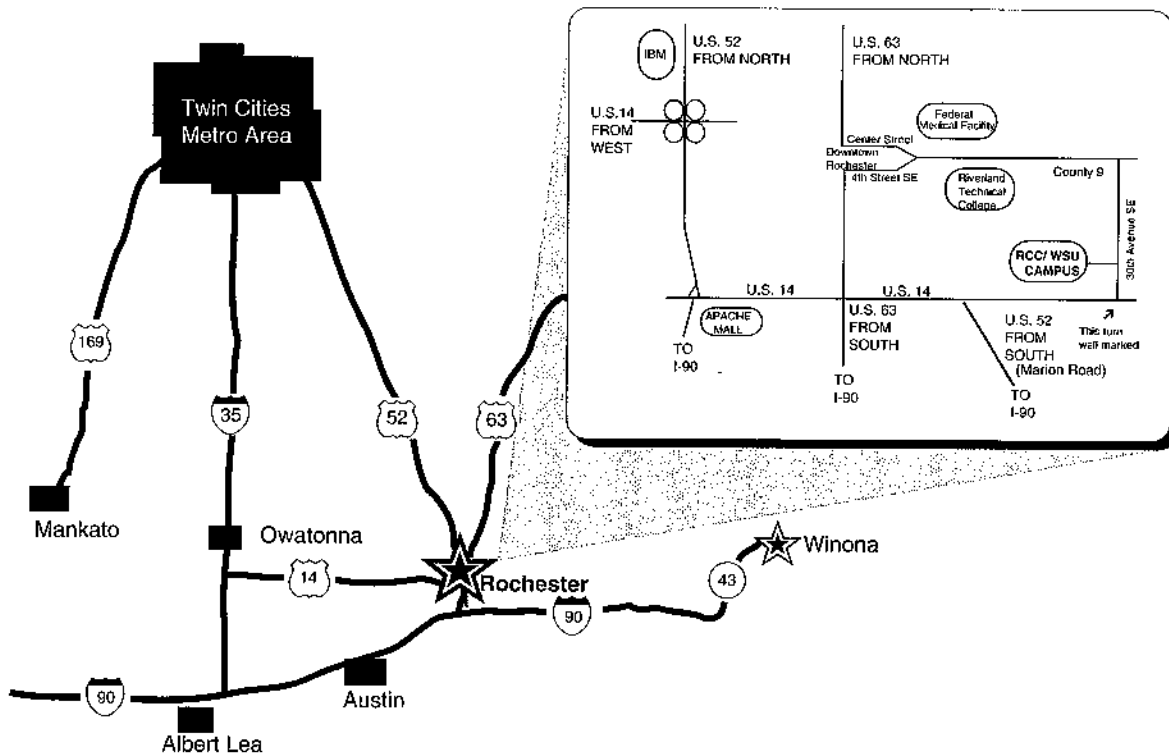
1. *Maxwell Hall*—
 2. *Student Health Services* and University Archives
 3. *Stark Hall* — houses the College of Nursing and Health Sciences, the College of Science and Engineering, the Departments of Nursing and Engineering, as well as the Composite Materials Technology Center
 4. *Alumni House* — Alumni Affairs
 5. *Memorial Hall* — houses the Health and Human Performance, and Physical Education and Recreation departments, and the facilities for the University's indoor athletic activities and events
 6. *Somsen Hall* — houses the College of Business, the departments of Accounting, Administrative Information Systems, Business Administration, Economics and Finance, Marketing, Foreign Language and most administrative offices including the offices of the President, Academic Affairs, Administrative Affairs, Admissions, Graduate Office, Financial Aid, Registrar, Adult, Continuing Education and Extension, Human Resources (Personnel), Development and University Relations, News Services, Facilities Management, Business, academic and administrative computer centers, Publications Office and the Print Shop
 7. *Howell Hall* — houses Student Support Services, the television studio, Audiovisual Services (IRC) and the Nursery School
 8. *Phelps Hall* — houses the Mass Communication and Psychology departments, Advising and Retention, the Academic Skills Center and the University Honors Program
 9. *Pasteur Hall* — houses the departments of Biology, Chemistry, Physics and Geology
 10. *Watkins Hall* — houses the departments of Computer Science and Art, including a gallery for student and professional art shows and the Watkins Art Collection
 11. *Conway Hall* — women's residence hall
 12. *Shepard Hall* — co-ed residence hall
 13. *Morey Hall* — co-ed residence hall
 14. *Richards Hall* — co-ed residence hall, and houses Honors Hall
 15. *Performing Arts Center* — houses the departments of Music, Communication Studies, Theatre Arts and Dance, and facilities for university-sponsored cultural events and KQAL, the campus radio station
 16. *Gildemeister Hall* — houses the College of Education including the departments of Education, Special Education, Counselor Education, Educational Leadership, Mathematics and Statistics, as well as the Career Planning and Placement Office and the Student Counseling Center
 17. *Prentiss Hall* — men's residence hall
 18. *Lucas Hall* — women's residence hall
 19. *Kryzsko Commons and University Center* — houses the university food services, recreational facilities and lounges, conference rooms, the "Smaug" snack bar, the Campus Book Store and the Alumni Lounge, as well as the offices for Cultural Diversity, the International Student Program, Housing and Student Affairs
 20. *Minne Hall* — houses the College of Liberal Arts, departments of English, History, Paralegal, Political Science, Sociology and Social Work, Philosophy, the Women's Studies Program and the Global Studies Program
 21. *Sheehan Hall* — women's residence hall
 22. *Heating Plant*
 23. *Maintenance Building*
 24. *Library* — contains the University's library holdings
- All buildings and parking lots accessible to the handicapped — all buildings equipped with elevators with the exception of #4, Alumni House. Call (507) 457-5008 to pre-arrange accessibility.*

UNIVERSITY CENTER ROCHESTER (UCR)

Rochester Community College • University of Minnesota Rochester Center • Winona State University - Rochester Center, Rochester, Minnesota



ROCHESTER AREA MAP



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- Gail Grimm, Associate Professor, Health & Human Performance; B.S., University of Wisconsin-Platteville; M.S., University of Wisconsin-Madison; Ph.D., University of Arkansas-Fayetteville; 1989 -
- Gary Grob, Professor; B.S., M.S., Winona State University; Ph.D., University of Utah; 1965 -
- George Gross, Assistant Professor, Mathematics & Statistics; B.S., M.A., University of South Dakota; 1987 -
- Yogesh Grover, Professor, Political Science; B.A., M.A., University of Delhi (India); Ph.D., University of Missouri-Columbia; 1988 -
- John Gustafson, Assistant Professor, Education; B.A., Bemidji State University; M.A., California State University; Ed.D., University of South Dakota; 1998 -
- David E. Hannerski, Professor, Physics; B.S., St. Mary's College of Minnesota; M.S., University of Minnesota-Twin Cities; Ph.D., Washington University (Missouri); 1961-
- Patricia Hartkopf, Professor, Nursing; B.S.N., Winona State University; M.S.P.H., University of Minnesota; Ph.D., University of Minnesota; 1990 -
- Richard Hastings, Technical Services Librarian, Professor, Library; B.S., M.S., Wayne State University; 1967 -
- Susan Hatfield, Professor, Communication Studies; B.S., M.A., Miami University (OH); Ph.D., University of Minnesota-Twin Cities; 1981 -
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- Jacqueline Hattevig, Associate Professor, Nursing; B.S.N., Winona State University; M.S.N., University of Wisconsin-Madison; 1987 -
- Linda Heath, Assistant Professor, Nursing; B.S. University of Wisconsin-Madison; M.S.N. University of Wisconsin-Madison, 1993 -
- Sara M. Hein, Assistant Professor; Chemistry; B.S., University of Wisconsin-LaCrosse; Ph.D.; University of Iowa; 2000-
- Donna Helble, Professor, Education; B.A., Simpson College, Iowa; M.S., Winona State University; Ed.D., University of Northern Colorado; 1984 -

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- William McBreen*, Professor, Nursing; B.S., Mount Martyr College; M.S., University of Nebraska Medical Center; Ph.D., University of Texas; 2000 -
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- Harry Meckell*, Professor, Music; B.Mus., M.M., Temple University; D.M.A., University of Illinois; 1989 -
- Michael Mecker*, Professor, English; B.A., M.A., Northern Illinois University; Ph.D., University of Wisconsin-Madison; 1977 -
- James H. Meyers*, Professor, Geoscience; B.A., Franklin & Marshall College; Ph.D., Indiana University; 1980 -
- Peter K. Miene*, Associate Professor, Psychology; B.A., University of Kansas-Lawrence; Ph.D., University of Minnesota-Twin Cities; 1992 -
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- Gloria Miller*, Director Alumni Affairs; B.S., M.S., Winona State University; 1986 -
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- J. William Murphy*, Professor, Administrative Information Systems; B.S.Ed., M.S.Ed., Arkansas State University; Ed.D., Memphis State University; 1989 -
- Michael Murray*, Professor, Economics/Finance; B.A., University of South Florida; M.A., Ph.D., University of Notre Dame; 1986 -
- Rob Murray*, Gymnastics and Cheer Squad Coach; 1995 -
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- Thomas W. Nalli*, Associate Professor, Chemistry; B.S., Union College, Schenectady (NY); M.S., Ph.D., University of Rochester; 1995 -
- Roy Nasstrom*, Professor, Educational Administration; B.A., M.A., Ph.D., University of California - Berkeley; 1976 -
- Shellie Nelson*, Associate Professor, Health & Human Performance; B.S., Winona State University; M.S., University of Wisconsin-La Crosse; 1988 -
- Wade Nelson*, Professor, Educational Administration; B.A., Coe College; M.A., Ph.D., University of Iowa; 1989 -
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- C.B. William Ng*, Professor, Chemistry; B.S., M.S., Ph.D., University of British Columbia; 1986 -
- Ann Eljenbohn Nichols*, Professor, English; B.A., St. Mary's College-Notre Dame; M.S., Ph.D., University of Washington; 1981 -
- Daniel Nichols*, Professor, Nursing; M.S.N., M.Ed., University of Texas-El Paso; Ed.D., Montana State University; 1988 -
- James W. Nichols*, Professor, English; B.A., University of Missouri-Columbia; M.A., University of Birmingham (United Kingdom); Ph.D., University of Washington; 1968 -
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- J. Mark Norman*, Assistant Professor, Sociology; B.S., St. Cloud State University; M.S. St. Cloud State University; Ph.D. South Dakota State University; 1996 -
- Catherine Nosck*, Assistant Professor Nursing; B.S., University of Wisconsin-Madison; M.S., Ph.D., University of Wisconsin-Madison -
- Barbara Oertel*, Director, Advising and Retention; B.A., M.A., Winona State University; 1985 -
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- Lorene Olson*, Professor, Physical Education & Recreation; B.S., M.S., University of Wisconsin-La Crosse; Ph.D., University of New Mexico; 1989 -
- Kathy S. Orth*, Associate Professor, Nursing; B.S.N., College of Saint Teresa; M.S.N., University of Minnesota-Twin Cities; 1983 -
- Frederick Otto*, Professor, Physics; B.A., B.S., Humboldt State University; Ph.D., University of California-Berkeley; 1990 -
- Hugh F. Ouellette*, Professor, Computer Science; B.S., Western Montana College; M.A., University of Illinois; M.A., Ball State University; Ed.D., University of Northern Colorado; 1972 -
- Dennis H. Pack*, Professor, Mass Communication; B.S., University of Utah; M.A., Northwestern University; 1978 -
- Troy Paimo*, Assistant Professor, History; B.A., Evangel College; J.D., Indiana University School of Law; M.A., Ph.D., Michigan State University; 1997 -
- Diane Palm*, Director, Student Health Services; B.S., Viterbo College; M.S., Winona State University; 1997 -
- Lyelle Palmer*, Professor, Special Education; B.M., M.M., Southern Methodist University; Ph.D., University of North Texas; 1977 -
- William Palzer*, Reference Librarian, Assistant Professor; B.A., College of St. Thomas; M.A.L.S., University of Minnesota; 1970 -
- Sebo Park*, Professor, Art; M.A.T., Whitworth College; M.F.A., Ph.D., University of Minnesota-Twin Cities; 1988 -
- Fariborz Parsi*, Associate Professor, Engineering; B.S., M.S., Ph.D., University of South Carolina, Columbia; 1991 -
- Felino G. Pascual*, Associate Professor, Mathematics & Statistics; B.A., Ateneo de Manila, Philippines; M.Sc., Ph.D., University of Minnesota-Twin Cities; 1992 -
- Kathleen Patterson*, Toddler Teacher, Childcare Center; B.S., Winona State University; 1999 -
- Sarah Pedersen*, Admissions Counselor; B.A., Winona State University; 1999 -
- Barry Peratt*, Assistant Professor, Mathematics & Statistics; B.S., Moravian College; M.S., Ph.D., University of Delaware; 1996 -
- Gregory Peterson*, Director, Financial Aid; B.S., M.Ed., University of Wisconsin - LaCrosse; 1988 -
- Nancy Peterson*, Director, Grants and Sponsored Research; B.S., Southern Illinois University - Carbondale; M.P.A., Indiana State University; 1990 -
- Mary Ann Pevus*, Associate Professor, Economics; B.A., Dominican College; M.A., Manhattan College; Ph.D., University of Notre Dame; 1990 -
- Christine E. Pilon-Kacir*, Professor, Nursing; B.S.N., Mercy College of Detroit (MI); M.S.N., University of Michigan; Ph.D. University of Missouri-Columbia; 1994 -
- Anne Scott Plummer*, Associate Professor, Art; B.F.A., Rhode Island School of Design; M.F.A., Claremont Graduate School; 1990 -
- Kyle Poock*, Instructor, Women's Basketball Coach, Health and Human Performance; B.S., M.S., Winona State University; 1995 -
- Kevin Possin*, Professor, Philosophy; B.A., Southwest State University; Ph.D., University of Wisconsin-Madison; 1990 -
- Terry M. Price*, Assistant Professor, Math and Statistics; B.S., M.S., Lamar University - Beaumont; Ph.D., Washington State University; 1998 -
- Mary K. Proksch*, Assistant Professor, Nursing; B.S.N., Viterbo College; M.S. Winona State University; 1996 -
- Joyce Quella*, Assistant Professor, Mathematics & Statistics; B.S., University of Wisconsin-Madison; A.M., University of Illinois; M.S., University of Iowa; 1987 -
- Cheryl Quinn-Nelson*, Associate Professor, Math and Statistics; B.A., Luther College; M.S. Winona State University; 1986 -
- Frances Ragsdale*, Associate Professor, Biology; B.S. Eastern Oregon State; M.S., Southeastern Louisiana University; Ph.D., University of Idaho; 1993 -
- Lillian Ramos*, Associate Professor, Foreign Languages; B.A. Seattle University; M.A. University of Washington; Ph.D. University of Washington; 1992 -
- Daniel Rand*, Assistant Professor, Math and Statistics; B.S., Purdue University; M.S., Ph.D., University of Minnesota - Twin Cities; 1998 -
- Melanie Reap*, Assistant Professor, Education; B.S., M.S., Texas A & M University; 1999 -
- Joseph Reed*, Director, Student Union and Student Activities; B.S., St. Mary's University; M.S., University of Wisconsin-La Crosse; 1989 -
- Edward Reilly*, Assistant Professor, Communication Studies; B.A., Northern Illinois University; M.A., University of Maine; Ph.D., Louisiana State University; 1997 -
- James Reineke*, Assistant Professor, Education; B.A., University of Minnesota-Twin Cities; B.S., University of Minnesota-Twin Cities; Ph.D., Michigan State University; 1996 -
- June Reineke*, Nursery School Director; M.S., Winona State University; 1996 -
- Mary Reuland*, Assistant Professor, Nursing; B.S., Northern Michigan University; M.S., Ph.D., University of Minnesota - Twin Cities; 1999 -
- Lawrence Reuter*, Professor, Biology; B.A., Saint Mary's College of Minnesota; Ph.D., Princeton University; 1979 -
- James Reynolds*, Professor, Sociology/Social Work; B.S., Winona State University; M.A., University of North Dakota; 1969 -
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- Robin K. Richardson*, Associate Professor, Biology; B.S., Michigan State University; M.S., Central Michigan University, Mt. Pleasant; Ph.D., University of Oklahoma, Norman; 1992 –
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- Judy Routhie*, Director Media Services; 1989 –
- Nick Ruiz*, Professor, Counselor Education; B.A., Ph.D., University of Minnesota; 1989 –
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- Robert Scheer*, Assistant Professor, Engineering; B.S., Duke University; Ph.D., University of Utah; 1998 –
- Don E. Scheid*, Professor, Philosophy; B.A., Colorado College; M.A., J.D., University of Utah; Ph.D., New York University; 1986 –
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- Catherine Schmidt*, Associate Professor, Music; B.S., M.S., University of Illinois, Urbana; Ph.D., University of Wisconsin-Madison; 1991 –
- Gregory G. Schmidt*, Professor, History; B.A., M.A., Ph.D., University of Illinois-Urbana; 1984 –
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- Stewart Shaw*, Registrar; B.A., Coe College; Ph.D., Columbia University; 1990 –
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- Colin Ward*, Assistant Professor, Counselor Education; B.A., University of Northern Colorado; M.S., Winona State University; Ph.D., Oregon State University; 1998 –
- John Weis*, Assistant Professor, Mass Communication; B.S., Northern Illinois University; M.A., Vermont College of Norwich University; 1996 –
- Mary Weibaven*, Associate Professor, Nursing; B.S.N., Winona State University; M.S., University of Minnesota-Twin Cities; Ph.D., University of Minnesota-Twin Cities; 1981 –
- Janet A. Wilke*, Associate Professor, Nursing; B.S.N., University of Wisconsin-Madison; M.S.P.H., University of Minnesota-Twin Cities; 1975 –
- Janette P. Williams*, Professor, Psychology; B.A., Northwestern University; M.A., Ph.D., University of Illinois; 1987 –
- Kerry G. Williams*, Professor, Psychology; B.Sc., University of Washington; M.A., Ph.D., University of Illinois; 1981 –
- Maudie Williams*, Professor, Education; B.S., Fort Valley State College; M.S., Tuskegee Institute; Ed.D., University of Florida; 1989 –
- Calvin Winbush*, Vice President, Student Affairs; B.S., Alabama State University; M.S., Winona State University; 1989 –
- Roderick Winters*, Assistant Professor, Education; B.A., Central College; M.A., University of Northern Colorado; Ed.D., University of Northern Iowa; 1998 –

Mary Jane Wiseman, Associate Professor, Educational Leadership; B.A., George Washington University; M.A., Longwood College Ph.D., Virginia Polytechnic Institute; 1993 -
Don Wistrick, Assistant Professor, Physical Education & Recreation; B.S., M.S., Winona State University; 1990 -

Paucela Wolfmeyer, Professor, Management; B.A., Grinnell College; M.A., University of Wisconsin-Madison; 1969 -

Marvin Wolfmeyer, Professor, Business Administration; B.S., University of Missouri-Columbia; M.S., Ph.D., University of Wisconsin-Madison; 1969 -

Linda Wood, Director, Major Gifts/Planned Giving; B.S., University of Northern Iowa; 1981 -

Mark Wroldstad, Professor, Finance; B.A., Luther College; M.B.A., University of Florida; Ph.D., University of Colorado; 1989 -

Alexander Yard, Associate Professor, History; M.A., University of Missouri-St. Louis; A.B., A.M., Ph.D. Washington University (St. Louis, Missouri); 1986 -

Mark Young, Professor, Marketing; B.S., M.B.A., University of Wisconsin-La Crosse; D.B.A., University of Kentucky; 1980 -

Mingrui Zhang, Assistant Professor, Computer Science, B.S.E.E., M.S., Peking University; M.S., University of South Florida; Ph.D., University of South Florida; 1999-

Carol Ziehlendorf, Associate Director of Admissions; B.S., M.S., University of Wisconsin-La Crosse; 1986 -

EMERITI

Amanda B. Aarstad, Education; B.E., Moorhead State University; M.A., University of Minnesota

Sandra Adickes, English; B.A., Douglas College; M.A., Hunter College; Ph.D., New York University

Carlis M. Anderson, Music; B.F.A., University of South Dakota; M.Ed., University of Colorado

Dwight L. Anderson, Biology; B.A., Peru State College; M.A., Ph.D., University of South Dakota

Abeyra H. Baker, Library; B.A., St. Olaf College; B.S.L.S., University of Minnesota; M.A.L.S., University of Michigan

Arthur Barsky, History; B.A., Pepperdine College; M.A., University of Southern California; Ph.D., University of California at Los Angeles

Richard C. Behmke, Health, Physical Education and Recreation; B.S., Winona State University; M.A., Northern Michigan University; P.E.D., Indiana University

Archie Beighley, Education; B.S., University of Wisconsin-Platteville; M.S., University of Wisconsin-Madison; Ed.D., University of Idaho

Margaret P. Boddy, English; B.A., M.A., Ph.D., University of Minnesota

Raymond Brooks, Mass Communication; B.S., Valley City State College; M.S., Moorhead State University

Ronald Butterfield, Rochester Center and Registrar; B.S., M.S., Winona State University; E.D.D., Ball State University

J. Hugh Capron, Industrial Education; B.S., Winona State University; M.A., Stout State University; Ed.D., University of Florida

Roger Carlson, Professor, Geography; B.A., M.A., University of California-Los Angeles; Ph.D., University of Nebraska

George Christensen, Counseling Center; B.S., M.A., Ph.D., University of Minnesota

Donald Cramer, Mass Communication; B.S., Winona State University; M.A., Ball State University

Betty Darby, Nursing; B.S., University of Minnesota; M.S., Winona State University; M.S.N., University of Wisconsin-Madison

Helen Davis, Nursing; M.S., University of Minnesota

Marion P. Davis, Foreign Languages; B.A., College of Saint Teresa; M.A., University of Minnesota

Susan Day, Health, Physical Education & Recreation; B.S., University of Wisconsin-LaCrosse; M.S., Winona State University; Ed.S., Northern Illinois University

Norma Dixon, Nursing; B.S., Valparaiso University; M.A., Ed.D., University of Minnesota

Robert A. DuFresne, President 1967-1977, Distinguished Service Professor; B.S., St. Cloud University; M.Ed., University of Colorado; Ed.D., University of North Dakota

Glenn F. Dukes, Professor, Computer Science; B.S., M.S., Ph.D., Iowa State University of Science and Technology

Wayne Dunbar, Chemistry; B.A., Career Community College; M.A., Purdue University; Ph.D., Northern Illinois University

Kathryn Dunlay, Education; B.S., M.A., Northwestern College

James Howard Eddy, Professor, Political Science; B.S., St. John's University; M.A., Ph.D., University of Oklahoma

Joseph Emanuel, Biology; B.S., University of Minnesota-Duluth; M.S., University of Minnesota

William Emmons, Mathematics; B.A., Luther College; M.S., Winona State University; M.N.S., University of Idaho

James Erickson, Adult Continuing Education and Extension; B.S., M.S., Winona State University

Wayne C. Erickson, Professor, Education; B.A., Concordia College (Minnesota); M.S., North Dakota State University; Ed.S., Northern Arizona University; Ed.D., University of North Dakota

Don Fick, Chemistry; B.S., University of North Dakota; Ed.D., Oregon State University

Lavonne Fierock, Physical Education & Recreation; B.S., St. Cloud State University; M.S., Southern Illinois University

Gertrude Finch, Business; B.A., University of Iowa; M.A., Columbia University

Frederick Fos, Chemistry; B.S., University of Michigan-Ann Arbor; M.S., University of Minnesota-Twin Cities; Ph.D., University of the Pacific

Otto Frank, B.S., Dickinson State College; M.S., Ed.D., University of North Dakota

Calvin Fremling, Biology; B.S., M.S., St. Cloud State University; Ph.D., Iowa State University

George Grangaard, Education; B.S., University of Wisconsin-La Crosse; M.S., Winona State University; Ed.D., Ball State University

Marceline Gratian, Mathematics/Computer Science; B.S., M.S., St. Louis University

Robert Guerner, Physical Education and Recreation; B.S., M.A., Michigan State University; Ph.D., Indiana State University

Warren Haesly, Health Service; M.D., Northwestern University

Robert A. Hanson, President 1977-1983; B.S., M.S., Ph.D., University of Minnesota

Roderick Henry, History; B.S., M.A., Ball State University

Walter R. Hinds, Jr., Music; B.P.S.M., Capitol University; B.S., M.S., Juilliard School of Music

Thomas Hirsch, Mass Communication; B.S., University of Wisconsin-La Crosse; M.S., University of Wisconsin-Stout

Ruth Hoff, Business Education and Office Administration; B.S., Winona State University; M.A., University of Northern Colorado; Ph.D., University of Iowa

Marian Hopkins, Adult, Continuing Education & Extension; B.A., Eastern Michigan University; M.A., University of Michigan

Richard Hopkins, Geography; B.A., Eastern Michigan University; M.A., University of Michigan

Daniel B. Hoyt, History; B.A., Dakota Wesleyan University; M.A., Ph.D., University of Iowa

Robert Hungerford, Professor, Music; B.S., M.S., Juilliard School of Music; Conservatoire National Supérieure De Musique, Paris; 1966 -

Donald J. Hunter, Economics/Finance; B.S., University of Illinois; M.S., Ph.D., Iowa State University

Edward Jacobsen, Learning Resources; A.B., Ripon College; M.A., University of Oklahoma; M.A., University of Wisconsin-Madison

Herbert N. Johnson, Mathematics and Statistics; B.S., Moorhead State University; M.S., New Mexico Highlands University; Ed.D., University of Oregon

W.W. Johnston, Counselor Education; B.A., Nebraska Wesleyan; M.A., Ed.D., University of South Dakota

John Kane, Student Affairs/Facilities Management; B.S., University of Wisconsin-La Crosse; M.S., Winona State University; Ed.D., Oregon State University

James Keill, Education; A.B., Doane College; M.A., University of Northern Colorado; Ed.D., University of Nebraska

Robert Keister, Health, Physical Education, and Recreation; B.A., Wartburg College; M.S., Winona State University

Wayne J. Kirk, Education; B.S., University of Wisconsin-La Crosse; M.Ed., University of Illinois; Ph.D., University of Minnesota-Twin Cities

Eldon Koplin, Education; B.A., M.A., University of South Dakota; Ed.D., University of Northern Colorado.

Rosemary Langston, Dean, College of Nursing & Health Sciences; B.S.N., University of Buffalo; M.S.N., Texas Woman's University; Ph.D., University of Minnesota-Twin Cities

Joyce Locks, Health, Physical Education & Recreation; B.S., St. Cloud State University; M.A., University of Northern Colorado

R. L. Lokensgard, Mathematics; B.A., St. Olaf College; M.S., University of Iowa; Ed.D., Columbia University

Maurice L. Mariner, Administration; B.A., Baker University; M.A., Northwestern University

Dwight Marston, Health, Physical Education, and Recreation; B.A., University of Northern Iowa; M.A., University of Iowa; Ed.D., Ball State University

John L. Martin, Health, Physical Education, and Recreation; B.S., M.S., University of Wisconsin-La Crosse; Ph.D., University of Utah

Wesley J. Matson, Education; B.S., University of Minnesota; M.A., University of California-Berkeley; Ed.D., Columbia University

M. J. "Mac" McCauley, Physics; B.S., University of Wisconsin-LaCrosse; M.S., Arizona

2000-2001 ACADEMIC CALENDAR

FALL SEMESTER - 2000-2001

| | |
|--|------------------------|
| Registration begins, Thursday | April 27, 2000 |
| Deadline for applying for graduation in May 2001, Monday..... | July 24, 2000 |
| Last day for new and former Graduate and Undergraduate students to complete application and file intent to return for Fall Semester, Monday..... | July 31, 2000 |
| Faculty Orientation/Development, Monday, Tuesday, Wednesday, Thursday, Friday,..... | 21,22,23,24,25, 2000 |
| New Student Orientation/Registration, Wednesday, Thursday, Friday..... | August 23,24,25, 2000 |
| Final application deadline for Arranged Classes, Internships, Independent Studies (GRADUATE and UNDERGRADUATE), Friday | Aug. 25, 2000 |
| Day classes begin, Monday..... | Aug. 28, 2000 |
| Evening classes begin, Monday..... | Aug. 28, 2000 |
| Evening Class Registration - Evening Graduate and Undergraduate students ONLY, Monday, Tuesday, Wednesday, Thursday | Aug. 28,29,30,31, 2000 |
| Last day to add on-campus classes without Blue Class Permit Forms, Thursday..... | Aug. 31, 2000 |
| Blue Class Permit Forms needed to add on-campus classes, Friday, Tuesday | Sept. 1 & 5, 2000 |
| Labor Day Holiday (no classes), Monday | Sept. 4, 2000 |
| Last day to drop on-campus classes with tuition refund, Tuesday | Sept. 5, 2000 |
| Last day to drop or add on-campus classes, Tuesday..... | Sept. 5, 2000 |
| Faculty Development Day - Student Fall Break Day, Monday..... | Oct. 9, 2000 |
| Midterm Day, (Last day for undergraduates to make up work from Spring & Summer Terms), Tuesday..... | Oct. 17, 2000 |
| * Last day to notify the Office of Graduate Studies of intent to take Spring Semester Comprehensive Examinations, Tuesday..... | Oct. 17, 2000 |
| Last day to withdraw from classes, Friday | Nov. 3, 2000 |
| Veterans' Day Holiday (observed—no classes), Friday | Nov. 10, 2000 |
| Registration for Spring Semester begins, Tuesday..... | Nov. 14, 2000 |
| Thanksgiving break begins at 10:00 p.m., Tuesday..... | Nov. 21, 2000 |
| Faculty Development Day, Wednesday | Nov. 22, 2000 |
| Classes resume, Monday..... | Nov. 27, 2000 |
| Deadline for applying for graduation in December 2001, Friday..... | Dec. 8, 2000 |
| Final Examinations, Monday, Tuesday, Wednesday, Thursday, | Dec. 11,12,13,14, 2000 |
| Fall Semester Commencement, Friday | Dec. 15, 2000 |
| Grading Day, Saturday..... | Dec. 16, 2000 |
| Faculty Development, Monday, Tuesday..... | Dec. 18,19, 2000 |
| Grades due, 9:00 a.m., Tuesday..... | Dec. 19, 2000 |

SPRING SEMESTER - 2000-2001

| | |
|--|---------------------------|
| Registration begins, Tuesday..... | Nov. 14, 2000 |
| Deadline for applying for graduation in December 2001, Friday..... | Dec. 8, 2000 |
| Last day for new and former Graduate and Undergraduate students to complete application and file intent to return for Spring Semester, Monday..... | Dec. 11, 2000 |
| Faculty Development Days, Thursday, Friday..... | Jan 4,5, 2001 |
| Final application deadline for Arranged Classes, Internships, Independent Studies, (GRADUATE and UNDERGRADUATE), Friday | Jan. 5, 2001 |
| New Student Registration, Friday | Jan. 5, 2001 |
| Day classes begin, Monday..... | Jan. 8, 2001 |
| Evening classes begin, Monday..... | Jan. 8, 2001 |
| Evening Class Registration - Evening Graduate and Undergraduate students ONLY, Monday, Tuesday, Wednesday, Thursday..... | Jan. 8,9,10,11, 2001 |
| Last day to add on-campus classes without blue cards, Thursday..... | Jan. 11, 2001 |
| Blue Class Permit Forms needed to add on-campus classes, Friday and Tuesday | Jan. 12 & 16, 2001 |
| Martin Luther King Holiday (no classes), Monday | Jan. 15, 2001 |
| Last day to drop on-campus classes with tuition refund, Tuesday | Jan. 16, 2001 |
| Last day to drop or add on-campus classes, Tuesday..... | Jan. 16, 2001 |
| All University Assessment Day, Tuesday | Feb. 13, 2001 |
| Midterm Day (Last day for undergraduates to make up incompletes from Fall Semester), Thursday..... | March 1, 2001 |
| * Last day to notify the Office of Graduate Studies of intent to take Summer Comprehensive Examinations, Thursday | March 1, 2001 |
| Spring Break begins at 10:00 p.m., Friday | March 2, 2001 |
| Classes resume, Monday..... | March 12, 2001 |
| Last day to withdraw from classes, Tuesday | March 27, 2001 |
| Registration for Fall Semester, 2000-2001 begins, Tuesday..... | April 10, 2001 |
| Final Examinations, Monday, Tuesday, Wednesday, Thursday,..... | April 30, May 1,2,3, 2001 |
| Spring Semester Commencement, Friday..... | May 4, 2001 |
| Grading Day, Saturday | May 5, 2001 |
| Faculty Development, Monday, Tuesday..... | May 7,8, 2001 |
| Grades Due, 9:00 a.m., Tuesday..... | May 8, 2001 |

2001-2002 ACADEMIC CALENDAR

FALL SEMESTER - 2001-2002

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|---|-----------------------------|
| Registration begins, Thursday | April 12, 2001 |
| Last day for new and former Graduate and Undergraduate students to complete application and file intent to return for Fall Semester, Monday | July 30, 2001 |
| Deadline for applying for graduation in May 2002, Monday | July 30, 2001 |
| Faculty Orientation/Development, Monday, Tuesday, Wednesday, Thursday, Friday, | August 20,21,22,23,24, 2001 |
| New Student Orientation/Registration, Wednesday, Thursday, Friday | August 22,23,24, 2001 |
| Final application deadline for Arranged Classes, Internships, Independent Studies (GRADUATE and UNDERGRADUATE), Friday | Aug. 24, 2001 |
| Day classes begin, Monday | Aug. 27, 2001 |
| Evening classes begin, Monday | Aug. 27, 2001 |
| Evening Class Registration - Evening Graduate and Undergraduate students ONLY, Monday, Tuesday, Wednesday, Thursday | Aug. 27,28,29,30, 2001 |
| Last day to add on-campus classes without Blue Class Permit Forms, Thursday | Aug. 30, 2001 |
| Blue Class Permit Forms needed to add on-campus classes, Friday, Tuesday..... | Aug. 31 & Sept. 4, 2001 |
| Labor Day Holiday (no classes), Monday | Sept. 3, 2001 |
| Last day to drop on-campus classes with tuition refund, Tuesday | Sept. 4, 2001 |
| Last day to drop or add on-campus classes, Tuesday | Sept. 4, 2001 |
| Faculty Development Day - Student Fall Break Day, Friday | Oct 5, 2001 |
| Midterm Day, (Last day for undergraduates to make up work from Spring & Summer Terms), Tuesday | Oct. 16, 2001 |
| * Last day to notify the Office of Graduate Studies of intent to take Spring Semester Comprehensive Examinations, Tuesday | Oct. 16, 2001 |
| Last day to withdraw from classes, Friday | Nov. 2, 2001 |
| Veterans' Day Holiday, (observed—no classes), Monday | Nov. 12, 2001 |
| Registration for Spring Semester begins on Wednesday | Nov. 14, 2001 |
| Thanksgiving break begins at 10:00 p.m., Tuesday | Nov. 20, 2001 |
| Faculty Development Day, Wednesday | Nov. 21, 2001 |
| Classes resume, Monday..... | Nov. 26, 2001 |
| Deadline for applying for graduation in December 2002, Friday | Dec. 7, 2001 |
| Final Examinations, Monday, Tuesday, Wednesday, Thursday, | Dec. 10,11,12,13, 2001 |
| Fall Semester Commencement, Friday | Dec. 14, 2001 |
| Grading Day, Saturday | Dec. 15, 2001 |
| Faculty Development, Monday, Tuesday | Dec. 17,18, 2001 |
| Grades due, 9:00 a.m., Tuesday..... | Dec. 18, 2001 |

SPRING SEMESTER - 2001-2002

| | |
|--|----------------------------|
| Registration begins, Wednesday..... | Nov. 14, 2001 |
| Deadline for applying for graduation in December 2002, Friday | Dec. 7, 2001 |
| Last day for new and former Graduate and Undergraduate students to complete application and file intent to return for Spring Semester, Monday..... | Dec. 10, 2001 |
| Faculty Development Days, Thursday, Friday..... | Jan 3,4, 2002 |
| Final application deadline for Arranged Classes, Internships, Independent Studies, (GRADUATE and UNDERGRADUATE), Friday..... | Jan. 4, 2002 |
| New Student Registration, Friday | Jan. 4, 2002 |
| Day classes begin, Monday..... | Jan.7, 2002 |
| Evening classes begin, Monday..... | Jan.7, 2002 |
| Evening Class Registration - Evening Graduate and Undergraduate students ONLY, Monday, Tuesday, Wednesday, Thursday..... | Jan. 7,8,9,10, 2002 |
| Last day to add on-campus classes without blue cards, Thursday | Jan. 10, 2002 |
| Blue Class Permit Forms needed to add on-campus classes, Friday & Monday | Jan. 11 & 14, 2002 |
| Last day to drop on-campus classes with tuition refund, Monday | Jan. 14, 2002 |
| Last day to drop or add on-campus classes, Monday..... | Jan. 14, 2002 |
| Martin Luther King Holiday (no classes), Monday | Jan. 21, 2002 |
| All University Assessment Day, Tuesday | Feb. 12, 2002 |
| Midterm Day (Last day for undergraduates to make up incompletes from Fall Semester), Thursday | Feb. 28, 2002 |
| * Last day to notify the Office of Graduate Studies of intent to take Summer Comprehensive Examinations, Thursday..... | Feb. 28, 2002 |
| Spring Break begins at 10:00 p.m., Friday | March 1, 2002 |
| Classes resume, Monday..... | March 11, 2002 |
| Last day to withdraw from classes, Tuesday | March 26, 2002 |
| Registration for Fall Semester, 2002 begins, Tuesday | April 9, 2002 |
| Final Examinations, Monday, Tuesday, Wednesday, Thursday, | April 29,30, May 1,2, 2002 |
| Spring Semester Commencement, Friday..... | May 3, 2002 |
| Grading Day, Saturday | May 4, 2002 |
| Faculty Development, Monday, Tuesday..... | May 6,7, 2002 |
| Grades Due, 9:00 a.m, Tuesday | May 7, 2002 |

The University calendar is subject to modification or interruption due to occurrences such as fire, flood, labor disputes, interruption of utility services, acts of God, civil disorder, and war. In the event of such occurrences, the University will attempt to accommodate its students. It does not, however, guarantee that courses of instruction, extra curricular activities or other University programs or events will be completed or rescheduled. Refunds will be made to eligible students in accordance with our governing board's policy.

* Pertains to Graduate students ONLY.

WINONA STATE UNIVERSITY

Winona State University, established Sept. 3, 1860 as the first teacher preparation institution west of the Mississippi River, is one of seven state universities that are part of the 36-member Minnesota State Colleges and Universities System (MnSCU). The University has three campuses: its original main campus and a Residential College are located in the city of Winona; a non-residential campus is located in Rochester, Minn., 45 miles to the west.

Mission

The mission of Winona State University is to educate and enlighten our citizenry at a distinctive institution: a community of learners dedicated to improving our world.

Located in the beautiful bluff country of the Mississippi River Valley, the Winona campus is largely residential and primarily serves a traditional student age population, while the Rochester campus serves primarily non-traditional students. The Institute for Lifelong Education, headquartered on the Rochester campus, meets the needs of the non-traditional student on each campus and provides the structure for outreach activities compatible with the mission of WSU. Commonly held principles help Winona State University prepare undergraduate and graduate students on both campuses. We value differences and work collaboratively, continuing a legacy of a century-and-a-half of service.

We are an exemplary arts and sciences institution with select professional and graduate programs anchored in a general education core. As a mid-sized public university, we are committed to retaining small class sizes and to challenging students by maintaining rigorous academic standards. Faculty and administration are involved with students, facilitate cooperative and active learning, provide prompt feedback, and respect our students' diverse talents and ways of knowing.

Faculty are dedicated to creating an optimal learning environment for students by using contemporary technology and by building learning communities which help students maximize their post-graduation successes. Students acquire the disciplinary expertise enabling them to pursue careers or enter graduate or professional schools. They learn the value of aesthetics and ethical integrity, along with the importance of becoming community leaders and furthering the public good.

Winona State University recognizes that many of the learning experiences of college occur outside the classroom. It therefore is committed to building and maintaining a caring community. On both campuses, community members strive for amicable relationships based on shared values and an affirmation of the principles of freedom of speech within an atmosphere of civility and mutual respect. Governed by collective bargaining agreements and guided by principled leadership, we respect diversity and collaborate to resolve issues that affect us all. We celebrate our common successes and our distinctive heritage.

We are committed to measuring results against self-defined and national standards. Through this ongoing assessment, one in which students, faculty, and staff participate, we will improve continuously and establish accountability for results. Thus, we shall reaffirm Winona State University's social contract to provide educational benefits to the people of Minnesota, the nation, and the world.

Goals of the University

WSU is dedicated to the following goals:

• Student Success:

All WSU students will graduate possessing the skills, capacities and talents required for high performance in subsequent endeavors by offering undergraduate and graduate programs and degrees which provide direct entry into graduate programs or employment opportunities that require significant educational preparation.

• Student Satisfaction:

WSU students and alumni will report high levels of satisfaction with their experience at WSU. WSU will provide for the educational,

personal, and social development of students through effective academic advising and counseling, and through high quality cultural, recreational, and extra-curricular programs.

• General Education:

All WSU students will have a solid foundation in general education. WSU will provide a comprehensive base of liberal studies as the foundation for university degrees in the arts, letters, and sciences as well as offering specialized professional, technological and occupational degrees.

• Faculty and Staff Development:

WSU will develop the human resources to accomplish the goals of the university by supporting a commitment to research and to scholarly and creative activities that enhance instructional programs and teaching excellence.

• Partnership Development:

WSU graduates will meet or exceed the expectations of the citizens, businesses and communities that we serve.

WSU will:

- Provide pre-professional programs that are coordinated with professional programs at other universities.
- Maintain a special commitment to lifelong learning by meeting off-campus instructional and continuing education needs of the citizens of the service region.
- Provide public service to the region and serve as a cultural center and a source of problem solving expertise.
- Assume leadership in consortia relationships and cooperate with private business and research organizations to maximize educational and employment opportunities for citizens of the region through the sharing of expertise and resources.

• Technology:

There will be a seamless integration of technology into the University at all levels.

• Enrollment:

WSU will effectively manage enrollment to meet the needs of the university. WSU will provide educational opportunities for all individuals including minorities, the disadvantaged, handicapped, and non-traditional students.

• Assessment:

WSU will evaluate all programs to meet the needs of a changing educational and technical environment.

Mission of Graduate Education

Consistent with the mission of Winona State University, the mission of Graduate Education is to:

- Provide lifelong educational opportunities.
- Support a diverse range of high quality graduate programs to reflect the strengths and expertise of the university, and that are responsive to the changing needs of people in the region.
- Promote quality graduate study that enhances undergraduate programs.
- Provide flexible delivery systems for high quality graduate programs.

Goals for Graduate Education

Consistent with the WSU Long-Range Plan, implementing the graduate education mission includes the following goals:

1. To sustain and enhance the quality of graduate studies at WSU.
2. To explore opportunities for all departments and disciplines to offer or contribute to graduate programs that fulfill the needs of the region.
3. To prepare students as leaders and specialists in their chosen profession.
4. To develop a sense of collaboration and collegiality among students and faculty through the process of graduate education.

5. To require participation in research and scholarly or creative activities in all graduate programs.

Accreditation and Membership

WSU is accredited for undergraduate and graduate programs by the North Central Association of Colleges and Secondary Schools. In addition, the Education Program is accredited by the National Council for the Accreditation of Teacher Education and the Minnesota Board of Teaching for the preparation of elementary and secondary teachers, elementary and secondary principals, school superintendents, and guidance counselors; the Chemistry Department's program is approved by the American Chemical Society; the Nursing Program is accredited by the National League of Nursing; the Social Work Program is nationally accredited by the Council on Social Work Education; and the Engineering Program is accredited by the Accrediting Board for Engineering and Technology.

WSU is a member of the American Association of Colleges for Teacher Education, the American Council on Education, the Midwest Association of Graduate Schools, American Association of State Colleges and Universities, the University Continuing Education Association, the American Assembly of Collegiate Schools of Business, the National Association Schools of Music, and the North American Association of Summer Sessions.

Location and Community

WSU's 47-acre campus is located near the heart of downtown Winona. The 4.25-acre Residential College campus, located two miles across town, is connected to the main campus via free convenient bus service.

Winona (population: 29,000) is nestled among the bluffs of the beautiful Hiawatha Valley on the banks of the Mississippi River—one of the most scenic areas in Minnesota. Students have convenient access to shopping, recreational activities and community resources. Additional cultural opportunities are available in LaCrosse, WI (30 miles away) and in the Twin Cities (120 miles away).

Winona also is home to three institutions of higher learning: WSU, Saint Mary's University and Minnesota State College, Southeast Technical. WSU cooperates with these area institutions, as well as institutions throughout the MnSCU system, to enrich the educational and cultural opportunities for students at all institutions by sharing their programs and resources.

WSU's Rochester Center is an example of the sharing characteristics of Minnesota institutions. The Center is housed in the same facility as the Rochester Community and Technical College and University of Minnesota. Interactive television (ITV) and computing connections link the Center to Winona sites and Winona students can avail themselves of cultural opportunities in Rochester.

Campus Facilities

The main WSU campus provides students ample facilities for education activities that combine traditional charm with modern convenience. Highlighting the educational facilities is the newly constructed university library with capacity for 1600 power/data connections, spaced every 15 feet throughout the building. The library contains 800,000 volumes including books, bound periodicals and microfilm, electronic classrooms, study rooms and lounge areas.

Stark Hall, dedicated in September of 1992, houses the Composite Materials Engineering Program and the accredited Nursing Program as well as elements of Biology and other programs.

In addition to the academic buildings, exceptional facilities are provided for students' social, cultural and recreational interests. The Performing Arts Center contains facilities for musical performances, theater productions and studio work. Memorial Hall is one of the finest physical education/athletic facilities in Minnesota. Its swimming pool, six full-sized gymnasiums, indoor track and tennis facilities, handball/racquetball courts, weight training room, and physiology of exercise laboratory make it the center for the University's 14 athletic teams (five men's teams and nine women's teams).

The University Center (Kryzsko Commons) is home to student lounges, dining facilities, a bowling alley, student organization offices, conference rooms and various other accommodations for student activities and relaxation.

While emphasis has been placed on providing students with exemplary facilities for academic work, the University also provides

students with comfortable, satisfying living accommodations. WSU has excellent facilities for student living and activities. There are seven residence halls that can accommodate 1800 students, including the Lourdes Hall Residential College.

The Residential College, housed in Lourdes Hall, offers students both housing and a unique educational opportunity. The Residential College's general mission is "to provide an enhanced learning environment for highly motivated students to promote excellence in the achievement of their undergraduate education." Students are encouraged to discover the love of learning, tolerance for individual differences and benefits of a liberal education by developing their talents through strong student educational pursuits and high expectations from the University. Having the intimacy of a smaller environment and the resources of a state university, WSU is able to create an atmosphere of collaborative learning. This is accomplished, in part, through a required First-Year Experience Seminar during the fall semester, which focuses on critical thinking and through banquets, speaker series, world forum dinners and floor activities.

Academic Programs

WSU offers more than 80 academic programs through the University's five colleges:

- College of Business
- College of Education
- College of Liberal Arts
- College of Nursing and Health Sciences
- College of Science and Engineering

All programs are offered by highly qualified faculty in an environment committed to a love of learning and student service. Approximately 400 faculty dedicate themselves to delivering rigorous academic programs while maintaining a "small school closeness" to individual students.

Adult, Continuing Education and Extension

WSU offers a wide range of learning experiences and opportunities through the Adult, Continuing Education and Extension Division. These include non-credit and CEU activities; workshops and conferences; extension credit courses; classes available via distance learning technology; senior citizen registration; and the Adult Entry Program which features individualized advising, career counseling and credit for prior learning. Non-credit programs, credit course and advising are located in numerous places throughout the WSU service area. Special programs may also be developed to meet the continuing education needs of specific agencies, schools, businesses and industries. For more information, schedules or appointments contact the Adult, Continuing Education and Extension Office, Room 109 Somsen Hall, Winona State University, Winona, MN 55987; (507) 457-5080 or 1-800-242-8978.

WSU-Rochester Center General Information

WSU has had a strong commitment to students in the Rochester area for 70 years. The WSU-Rochester Center serves approximately 2,000 students.

WSU, along with the University of Minnesota and Rochester Community and Technical College, have combined to create the University Center at Rochester (UCR). The Center opened in 1993 and is equipped with state-of-the-art technology for interactive television and computer systems that link UCR students with main campuses and the world.

WSU has a formal 2 + 2 program with RCTC leading to ten (10) baccalaureate degrees. There are also five (5) master's degrees and an educational specialist degree offered by WSU in Rochester.

WSU also cooperates with the University of Minnesota in offering a Master's degree in teaching leadership and cooperates with Mayo Clinic in offering a master's degree in nurse anesthesia. Partnerships also exist among the Nursing Department, Mayo Clinic and the University of Minnesota.

Location and Community

Olmsted County has a population of over 100,000 people. It is home to the Mayo Clinic and IBM Rochester. Olmsted County residents have a high level of educational attainment and are highly receptive to the

lifelong learning opportunities offered by WSU. WSU cooperates with both IBM and Mayo Clinic for specialized classes in computer science and the health professions.

WSU-Rochester is part of the University Center at Rochester, located at U.S. Highway 14 and 30th Ave. SE.

Degrees/Programs

Undergraduate Programs (2 + 2)

WSU-Rochester cooperates with Rochester Community and Technical College to offer complete educational programs to the area. Through the 2 + 2 program, students can complete ten (10) baccalaureate degree programs by transferring lower-division credits from RCTC and completing upper-level courses at WSU-Rochester. Students can also complete numerous undergraduate minors and six graduate degrees within thirteen different graduate programs – all at the Rochester campus of WSU.

Undergraduate Programs

- Accounting
- Business Administration
- Computer Information Systems
- Computer Science
- K-6 Education with Middle School Communication Arts and Literature
- K-6 Education with Middle School Social Studies
- Nursing
- Professional Studies
- Psychology
- Social Work
- Sociology

Graduate Programs

Students can complete five (5) graduate degrees containing thirteen different graduate programs at WSU-Rochester.

- Master of Science in Counselor Education
 - Community Counseling
 - School Counseling
 - Professional Development
- Master of Science in Education
- Master of Science in Educational Leadership
- Master of Science in Nursing
 - Advanced Practice Nursing
 - Adult/Family Nurse Practitioner
 - Clinical Nurse Specialist
 - Nurse Administrator
 - Nurse Educator
 - Collaborative Master's Program with University of Minnesota with emphasis in Public Health/Psych/Mental Health Nursing
- Specialist Degree in Educational Leadership

Special Programs

Certification/Licensure-College of Education

Certification programs include two special education licensure programs offered by the Special Education Department. These programs can be taken at the undergraduate and graduate level. They include licensure in the following areas: Developmental Disabilities and Learning Disabilities. At the graduate level, in conjunction with the University of Minnesota, a program in Emotional/Behavioral Disorders is also offered.

National Technological University (NTU)

Through a cooperative agreement with IBM, WSU is administering graduate courses in engineering and computer science. All NTU classes are taught through satellite delivery, and the courses originate from over 35 participating universities.

Non-Credit Programs

WSU-Rochester cooperates with community and professional groups, and the Department of Adult, Continuing Education and Extension to provide non-credit continuing education programs.

Adult Entry Program

The Adult Entry Program is designed for mature students who have never attended college or are returning to college. Counselors are available in Rochester on a regular basis to assist adult students seeking a college education. Awarding college credit for life/work experience is possible under this program. (See Adult, Continuing Education and Extension Section for more information.)

Faculty

All program areas offered at WSU-Rochester have residential faculty. These faculty members live and work in the Rochester area. Courses also are taught by WSU faculty who commute from the main campus.

Student Services

Counseling

Counseling services are available through WSU-Rochester. Staff members are professional counselors with extensive academic experience in counseling.

Career Services

Career Services staff schedule appointment dates on the Rochester campus during the academic year for individual advising. Appointments can be made by calling Student Services at (507) 285-7100. In addition you may register on line with Career Services to access announcements of employment and internship opportunities, career search information, and to create an on-line resume for candidate referral to potential employers via the World Wide Web.

Financial Aid

Counseling is available for students concerning long and short-term plans for financing their education. An Application for Financial Aid should be requested when you apply for admission. Representatives from the WSU Financial Aid Office are available at WSU-Rochester via video conferencing. Preliminary information is available at WSU-Rochester.

Joint WSU/RCTC Services

Other areas of student support, i.e., services to disabled students and childcare, are coordinated by WSU-Rochester staff members.

Computer Facilities

The computer facilities consist of four teaching computer labs, two open computer labs and a shared computer lab. All labs allow student access to mainframes on campus.

Library

WSU-Rochester's library holdings are integrated into UCR's Goddard Library. This arrangement provides students with an extensive resource of reference and research material. Library holdings number over 57,000 volumes. There is an overnight courier service to WSU's Library for articles and books which gives WSU-Rochester students access to both the UCR and WSU libraries. On-line computer searches are possible through both the PALS and Luminet systems.

Campus Visits

Students are encouraged to visit WSU-Rochester at the University Center in Rochester any time. For more information about programs and services, call (507) 285-7100.

Student Disclosure Policy

Attention UCR students: Winona State University shares administrative tasks and other functions with Rochester Community and Technical College and the University of Minnesota at the University Center Rochester campus. Educational records of students taking classes at the UCR campus may be made available to employees of these other two institutions while the student is attending the UCR campus if access is necessary for the employee to provide services to the student.

GRADUATE PROGRAMS, DEGREES, AND CERTIFICATES

Specialist Degree

Elementary/Secondary School Leadership
General School Leadership (Superintendency)

Master of Arts in English

Master of Science

Counselor Education
Community Counseling
Focus: Chemical Dependency Counseling
School Counseling
Professional Development
Education
K-12 Education
Special Education
Educational Leadership
Elementary/Secondary School Leadership (Licensure)
General School Leadership (Non-licensure)
English
Advanced Practice Nursing
Adult or Family Nurse Practitioner
Clinical Nurse Specialist
Nurse Administrator
Nurse Educator

Master of Software Technology (Fall 2001)

Advanced Licensure Programs

Early Childhood
Family Education
Middle School
Learning Disabilities
Developmental Disabilities
Principal/Assistant Principal - K-12
Superintendent and Assistant Superintendent

Post-Master's Certificates in Nursing

GENERAL INFORMATION

Director of Graduate and Continuing Education

Pauline Christensen, Ph.D.
Somsen 109 (507) 457-5088

Office of Graduate Studies

Mary Zeise, Office Manager
Somsen 114C (507) 457-5038

General Information

The center of information and assistance for graduate students is the Office of Graduate Studies, 114C Somsen Hall. The Office reviews applications for admission, candidacy, comprehensive examinations, graduation, and graduate assistantships and maintains graduate student records.

The Graduate Office coordinates graduate programs. The Graduate Council (an advisory group of graduate faculty) provides guidance and recommendations on graduate programs. Inquiries on specific program requirements should be addressed to the department chairperson or program director of the degree-sponsoring department.

The Office of Graduate Studies is open weekdays, except holidays.

Affirmative Action Office

Winona State University is committed to providing equal education and employment opportunities to all persons regardless of race, color, creed, religion, national origin, sex, marital status, disability, public assistance, age, family status, majority age student or any other group or class against which discrimination is prohibited by State or Federal laws, including Title IX and Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974.

Consistent with this policy, the principle of equal opportunity and nondiscrimination govern all activities in the MnSCU system, including hiring, promotion, admission, and participation in all other facets of university life.

Winona State University recognizes that there are various groups that are underrepresented in educational programs and employment within the MnSCU System. Winona State University also recognizes the value of the diversity of cultural experiences for all students and employees that will be achieved through full participation of these groups in the educational process and in employment. Therefore, Winona State University commits itself to programs of affirmative action intended to remedy this underrepresentation and to encourage cultural diversity and participation by members of these groups in all facets of university life.

Inquiries concerning the application of Affirmative Action, Equal Employment, inquiries/complaints regarding sexual harassment or discrimination, Title IX and Americans with Disabilities Act should be referred to Theresa Arrick-Kruger, (507) 457-5013. Inquiries concerning Section 504 of the Rehabilitation Act of 1973 should be referred to Nancy Dumke, (507) 457-5600.

Nondiscrimination on the Basis of Disability Policy/Procedure

Winona State University is committed to making its programs accessible to all qualified students. You may request educational accommodations from the 504 coordinator, Nancy Dumke, Advising & Retention Office, Phelps 129, (507) 457-5600 or (507) 457-2409 (TDD) and facility accommodations from Tess Arrick-Kruger, Affirmative Action Officer, (507) 457-5013.

Crime Awareness and Campus Security Act

An annual security report is made available to the public as required by federal Crime Awareness and Campus Security Act. Updated annually and distributed campus wide, it contains specified crime statistics and other information related to campus safety issues. Copies of this report are available through the Dean of Student Affairs, 130 Kryzsko Commons.

Student Health Service

Minnesota Law

Minnesota law (M.S. 135A.14) requires that ALL students born after 1956 and taking more than one class per semester/session, provide proof of immunization against measles, rubella, mumps, diphtheria, and tetanus in order to remain enrolled in classes. Questions regarding this policy can be referred to WSU Student Health Service, (507) 457-5160. The law requires you to submit your immunization information to the Student Health Service within 45 days of the beginning of the term. Forms are available at the Student Health Service, in the Class Schedules, and at the back of this catalog.

Facilities

The Health Service is located in the west wing of the former Maxwell Library. The facility is staffed by a physician, nurse practitioners, registered nurses, a medical technologist, a dietitian/nutritionist and a medical records clerk. Services include:

- Medical examinations and consultations for illness, injury and other medical concerns;
- Laboratory services;
- Mantoux tests and some immunizations;
- Physical exams for sports, employment or travel;
- Allergy injections (you must supply your own serum);
- Contraceptive counseling and prescriptions;
- Health education materials including pamphlets, videos and consultation which enables students to develop a lifestyle that will reduce their risk of disease and injury.
- Smoking cessation program

The Student Health Fee pays for most of the services provided during regular office hours. There are charges for medications, laboratory tests, and some medical procedures and supplies. Emergency care is available evenings and weekends at Community Memorial Hospital, 855 Mankato Ave.

Career Services

Seniors, graduate students and alumni seeking full-time employment or juniors and seniors seeking internships can receive assistance from Career Services, 110 Gildemeister Hall. Equipment is available for your use in preparing your interactive, multi-media electronic portfolio known as "WINGS." We also have computer terminals available for your use in registering on our web site or updating your information on the web site.

Opportunities are available to interact with employers through Career Fairs, Job Fairs and on-campus interviews. Career Services also provides a referral service of your electronic resume to employers in addition to allowing employers to access your resume directly through our web site. Small group and individual advising is available from the Director.

The office is open from 8:00 a.m. to 4:30 p.m. during the academic year and 7:30 a.m. to 4:00 p.m. during the summer. You also can access job openings or update your resume via the internet 24 hours a day, seven days a week from the comfort of your computer. Employment information and graduate follow-up results are available in the office as well as on our web site: <http://career.winona.msus.edu>.

International Student Service

The International Student Office, located in 128 Kryzsko Commons, provides assistance to all international students attending WSU. Information and advice is available regarding admission to the University, scholarships, immigration concerns, orientation programs, employment regulations for F-1 visa holders and other information related to the well being of international students.

A limited number of English language courses are available for non-native speakers. Students are assigned to these courses on the basis of their scores on the WSU English Test for Non-Native Speakers. This test must be taken prior to registration for the initial term of attendance at WSU.

Health insurance provided by the University is required of all international students. Billing will occur during the fall for the entire year.

A required orientation is held prior to the beginning of each semester for all in-coming international students. The University requires that international students meet with a staff member of the International Student Office immediately after arrival to the University. At such time, updated information is provided on orientation dates and test times for the English screening exam.

Scholarships for International Students

Cross-cultural scholarships are available to in-coming international students. Contact the International Student Office (507) 457-5303 for more information.

Child Care Center

The WSU Child Care Center provides services for children six weeks of age to 6 years. The center is open from 7:15 a.m. to 5:30 p.m., Monday through Friday. Children can be enrolled on a part-time or full-time basis.

The program enables parents of preschool children to attend classes and study during the day while providing their children with quality care in an enriching, stimulating environment. The childcare center also serves as a model program for students of early childhood education and related fields for purposes of observation and participation. For more information contact the director at (507) 453-2560, or (507) 453-2561.

Nursery School

The WSU Nursery School is developmentally appropriate and provides an integrated setting for children, ages 3 to 5. There is a Monday-Wednesday-Friday group and a Tuesday-Thursday group. Each session is 9 a.m. to 11 a.m.

The program provides quality preschool experiences for children, allows parents of preschoolers to attend morning classes, and to provides students with a laboratory in which they observe children and participate in a structured program.

For more information contact the Education Department.

Veterans' Assistance

WSU is approved by the State Approving Agency for Veterans Training. Eligibility certificates should be presented to the Veterans Assistance Office, Somsen 106, when students enroll.

Procedures:

1. Students' application for veteran's benefits can be submitted through the county Veterans Service Office or through WSU. Students must submit with the application a certified copy of their DD-214 Form or a Notice of Basic Eligibility.
2. Students should submit both copies of their Certificate of Eligibility for WSU when they apply for admission.
3. Enrollment is certified only after students present their DD-214 Form to the Veterans Office (after they have been admitted to the University. Enrollment for full-time students is normally for the academic year. Summer sessions and/or workshops are separate enrollment periods. The date of students' enrollment is based on the school calendar, workshop dates or contract periods. Note: A mixture of graduate and undergraduate credits is allowed only under special arrangements.
4. Students must report each change in academic load to the Veterans Assistance Office.
5. Payments of benefits: Allowances are paid on a monthly basis, conditional on students' satisfactory progress in an approved course and their conduct. Payments are released upon certification furnished by the school. Students must notify the Registrar's Office and the Veterans Assistance Office when they complete a course, drop a course or their course of training is interrupted.
6. Veterans with Dependents: The Veterans Administration requires students to submit certified copies of marriage certificates, birth certificates and/or adoption papers for their dependents before they can receive payments based on their marriage and dependents. They are paid a single rate until these documents are on file with the VA. The WSU Veterans Assistance Office and the county Vets Services Officer can help expedite this procedure.

7. Re-enrollment: Students can re-enroll without a new Certificate of Eligibility. Notify the Office of Admissions Veterans Assistance Office.
8. Academic Load: Full-time training requires 12 s.h. of undergraduate credit or 9 s.h. of graduate credit. Three-fourths time training requires 9 s.h. of undergraduate credit or 7-8 s.h. of graduate credit. Half-time training requires 6-8 s.h. undergraduate credit or 6 s.h. of graduate credit.
9. Tutorial Assistance: This program provides tutors to help students overcome a deficiency in any subject required for the satisfactory pursuit of an educational objective. It is available to Vietnam-era vets. See the Veterans Office for detailed information.
10. Credit for Military Schools: Service schools and training are evaluated according to the recommendations of the American Council on Education's Guide to the Evaluation of Educational Experience in the Armed Services when students present an official DD-214 Form to the Office of Admissions.
11. Waiver of Physical Education Activity Requirements: This requirement is waived if students have been on active duty for more than one year and they are pursuing a non-teaching degree. They must provide the Admissions Office with an official copy of their DD-214.

FINANCIAL INFORMATION

All financial information is subject to change by action of the Minnesota State College and University Board. A non-refundable fee of \$20.00 is required with any Application for Admission. Students are not subject to this fee if they have been admitted to WSU and paid the \$20.

Undergraduate tuition for full-time students (12-18 credits) for the Winona campus will be billed at a flat rate. All full-time Wisconsin residents will be billed at the flat rate. Rochester campus classes will be charged on a per credit basis (except for Wisconsin residents). All Graduate courses will be charged on a per credit basis.

Estimated Tuition

Estimated Flat Rate Tuition per Semester

| Residency Level | 2000-2001 Tuition | 2001-2002 Tuition |
|-----------------|-------------------|-------------------|
| Minnesota | | |
| Undergraduate | \$1,370.00 | \$1,410.00 |
| Wisconsin | | |
| Undergraduate | \$1,355.00 | \$1,395.00 |
| North Dakota | | |
| Undergraduate | \$1,370.00 | \$1,410.00 |
| South Dakota | | |
| Undergraduate | \$1,375.00 | \$1,415.00 |
| Midwest Compact | | |
| Undergraduate | \$ | \$ |
| Non-Resident | | |
| Undergraduate | \$3,055.00 | \$3,115.00 |

Regular Academic Year Tuition Per Semester Credit Hour

| | 2000-2001 Tuition Per Semester Credit Hour | 2001-2002 Tuition Per Semester Credit Hour |
|--|--|--|
| Undergraduate - on campus and extension courses: | | |
| Resident | \$90.95 | \$93.70 |
| Non-Resident | \$203.70 | \$209.80 |
| Graduate - on campus and extension: | | |
| Resident | \$139.65 | \$143.85 |
| Non-Resident | \$220.55 | \$227.15 |
| Summer Session: | Summer 2001 | Summer 2002 |
| Undergraduate: | | |
| Resident | \$90.95 | \$93.70 |
| Non-Resident | \$203.70 | \$209.80 |
| Graduate: | | |
| Resident | \$139.65 | \$143.85 |
| Non-Resident | \$220.55 | \$227.15 |

Estimated Fees

All fees are subject to change.

Student Life Fee

The Student Life Fee is assessed to all students attending classes through the Winona and Rochester campuses. The rates are determined by a committee consisting of members of the Student Senate and University Administration. The committee also determines the distribution of funds. Areas receiving funds include the student senate, university clubs, and the Winonan. The Student Life Fee is \$3.60 per credit hour, \$43.20 maximum per term.

Athletics Fee

The Athletics Fee is assessed to all students attending classes through the Winona and Rochester campuses. The rates are determined by a committee consisting of members of the Student Senate and University Administration. The committee also determines the distribution of funds. The Athletics Fee is \$2.75 per credit hour, \$33.00 maximum per term.

Health Service Fee

The Health Service Fee is assessed to all students attending classes through the Winona campuses. The rates are determined by a committee consisting of members of the Student Senate and University Administration. The committee also determines the distribution of funds. The Health Service Fee is \$2.25 per credit hour, \$27.00 maximum per term.

Union Facility Fee

The Union Facility Fee is assessed to all students attending classes through the Winona campus. The rate is determined by the University Administration, and the State Board Office. Funds are used to finance the construction, maintenance, and daily operation of the student union building. The Union Facility Fee is \$5.90 per credit hour, \$94.40 maximum per term.

MSUSA Fee

The MSUSA Fee is assessed to all students attending classes for college credit. The rates are determined by the Minnesota State University Student Association and the State Board Office. Funds are used by the Minnesota State University Student Association. The MSUSA Fee is \$.33 per credit hour.

Technology Fee

The Technology Fee is assessed to all students attending classes for credit. The rate is determined by the University Administration and funds are used to support the student computer labs and academic computer services. The fee is \$3.90 per credit hour, \$54.60 maximum per term.

Course Fees

Course Fees are assessed to all students attending courses that have additional course fees indicated in the schedule. Rates are determined by the department chairperson and approved by the Deans and Academic Vice President. Course fees are used by the departments to pay for costs not normally incurred in every day instruction, i.e. the cost of using the bowling alley for a bowling class.

Residential College Fee

The Residential College Fee is assessed to all students within the Residential College. The rates are determined by the University Administration and funds are used to provide additional programs for those in residence at the Residential College. The Residential College Fee is \$100.00 per year and paid in the fall term.

Insurance

Health insurance is available to all full-time students. Further details are available in the Counseling Center.

Incidental Fees

Several smaller fees arise from other non-course related matters including Health Service, Credit by Exam Fees, ID Card Replacement Fees and Library Fines.

Textbooks

Textbooks will average about \$200.00 per term. Books can be purchased at the WSU Bookstore or other locations.

Late Payment Fee

Payment in full for all tuition, fees and residence hall charges must be paid by the payment due date indicated in the current class schedule. Any payment accepted after the payment due date will be assessed a late fee of \$30.00.

Students are expected to pay all accounts to the University when they are due. Due dates are published in the class schedule. Failure to receive a fee statement does not release the student from payment obligations. The University is authorized to withhold the issuance of diplomas and official transcripts of credits and to deny students further registration until all moneys due the University have been paid.

Refund Policy

Students who withdraw from the University should obtain Application for Refund forms from the Registrar's Office, Room 114, Somsen Hall. Students dropping classes must inform the Registrar's Office using the official drop procedures. Students who withdraw from the University or who drop one or more credits will receive a tuition refund according to the following schedule.

If a student's course schedule is reduced for the convenience of the University, the tuition shall be adjusted without penalty. Refunds on activity fees will be on the same basis as tuition when withdrawing or dropping credits. Refunds are not given for textbooks and materials. Used books may be sold at the University Bookstore during the last week of each term.

Terms at least 10 weeks in length:

| WITHDRAW DAY | WITHDRAWING | CREDIT DROPS |
|---|-------------|--------------|
| Up to and including 6th class day of term or 1 day after 1st class session - whichever is later | 100% | 100% |
| 7th through 10th class day of term | 75% | None |
| 11th through 15th class day of term | 50% | None |
| 16th through 20th class day of term | 25% | None |
| After 20th class day of term | None | None |

Terms 3 to 10 weeks in length:

| WITHDRAW DAY | WITHDRAWING | CREDIT DROPS |
|---|-------------|--------------|
| Up to and including 3rd class day of term or 1 day after 1st class session - whichever is later | 100% | 100% |
| 4th and 5th class day of term | 100% | None |
| 6th through 10th class day of term | 50% | None |
| After 10th class day of term | None | None |

Terms of less than 3 weeks:

| WITHDRAW DAY | WITHDRAWING | CREDIT DROPS |
|---|-------------|--------------|
| Up to and including 1 day after 1st class session | 100% | 100% |
| After 1 day after 1st class session | None | None |

Enrollment for a single 1, 2 or 3 day session or less:

| WITHDRAW DAY | WITHDRAWING | CREDIT DROPS |
|----------------------------|-------------|--------------|
| Prior to session beginning | 100% | 100% |
| After session has begun | None | None |

Estimated Room and Board

Payments for residence hall and meal services are made each semester. The following cost estimates include meals and a telephone in each room.

Normal occupancy in a double room: \$1,690 to \$1760
 Guest rate (per night): \$10 to \$15

Resident Status

As a state-assisted institution, Winona State University's primary function is making higher education available to residents of Minnesota. A higher tuition rate, therefore, is charged to residents of other states or nations.

Information about regulations and criteria that determine your residence status can be obtained in the Admissions Office, 106 Somsen Hall.

Wisconsin/North Dakota/South Dakota Tuition Reciprocity

Any undergraduate or graduate student from Wisconsin/North Dakota/South Dakota who submits the "Student Application for Resident Fee Status" form will be subject to a similar tuition rate as charged by the state of time residence. Application forms are available in the Office of Admissions and all Wisconsin, North Dakota and South Dakota high schools. Approval is granted for one year and remains in effect as long as there is continuous enrollment (summer excluded). Should reciprocity student leave WSU for longer than the academic year they must reapply for reciprocity tuition.

Financial Assistance

Application for financial assistance requires the completion of the Free Application for Federal Student Aid (FAFSA). To be considered for aid, a student must be enrolled or accepted as a graduate student in an eligible program for the purpose of obtaining a degree and must maintain good standing and meet satisfactory progress standards at the university. To qualify for student loans, graduate students must be enrolled on a half-time basis or more. Half-time enrollment requires a minimum of three graduate credits. Inquiries about financial assistance programs should be directed to the Director of Financial Aid, Winona State University, 108 Somsen Hall, Winona, Minnesota 55987. Phone (507) 457-5090.

Loans

Federal Perkins Loan: The Federal Perkins Loan is a 5% interest loan awarded through the Financial Aid Office to students enrolled on at least a half-time basis who demonstrate exceptional need based on the FAFSA. Repayment and interest does not begin until after the student ceases to be enrolled on a half-time basis. Cancellation may be available for teaching in certain areas or certain subjects, for service in a Head Start Program, full-time nursing or law enforcement, or other conditions per the terms of the promissory note the student signs at the time of disbursement.

Federal Subsidized Stafford Loan: This need based loan is available to students enrolled half time or more and provides up to \$8500 per year for graduate study. The interest rate is variable capped at 8.25 percent with the federal government paying the interest while the student is in school and for a six-month grace period. Eligibility is determined by the Financial Aid Office based on the FAFSA and cost of attendance. Borrowing is done through a commercial lender.

Federal Unsubsidized Stafford Loan: Demonstrated financial need is not required for the Federal Unsubsidized Stafford Loan but a FAFSA must be filed before school certification can occur. The borrower is responsible for interest that occurs while he/she is in school. The interest rate is variable capped at 8.25 percent. Graduate students may

borrow up to the cost of attendance at WSU minus any subsidized Federal Stafford or other aid received. Borrowing is done through a commercial lender.

Student Education Loan Fund (SELF): The Minnesota Higher Education Services Office provides loans of up to \$9000 per year for graduate students who are enrolled at least half time. Loan amounts are determined by the cost of attendance, other aid and student's prior and current student loan indebtedness. A student is eligible for SELF-loans regardless of family income, but must have a creditworthy co-signer. Students make interest payments at a variable rate while they are in school. Students are required to file a FAFSA and have their application approved through the Financial Aid Office.

Employment

The Federal and State Work-Study Programs provide part-time employment to students who demonstrate financial need. Most employment is on campus, but students can work in off-campus non-profit organizations or public agencies. Employment is limited to twenty hours per week while classes are in session.

Institutional employment is available to students on a limited basis through various departments on campus. Students seeking this employment should contact campus departments.

ACADEMIC INFORMATION

Policy Changes

Throughout the academic year, administrative and committee actions will change policies that affect students. It is a student's responsibility to comply with the changes as they are reported in the University newspaper, the Winonan, in the semester class schedule, or posted on the Registrar's Office bulletin board, Somsen Hall, Room 114.

Graduate Programs

The colleges within the university that offer graduate programs are the College of Education, College of Liberal Arts and College of Nursing and Health Sciences. In addition to Master of Science, Master of Arts, and Specialist degree, various advanced licensure programs are available.

Each graduate student is responsible for complying with the regulations on admissions, registration, admission to candidacy, program requirements, graduation requirements, and all other deadlines and stipulations applying to graduate study. The University catalog in effect at the time of admission to candidacy governs student program and degree requirements. Deadlines applying to graduate students are specified in the academic calendar.

Undergraduate Students

Undergraduate students who need twelve or fewer semester credits to complete baccalaureate degree requirements may request permission from the Director of Graduate Studies to take 500 level courses for graduate credit to complete a regular course load during the semester of graduation. Undergraduate students may not enroll in courses at the 600 level or 700 level. Appropriate 400-level courses with corresponding 500 level graduate credit options may be verified by comparing the graduate and undergraduate catalogs. These 500 level course credits will not apply toward undergraduate degree requirements. Exceptions may be granted for special departmental programs.

Graduate Special Students

A student who has completed a baccalaureate degree from an accredited university and who wishes to enroll in graduate courses, but does **not** intend to pursue a graduate degree at Winona State University, may register as a graduate special student. Prospective graduate special students must complete a Graduate Special application form to be admitted to the university. Admission as a graduate special student does not constitute admission to a graduate degree program.

A graduate special student who later wishes to enter a graduate degree program at Winona State must meet all requirements for admission to

graduate study and complete an Application for Admission to Graduate Study for the particular program in which they wish to apply. A **maximum of twelve (12)** semester graduate credits earned as a graduate special student may be accepted into a degree program upon recommendation of the major department.

Graduate Assistantships

Graduate assistantships are awarded to provide graduate students with additional study and experience in their field through the interaction with faculty and staff. Graduate assistants may be assigned to instructional, laboratory, research, and/or other professional duties. A graduate assistant works under the direct supervision of a graduate faculty member or full-time professional employee with a Master's degree or equivalent experience and expertise in the area of the assignment. The supervisor is responsible for the academic integrity and quality of the assistants performance.

Graduate assistantships are available to highly qualified graduate students. WSU Regulation 3-10 governs the allocation, requirements, responsibilities and hiring procedures for graduate assistants. In addition to a WSU contract, students must also sign the Condition of Employment for Graduate Assistants. Graduate assistants receive a stipend and tuition assistance. Applicants should submit applications for assistantships to the appropriate department chairperson/program director. Anyone who has been appointed to a graduate assistantship prior to the first day of classes shall be granted resident tuition status for the period of the appointment.

General Academic Regulations

The following regulations are applicable to all graduate programs unless otherwise stated. Academic departments may establish more stringent requirements so be sure to note departmental policies.

Academic Dishonesty

The University community **requires** that work produced by students represent their personal efforts. Papers and other work in written or oral format prepared for classes should contain the student's own words and ideas unless the student identifies the ideas of others as being quoted, summarized or paraphrased. Such ideas must be duly cited by attributing all information that is not readily verifiable and not commonly understood in the discipline. To do otherwise is to plagiarize by using passages or ideas from others while claiming them as one's own.

PENALTY: to plagiarize is to be intellectually dishonest. Except for rare instances when there are mitigating circumstances, it will result in immediate dismissal from class with a grade of E.

REDRESS: the student must initiate arbitration of this penalty with the teacher involved. In case no satisfactory resolution is achieved, then the dean of the college in which the course is taught will make a determination. All affirmed incidents reported by the teacher will be recorded by the Vice President for Academic Affairs.

Time Limitation

All degree requirements including credits to be earned, transfer credits, final examinations, thesis, required research papers, and all other program requirements must be completed within the seven (7) years prior to the awarding of the degree, except for the Specialist degree in Educational Leadership wherein the limitation is eight (8) years.

Under exceptional extenuating circumstances, a student may submit a petition to the Director of Graduate Studies requesting a one-year extension of the time limitation. Such a request is to contain all pertinent facts, justifying rationale, and a plan for degree completion.

Course Credit

Courses numbered 600 and above are for graduate credit only and no undergraduate may enroll in them. Courses for either graduate or undergraduate credit are 400/500 level, with the 400 level for undergraduate credit and the corresponding 500 number for graduate credit. Compare the graduate and undergraduate catalogs to determine these courses. The 500 level courses will not apply toward an undergraduate degree. Graduate students registered in the 500 numbered courses will be required to do additional work to meet course requirements. Graduate credit will not be given for courses at the 500 level to students who have already received credit for an equivalent undergraduate course.

Courses offered for a letter grade only will be listed as Grade Only in the specific course description. Courses offered Pass/No Credit only will be listed as P/NC in the course description. If no grading option is listed in the course description, the course may be taken for either a letter grade or a Pass/NC.

Credit Limitations and Overloads

Six (6) credits of enrollment per semester are required for full-time status for students receiving financial aid. No graduate student is permitted to enroll for more than twelve (12) credits per academic semester or six (6) credits during the summer session without approval from the appropriate area dean. This regulation applies to any combination of courses, workshops, weekend seminars, institutes, and other special offerings.

Transfer Credits

Two official copies of all transcripts must be sent to the Graduate Office, 114 Somsen, Winona State University, P.O. Box 5838, Winona, MN 55987. Ten (10) semester graduate credits of A, B, or Pass grades may be transferred if earned from regionally accredited graduate institutions and recorded as a graduate course on the official transcript. Acceptance is contingent upon the approval of the student's advisor, chairperson/program director of the student's major department and the Director of Graduate Studies. Sixteen (16) semester graduate credits may be transferred from other Minnesota State Universities (Bemidji, Mankato, Metropolitan, Moorhead, St. Cloud, and Southwest) and the University of Minnesota.

Transfer credits must have been earned within the seven year time limit for completion of the degree program and will be accepted only after they have been approved as part of the student's degree program on the Application for Candidacy. After Application for Candidacy has been completed, enrollment at another college or university with the expectation of credit transfer must be approved by the advisor, chairperson/program director of the student's major department, and the Director of Graduate Studies on a Supplement to Candidacy form.

Only grades of A, B, or Pass will be accepted in transfer and will not be used for computation of the required WSU grade point average. Pass grades may be accepted in transfer and applied to a graduate program, but in no case may the credits exceed the limits set forth in the section entitled PASS/NO CREDIT courses.

Subject to university approval, consortium/cooperative agreements for special degree programs may develop transfer credit regulations that apply only to students in those programs.

Grade Point Average (GPA)

Each semester hour of credit attempted receives honor points according to the following: each A credit = 4 honor points; each B credit = 3 honor points; each C credit = 2 honor points; each D credit = 1 honor point; each E credit = 0 honor points. The grade point average is computed by dividing the total number of honor points by the total number of credits attempted. Only those courses and credits taken at WSU will count for the computation of grade point averages. Although courses taken on a pass/no credit basis grant credit applying toward graduation, the credit does not affect the cumulative grade point average.

An A = Excellent, B = Good, C = Average, D = Poor, E = Failure, P = Passing, NC = No Credit, W = Official Withdrawal, V = Audit (registration without credit or grade). In addition, temporary grades may be issued as follows: I = Incomplete, IP = In Progress, Z = No Grade Reported, see instructor.

Graduate students must have a minimum grade point average of 3.0 on courses taken at Winona State University. No course will be counted if the grade is below C. These are minimum standards and the departments offering graduate programs may require higher standards.

Incompletes

An "Incomplete" is permitted (by the instructor) for special cases where circumstances prevent the student from completing course requirements by the end of the semester, although the student is passing the course in all other respects.

All incompletes must be removed within one calendar year from the end of the semester in which an incomplete is incurred or the course grade becomes an E. All incompletes for course work must be removed before a graduate degree is granted.

Audited Courses

The course audit procedure permits a student to attend classes but not receive credit. Courses pursued on an audit basis must be declared and processed prior to completing the student's registration. Regular tuition charges apply. Students may not use "audit" credits to satisfy graduation, certification, or licensure requirements.

Pass/No Credit Courses

Courses taken on a pass/no credit basis receive credit towards graduation. These credits do not affect the cumulative grade point average. Completion of such a course is entered P (pass) or NC (no credit) on the permanent record. Departments designate which courses may be taken on the pass/no credit basis.

A student may be allowed to count six (6) credits of P/NC regular coursework on the master's degree. Internships, workshops, clinicals or practicums, which are only offered on a P/NC basis, may also be applied toward the degree program, if approved as part of the Application for Candidacy. The P/NC limit for the Specialist degree is 16 credits. Consult the graduate departments for any additional restrictions.

A grade of "pass" means at least B quality work for graduate credit.

Independent Study

Projects beyond the scope or range of regular graduate courses may be pursued on an independent study basis. Arrangement must be made with the instructor concerned and approved by the advisor, department chairperson, college dean and the Director of Graduate Studies. Application for independent study must be completed according to announced deadlines specified in the class schedules. A maximum of nine (9) credits of independent study (3 credits in one semester or summer session) may be counted toward the approved degree program. Any exceptions will be considered on an individual basis.

Arranged Classes

A student who desires to enroll in a course that is listed in the WSU Catalog, but not offered during a specified term, must complete an Arranged Class Application Form. The application must be approved by the instructor of the arranged course, advisor, chairperson/program director of the student's major department, college dean, and the

Director of Graduate Studies. Arranged courses may only be pursued during those semesters when the course is not offered through the regular schedule. Application for arranged classes must be completed according to announced deadlines specified in the class schedules. Only two required core courses may be taken on an arranged basis following appropriate approvals, and a maximum of nine (9) credits (core and electives) may be counted toward the approved degree program. Any exceptions will be considered on an individual basis.

Internships/Practicals/Clinicals

Internships/Practicals/Clinicals are available or required in many departments. The conditions and requirements are determined by the department supervising the experience. Applications, if necessary, must be completed according to announced deadlines specified in the class schedules. For descriptions and limitations, see departmental course descriptions.

Application forms for independent study, arranged classes, and internships may be obtained from the department office, Graduate Studies, or Registrar's Office.

Drop/Add Policy

In the event a student must drop and/or add a course after registration has been completed, the regulations published in the class schedule must be followed. For further information contact the Registrar's Office, Somsen 114; Continuing Education, Somsen 109; or the WSU Rochester Center (depending on how the course was offered).

Course and University Withdrawal

If a student withdraws either from a class or from the University, he/she is required to contact the Registrar's Office, Continuing Education, or Rochester Center to complete the appropriate forms. Withdrawals must be requested before the deadline date published in the class schedule. If a student processes the withdrawal by the deadline date he/she will receive a mark of withdrawal (W) on his/her transcript.

If a student withdraws (W) from a course he/she is repeating, the original grade is included in the computation of the GPA.

If a student drops a course or withdraws from the University without giving official notification to the Registrar's Office, Continuing Education, or the Rochester Center, he/she will be given a grade of E.

If a student withdraws from the University during any semester, he/she must discharge all business obligations and notify the Registrar's Office.

Transcript Requests

Transcripts are issued by the Registrar's Office only upon written request since student records are confidential in nature. Partial transcripts are not issued. Each transcript must include a student's complete record. As the university cannot certify credit earned at other institutions, copies of such transcripts will not be issued. All Winona State University transcript requests will be issued free of charge.

Grade Appeal Policy

Winona State University affirms that student evaluation in courses is a faculty responsibility. Nevertheless disputes may occur that need resolution. If students feel they have been unfairly evaluated by a faculty member for their academic performance, the following process will apply:

Step 1: A student considering a grade appeal will, within the first ten (10) academic calendar days of the next term (excluding summer terms), confer with the instructor in an attempt to resolve the dispute. Mutual agreement between the student and the faculty member will end the process.

Step 2: Should Step 1 fail to resolve the dispute, the student may file a written grade appeal using a Grade Appeal Form available in the Registrar's Office or the Rochester Center. The written appeal will be forwarded to the Grade Appeal Committee chair within (30) academic calendar days of the term specified in Step 1 with a copy of the appeal sent to the Vice President for Academic Affairs. A Hearing Committee that is a subcommittee of the Grade Appeals Committee will review the case presented by the student and the instructor. Both parties are entitled to assistance and advice from members of the academic community in presenting their case to the subcommittee. The Hearing Committee has the right to recommend to the course instructor that (1) the grade not be

changed, (2) the student is entitled to a re-evaluation by the course instructor, or (3) the grade be changed. The finding of the subcommittee is final and will be conveyed to the instructor, student, Vice President for Academic Affairs, and Chair of the Grade Appeal Committee. Within seven (7) academic calendar days the course instructor will inform the student, Grade Appeal Committee Chair and Vice President for Academic Affairs of the action taken regarding the recommendation of the Hearing Committee. The course instructor is not obligated to abide by the recommendation of the Hearing Committee.

Graduation

Applications for graduation must be submitted at least two calendar months prior to graduation. It is the sole responsibility of the student to ensure that all incompletes and program requirements are completed and submitted to the Office of Graduate Studies within ten (10) working days following the end of the semester of graduation. Late completion and submission of requirements will result in postponement of graduation to a later semester.

Admission to a Graduate Degree Program

1. Follow application deadlines published in the catalog and class schedule to allow complete processing prior to registration.
2. Complete the appropriate Application for Admission to Graduate Study and send to Graduate Office, Winona State University, P.O. Box 5838, Winona, MN 55987, along with a \$20 non-refundable application fee made payable to Winona State University. The fee is waived for students who have previously been admitted to WSU as an undergraduate or graduate special student.
3. Request two official transcripts from each undergraduate and graduate college or university attended. All transcripts must be submitted directly by each institution to the Graduate Studies Office. Transcripts must show that the student has received a Bachelor's degree from an institution accredited by an appropriate national accrediting body, a regional accrediting agency, or by the reporting state agency of the state in which the college or university is located.
4. Completed applications from students who have a minimum, cumulative GPA of 2.5 on a four (4) point scale from their baccalaureate degree-granting institution will be forwarded to the appropriate department for admission review and recommendation. Check the departmental sections of the catalog to determine additional criteria such as a higher GPA, test scores, references, etc.
5. Students with a cumulative grade point average lower than required by their graduate department from their baccalaureate degree granting institution may be granted provisional status from the Graduate Studies Office. Students admitted on a provisional basis are required to achieve at least a 3.00 GPA in their first 12 semester hours of 600 level course work. In addition, provisionally admitted students will be required to satisfy any course work deficiencies or additional admission criteria indicated by the department/program to which the student is applying. Upon completion of the 12 semester hours and/or other requirements, the student must formally reapply for admission to a degree program by contacting the Office of Graduate Studies, 114 Somsen, 507-457-5038. A registration hold will indicate when students have reached this level.
6. Following receipt of the departmental recommendation, the Office of Graduate Studies will notify the student of the action taken on the application.
7. Students unable to satisfy the departmental or above stated requirements will be allowed to continue to enroll in graduate level course work as a Graduate Special Student, not in a degree program.
8. Coursework must begin within two (2) years after admission to a graduate degree program or the student must reapply and pay the application fee.

Test Requirements

Students seeking the M.S., M.A., or ED.S. degrees may be required to take the Graduate Record Examination (GRE). Refer to the department policies for those situations. Information concerning these tests may be obtained through the Office of Graduate Studies.

Prerequisites

Refer to department policies for prerequisites required for admission to the specific graduate degree program.

Graduate Level Appeals Process

An applicant for admission to graduate study who wishes to appeal a negative decision made by a department or the program director regarding that student's admission or retention should first appeal the decision at the departmental level. If the dispute is not resolved at that level, the applicant may appeal the decision to the appropriate Dean. If the Dean upholds the decision by the department, the applicant may then appeal to the Vice President for Academic Affairs, who will make the final determination in the dispute and inform both the applicant and the department of that decision.

International Students

All applicants from foreign countries must complete all WSU application procedures. Students will be admitted on the basis of certified credentials verifying completion of previous educational studies. Students must also submit a TOEFL score of at least 500 for undergraduates, and 550 for M.S. and M. A. graduate students. The university requires all non-native speakers of English to complete an on-campus English placement exam. This English test determines appropriate English placement for each individual student.

In addition to official academic credentials and the TOEFL score, international students must present proof of financial responsibility for the full course of study. The university will supply specific financial support forms for this purpose. The university requires that all financial obligations including tuition, fees, room and board be paid at the time of registration.

The International Student Office emphasizes that the financial support statement is of extreme importance because very little financial aid exists for foreign students and immigration regulations prohibit employment outside the campus community. In view of the increasing cost of education and unstable conditions that arise around the world, Winona State is unable to assume responsibility for emergency situations that arise while a foreign student is in attendance at the university.

International students must apply well in advance of the time they wish to enroll. This is necessary due to the complexity of the admission process and allows for the proper planning of mandatory orientation programs for international students.

International students interested in obtaining additional information about the university or interested in obtaining an application packet should direct their initial inquiries to the Director of International Students, Kryzsko Commons, Winona State University, Winona, Minnesota 55987, (507) 457-5303.

Application for Candidacy

Before the student has completed 16 graduate semester credits with a grade point average of at least 3.0, the student, in consultation with the advisor, must submit a completed Application for Candidacy to the Office of Graduate Studies. Graduate students who do not have at least a 3.0 GPA will not be allowed to make further progress in their program until the GPA is improved. To improve the GPA, students may retake courses for which they received a grade below B. However, below B grade courses may be retaken only once. Any courses taken beyond 16 credits will not apply to the degree program unless a petition for waiver of the 16 credit requirement is approved by the Director of Graduate Studies.

The Application for Candidacy must include a detailed proposed program of coursework for degree completion, must indicate a thesis plan or other capstone writing experience, and must be approved the advisor, the chairperson/program director of the major department, and

the Director of Graduate Studies. Any proposed changes to the approved candidacy must be requested in advance on the Supplement to the Application for Candidacy form and be approved by the advisor, the department chairperson/program director and the Director of Graduate Studies.

Research and Writing Requirements

All graduate degree programs must contain at least three (3) credits of research methodology, statistics, or the equivalent.

All graduate degree programs must also contain a capstone writing experience; for example, thesis, professional paper, written report of a project, written review of a simulation, or portfolio. The selected experience must be indicated on the Application for Candidacy form and the final product(s) must be submitted to the Department responsible for maintaining the materials.

M.S. and M.A. Degree Requirements

In addition to the provisions listed above, the following requirements must be met by all Master of Science and Master of Arts students:

1. The student must meet all academic prerequisites.
2. The student must complete a minimum of 15 semester credits in the field of specialization with a minimum grade point ratio of 3.0 on courses taken at Winona State University. No course will be counted if the grade is below C. These are minimum standards; departments may require higher standards. At least fifty percent of the credits required for the master's degree must be in courses numbered at the 600 level or above.
3. All degree candidates must pass a final comprehensive examination to be prepared by the major department. A Notification of Intent to Take the Comprehensive Exam form must be received in the Office of Graduate Studies by midterm day of the semester proceeding the semester the exam will be taken. Students must have completed all coursework or be enrolled in their last course(s) to be eligible for the comprehensive examination. Students who choose the thesis option may take the examination before enrolling in the thesis course.
4. Each candidate in a thesis option must pass a final oral examination by a committee of three graduate faculty members at least two weeks before graduation. The advisor will be the chairperson of this committee. Candidates for the Master of Science degree without thesis may also be required by their major department to pass a final oral examination.
5. If the student has elected a plan that requires a thesis, the thesis must be completed and approved by the advisor no later than two weeks prior to graduation. Unbound copies of the thesis must be made available to the oral examination committee. After this committee has approved the thesis, four bound copies must be submitted to the Office of Graduate Studies for distribution. A bindery sign-off form must be received by the Graduate Studies Office before a degree can be granted.
6. Each candidate must submit to the Office of Graduate Studies a statement signed by the advisor or by the chairperson/program director of the major department certifying that the student has completed all departmental requirements for the master's degree at least ten days prior to the last day of the semester.

The requirements listed above in 1 through 6 are general, all-university regulations. Students should consult their advisors to determine whether there are additional departmental requirements.

Specialist Degree

For degree requirements, see College of Education, Educational Leadership Department.

COLLEGE OF BUSINESS

309 Somsen Hall, 457-5014
Kenneth L. Gorman, Dean

Departments

Accounting
Administrative Information Systems
Business Administration
Economics and Finance
Marketing

Mission

The mission of Winona State University's College of Business is to provide quality business programs designed to prepare students to live, lead, work, and grow professionally and personally in the 21st Century.

With its primary emphasis on undergraduate education, the college is committed to the continuous improvement of teaching and learning; instructional development and applied scholarship; and service to public, private, and professional organizations and businesses. The College of Business serves the educational and professional needs of southeast Minnesota while attracting students from other areas of Minnesota and the upper Midwest.

Our programs are designed to help students to:

- Secure a basic education in the social sciences, natural sciences, and humanities.
- Acquire the broad knowledge essential to understand the global, diverse environment within which a business operates.
- Develop an appropriate specialization within the College of Business.
- Use effective written and oral communication skills, quantitative skills, critical thinking and problem solving skills, and ethical behavior.
- Understand the ever-increasing pace at which social, economic, and technological changes are occurring and be prepared to deal with those changes.
- Develop an understanding of the importance of continuous improvement and lifelong learning.

Departments in the college will use quality indicators and assessment techniques to ensure educational excellence, conduct periodic program reviews as required by the Minnesota System of Colleges and Universities, and solicit input from our stakeholders, the students, alumni, and businesses.

In addition, the faculty will exemplify professional standards that respect the dignity of the university community and the public.

ACCOUNTING

323A Somsen Hall, 457-5860
Chairperson: James Hurley
Graduate Faculty: Hurley, Sallee

James F. Hurley, Associate Professor, Accounting; B.S., M.A., Ph.D., University of Nebraska; 1983 -

Larry Sallee, Professor, Accounting; B.S., University of Wisconsin-Superior; M.B.A., University of Wisconsin-LaCrosse; D.B.A., U.S. International University; Certified Public Accountant (CPA); Certified Management Accountant (CMA); 1985 -

Course Descriptions

513/413 Advanced Financial Accounting - 3 S.H.

The study of business combinations resulting from acquisitions of assets or stock, foreign currency transactions and partnership accounting. Prerequisite: Acct. 312. Grade only.

521/421 Introduction to Taxation - 3 S.H.

A study of the history of taxation, the formation and application of Federal tax law, and the basic methods and procedures of tax research. The course emphasizes the individual income tax, but also introduces the student to the taxes applicable to other entities. Tax preparation using the microcomputer is also a significant component of the course. Prerequisite: Acct. 212, Econ. 202. Grade Only.

522/422 Advanced Taxation - 3 S.H.

A study of the Federal tax law applicable to C-corporations, S-corporations, partnerships, estates and trusts. In addition to income tax law, the course also addresses the major issues relating to the transfer of property through gifts and the estate. Methods and procedures of tax research are also stressed in the course. Prerequisite: Acct. 421 or 521. Grade only.

523/423 Tax Planning - 3 S.H.

This survey course provides an overview of the tax laws and their interrelationships in a way that has proven interesting, enlightening, and profitable to taxpayers, managers, tax planners, and defenders. Prerequisite: Acct. 421 or 521 or consent of instructor. Grade only.

524/424 International Taxation - 3 S.H.

This course focuses on the complex tax issues involved in transnational transactions. It addresses major tax treaties, jurisdictional issues, problems of tracing income flow, and fluctuations in currency valuations and other pertinent subject matter. Prerequisite: Econ 202. Grade only.

562/462 Advanced Managerial/Cost Accounting - 3 S.H.

An in-depth study of advanced topics in cost planning and control. A review of cost and managerial accounting literature and research. Prerequisite: Acct. 361. Grade only.

571/471 Auditing 1 - 3 S.H.

The public accounting profession and its requirements, internal control, verification of accounts, auditors' reports. A review of the auditing process and an analysis of the generally accepted auditing standards. Prerequisites: Acct. 220, 312, And DIS 220. Grade only.

590/490 Independent Studies in Accounting - 1-3 S.H.

Offers the advanced student an opportunity to do additional reading and/or research in areas of special interest. Prerequisite: consent of instructor. Total credits may not exceed 6. Grade only.

615 Accounting for Management - 3 S.H.

This course introduces the graduate student to the use of accounting data for management decision-making. Topics to be studied include, but are not limited to: master budgets and flexible budgets, cost-volume-profit relationships, responsibility accounting, cost behavior, cost allocations and cost analysis for control and motivation. Prerequisite: fulfillment of the financial accounting competency requirement established for the MBA program. Students with undergraduate accounting degrees should contact the MBA director before enrolling in this course. Grade only.

625 Business Decisions in a Tax Environment - 3 S.H.

Allows the MBA student to focus on federal tax implications inherent in all management decisions. Selected topics will include: selection of the proper business forms, acquisition and disposition of capital assets, compensation considerations, the proper structuring of nontaxable transactions, and relevant current tax issues. Grade only.

ECONOMICS AND FINANCE

309 Somsen Hall, 457-5014

Chairperson: Gabriel Manrique

Graduate Faculty: Gallegos, Hyle, Kauffman, Kesler, Manrique, Murray, Pevas, Rieder, Salyards, Wrolstad

Alejandro Gallegos, Professor, Economics/Finance; B.A., Instituto Tecnológico y de Estudios Superiores de Monterrey; M.A., Ph.D., University of Wisconsin-Milwaukee; 1988 -

Matthew Hyle, Professor, Economics/Finance; B.A., Indiana University; Ph.D., University of Maryland; 1988 -

Daniel E. Kauffman, Professor, Economics/Finance; B.A., St. Cloud State University; M.A., Ph.D., University of Nebraska; 1983 -

David Kesler, Professor, Economics/Finance; B.S., Pacific Lutheran University; M.A., M.B.A., University of Kansas; Ph.D., University of Wisconsin-Milwaukee; 1984 -

Gabriel Manrique, Professor, Economics/Finance; B.A., Ateneo De Manila University; M.A., Ohio University; Ph.D., University of Notre Dame; 1989 -

Michael J. Murray, Professor, Economics/Finance; B.A., University of South Florida; M.A., Ph.D., University of Notre Dame; 1986 -

Mary Ann Pevas, Associate Professor, Economics/Finance; B.A., Dominican College; M.A., Manhattan College; Ph.D., University of Notre Dame; 1990 -

Mary E. Rieder, Professor, Economics/Finance; B.A., Aquinas College; Ph.D., Iowa State University of Science and Technology; 1971 -

Donald M. Salyards, Professor, Economics/Finance; B.A., Graceland College; M.A., Ph.D., Kansas State University; 1975 -

Mark Wrolstad, Professor, Economics/Finance; B.A., Luther College; M.B.A., University of Florida; Ph.D., University of Colorado; 1989 -

Course Descriptions

ECONOMICS

603 Macroeconomics Theory and Forecasting - 3 S.H.

This course presents major elements in the macroeconomic system and the statistical tools necessary to prepare economic and business forecasts. The student will be required to integrate the tools with the theory, and prepare a statistical forecast of an economic or business variable. Prerequisites: DIS 220 or STAT 210, DIS 202, ECON 202. Grade only.

625 Managerial Economics - 3 S.H.

An in-depth application of microeconomic theory and related decision optimization theories to business planning and control functions. Prerequisites: ECON 201, 202, and DIS 220 or STAT 210 or consent of instructor. Grade only.

626 Economic Dimensions of Business Strategies - 3 S.H.

Analysis of specific factors and constraints in the economic environment that affect the business strategies and operations of firms. Economic analysis of the cost and benefits to the firm and society associated with such factors. Prerequisites: ECON 625. Grade only.

FINANCE

660 Studies in Financial Decision Making - 3 S.H.

This course focuses on financial issues primarily of a strategic nature to the firm, developing managerial skills in the analysis of alternatives and the quantitative and qualitative aspects of financial decision making. Prerequisite: FIN 360 or equivalent. Grade only.

664 Securities Investments: Analysis and Strategies - 3 S.H.

Analysis of securities and their behavior over the business cycle. Review of risk concepts, efficient markets and sources of information. Development of portfolio management considerations, investment timing, and security analysis. Prerequisite: FIN 360 or equivalent. Grade only.

BUSINESS ADMINISTRATION

324 Somsen Hall, 457-5170

Chairperson: JoEll BJORKE

Graduate Faculty: Astani, Barbor, BJORKE, Dewan, Foegen, Gander, Gernander, Sinkiewicz, Wolfmeyer

Marzie Astani, Professor, Management/Marketing; B.A., Tehran University; M.S., Ph.D., Iowa State University of Science and Technology; M.B.A., Central Michigan University; 1987 -

Sara B. Barbor, Associate Professor, Business Administration; B.A., Earlham College; M.A., Ball State University; M.B.A., Ph.D., University of Kansas; 1988 -

JoEll BJORKE, Professor, Business Administration; B.S. St. Cloud State University; J.D., William Mitchell College of Law; 1979 -

Shashi Dewan, Professor, Business Administration; B.S., Malviya Regional Engineering College; M.B.A., Ph.D., Indian Institute of Technology; 1988 -

Joseph Foegen, Professor, Business Administration; B.B.A., M.B.A., Ph.D., University of Wisconsin-Madison; 1958 -

Mary Gander, Professor, Business Administration; B.A., M.S., Ph.D., University of Wisconsin-Madison; 1986 -

Judy M. Gernander, Professor, Business Administration; B.A., Mankato State University; J.D., University of Minnesota-Twin Cities; 1970 -

Anthony Sinkiewicz, Professor, Business Administration; B.S., University of New York-Albany; M.A., Webster University, St. Louis; D.B.A., U.S. International University; 1987 -

Marvin Wolfmeyer, Professor, Business Administration; B.S., University of Missouri-Columbia; M.S., Ph.D., University of Wisconsin-Madison; 1969 -

Course Descriptions

BUSINESS ADMINISTRATION

541/441 Health Law Applications - 3 S.H.

A discussion of the issues of concern to the health care professional including regulation of health care quality through licensure, institutional quality control programs and the tort system; access to health care; control of health care costs through regulation, competition, and antitrust; respect for personhood in the professional-patient relationship. Prerequisite: BUSA 301. Grade only.

586/486 Independent Studies in Business - 1-3 S.H.

Offers the advanced student an opportunity to do additional reading and/or research in areas of special interest. Prerequisite: Consent of instructor. Grade only.

591/491 Seminar in Business Law - 3 S.H.

An advanced analysis of current legal issues. Focus of the course to be determined by the instructor and announced in class schedule. Senior standing. Enrollment limited. Grade only.

621 Management Law - 3 S.H.

Consideration of the nature of the partnership and corporation, the development of the law concerning the rights and powers of managers and the limits of their discretion and the duties and responsibilities of their organizations, to creditors, to the state and the public. Also includes judicial remedies and procedures available to creditors and shareholders to enforce their rights. Prerequisite: Consent of the instructor. Grade only.

DIS

562/462 Decision Support Systems - 3 S.H.

This course focuses on complex management decision activities which require extensive use of information. It explores the application of computer-based management decision support systems to not only operational and control decisions, but also to strategic and planning managerial decision-making activities. Prerequisite: DIS 362. Grade only.

600 Research Methodology - 3 S.H.

A study of research methods, including both subjective and objective information, with the goal of optimal decision-making. DIS 220, and DIS 362. Grade only.

682 Cases in Management Information Systems Technology - 3 S.H.

This course introduces students to the current issues in information technologies mainly through case analysis. Different methods of dealing with the issues involved are discussed. Various systems in information technology are presented. The importance of management control is emphasized and multinational IT is covered also. Prerequisite: DIS 362. Grade only.

POM

604 Production Management and Inventory Control - 3 S.H.

Topics in production and inventory planning and control with an emphasis on modern computer methods including material requirements planning, capacity planning, priority control, and forecasting. Prerequisites: DIS 220, POM 334, and MGMT 315. Grade only.

MANAGEMENT

515/415 Theories of Management - 3 S.H.

Study of various modern theories of management and organization. Application of these theories to actual management situations is also examined. Prerequisite: MGMT 315. Grade only.

527/427 Management Development - 3 S.H.

This course on management development and its application covers the basics of development including determining if a development need exists, needs assessment, establishing objectives, choice of development techniques, evaluations of programs, and means for successful implementation in an organization. Prerequisites: MGMT 315, 317. Grade only.

557/457 Problems in Management of Human Resources - 3 S.H.

Controversial, practical situations involving people at work are examined with an eye to giving greater insight into the complexities of working effectively with human resources. Prerequisites: MGMT 315, 317, ACCT 211, ECON 201 or consent of instructor. Grade only.

567/467 Staffing & Evaluation - 3 S.H.

Examination of personnel staffing and evaluation including EEO and Affirmative Action requirements. Areas covered include recruitment, selection, job analysis, and performance appraisal. Prerequisites: MGMT 315, 317, ACCT 201, ECON 201, DIS 220, or consent of instructor. Grade only.

605 Organizational Behavior and Development - 3 S.H.

An in-depth study of the social, emotional, cognitive, and behavioral dynamics which impact heavily on the effectiveness and success of work groups, whole organizations, and individual members of organizations. Emphasis is on the role of the manager in the necessary and effective application of these concepts and skills. Prerequisite: MGMT 315. Grade only.

637 Human Resource Management - 3 S.H.

Procedures used in managing the human resources in an organization so that the benefits to the organization and individual are maximized. Prerequisite: MGMT 315. Grade only.

645 Total Quality Management - 3 S.H.

An in-depth study of the principles and applications of Total Quality Management theory in the United States and internationally, including a survey a relevant research and current significant issues related to practical application of Total Quality Management and methods. Prerequisite: MGMT 605. Grade only.

655 Dimensions of Leadership Management - 3 S.H.

A survey of the literature and research concerning the dimensions, dynamics, and nature of leadership. Topics such as the characteristics of leaders, various leadership theories, the way that leadership is exercised in different contexts, and the relationship between power and legitimacy will be covered. Prerequisites: MGMT 315, MGMT 605. Grade only.

657 Issues in Collective Bargaining - 3 S.H.

This course examines the bargaining process, including bargaining unit determination, negotiation of the agreement, implementation of the agreement, and arbitration in the public and private sectors. Grade only.

665 Small Business Management - 3 S.H.

Explore, investigate and analyze small businesses, and their management practices. Develop a business plan and feasibility study of a small business. Study all operational and managerial aspects of small business operations. Extensive usage of case studies and latest research material. Prerequisites: MGMT 605, POM 604, FIN 560, ACCT 535, MKTG 542, or consent of instructor. Grade only.

675 Seminar in International Management - 3 S.H.

A study of how managing global organizations differs from purely domestic operations of business, from a strategic perspective. Emphasis will be on the latest readings and case studies carried out in the international business environment. Prerequisite: MGMT 605. Grade only.

677 Compensation Administration - 3 S.H.

This course examines problems in compensation including strategic pay issues, internal consistency, external competitiveness, determination of individual pay, employee benefits, government's role, and management of a pay system. Grade only.

695 Strategic Management - 3 S.H.

To integrate the major functional areas of business from the overall perspective of top level management. Emphasis is placed on problems requiring effective action through leadership, organization, planning and control. This is an advanced study of the creation of organizational objectives through systematic analysis of the firm and its business environment, and the development of policies and strategies to achieve those goals and objectives. Case analysis is the main instructional technique. Simulations may also be utilized and comprehensive writing is required. Prerequisites: Admission to MBA, DIS 600, POM 604, MGMT 605, ACCT 535, FIN 560 or permission of instructor. Grade only.

MARKETING

101 Somsen Hall, 457-5170

Chairperson: James Bovinet

Graduate Faculty: Bovinet, Murphy, Newberry, Smith, Young

James Bovinet, Professor, Marketing; B.S. Drake University; M.B.A., D.B.A., Southern Illinois University-Carbondale; 1990 -

J. William Murphy, Professor, Marketing, B.S.Ed., M.S.Ed, Arkansas State University; Ed.D., Memphis State University; 1989 -

Robert Newberry, Assistant Professor, Marketing; B.S., M.B.A., University of Wisconsin-LaCrosse; Ph.D., University of Wisconsin-Milwaukee; 1992-

Russell K. Smith, Jr., Assistant Professor, Marketing; B.A., Drake University; Ph.D., University of Tennessee-Knoxville; 1993 -

Mark Young, Professor, Marketing; B.S., M.B.A., University of Wisconsin-La Crosse; D.B.A., University of Kentucky; 1980-

Course Descriptions

MARKETING

642 Market Analysis - 3 S.H.

This course is designed to meet the learning and skill development requirements of managers in the area of generating demand and profitability from their organization's products. The principle focus of this course is the analysis of customers, competitors and the company to provide the company with a competitive advantage. A hands-on approach utilizes a fast-paced, state-of-the-art, computerized marketing management simulation. The simulation focuses on Information-Analysis- Decision- Performance Feedback paradigm to create a rich learning environment where marketing strategies and tactics can be tested. In addition to the marketing simulation assignments will be completed to support the lecture material and develop your skills in the areas of information literacy, computer application and marketing tools. Grade only.

665 Small Business Consulting - 3 S.H.

The Small Business Consulting Course is a capstone course designed to provide students with an opportunity to integrate and apply their knowledge, skills and abilities in a real world situation. A wide variety of projects may be considered, however, all projects must be integrative and comprehensive. Projects typically consist of working with a business on a special project or assisting the business in an area where they are trying to improve. Alternative projects have included: developing a business plan for a new business, conducting marketing research, completing a special project outside your normal responsibilities for a company where you currently work, analyzing an industry, conducting original research to extend general business knowledge, etc. Grade only.

ADMINISTRATIVE INFORMATION SYSTEMS

319 Somsen Hall, 457-5165

Chairperson: J. Karjala

Graduate Faculty: S. Eiken, J. Karjala

Shirley Eiken, Professor, Business Education and Office Systems Administration, B.A., Luther College; M.S. Winona State University, Ed.D., University of Northern Colorado; 1966 -

Jeanette Karjala, Associate Professor, Business Education; B.A., M.A., Western Washington University, Bellingham; Ph.D. University of North Dakota (ND); 1992 -

Course Descriptions

ADMINISTRATIVE INFORMATION SYSTEMS

510/410 Administrative Communication - 3 S.H.

Leadership communication for personnel at all organizational levels. A balanced emphasis between written and spoken communication includes such topics as persuasive proposals, routine managerial communications, case analysis and writing, meeting management, reporting, the visual briefing, multi-media and communications technology, and communications management. Grade only.

512/412 Team Building - 3 S.H.

Introduces teamwork concepts and skills as a collaborative approach to improved performance. Covers structural and process attributes of teams with the objective of enhancing team leader and participant effectiveness; focuses on designing and implementing an effective system blending individual and team performance. Team participation skills applied to collaborative class activities. Grade only.

540/440 Training and Employee Development - 3 S.H.

An overview of the training and development field with an emphasis on the systems approach to training program design. Focuses on the key phases of training program and development; preassessment, needs analysis, design, implementation, and evaluation. Includes the principles of instructional design using the experiential learning approach. Grade only.

541/441 Training Techniques and Media - 3 S.H.

Instructional techniques, methods, and multi-media to use for effective employer-based learning delivery systems. Topics include trainer/learner styles, training structures and formats, instructional presentation skill, training aids and technology, and computer-based training. A skills-based approach to effective training for adult learners. Grade only.

570/470 Seminar in Business Education and Training - 1-3 S.H.

Specific subject matter is arranged by the department. May be repeated when offered with different subject matter content and title. Offered yearly. Grade only.

613 Research, Measurement and Evaluation - 3 S.H.

Focuses on competencies, outcomes, and quality standards for the successful integration of training/education in business or in the classroom. Includes techniques and procedures to measure and evaluate performance and outcomes. Grade only.

652 Managing Training and Development Programs - 3 S.H.

Focuses on the functions and responsibilities of the training program manager. Training management functions, methods, and techniques are examined for such areas as needs assessment, staffing, facilities planning, equipment and materials selection, training evaluation, and cost-benefit determination. Grade only.

653 Current Training Issues and Trends - 3 S.H.

provides the opportunity to focus on innovative trends and emerging issues in training and employee development. Students examine changing philosophies, goals, and strategies in the training field as influenced by total organizational perspectives, contemporary management approaches, and national/local demographics. Emerging instructional approaches and technologies also are examined. Grade only.

655 Internship - 3 S.H.

On-the-job supervised work experience. GPA of 3.0 or higher is required. Contact department chair for specific requirements. Pass/No Credit only.

680 Independent Study - 1-3 S.H.

Independent study in areas determined by the needs of the individual student. The request must be proposed in outline form for all departmental graduate faculty for approval. Must be arranged in advance of the registration period. May be repeated up to a maximum of 3 credits. The consent of the instructor is required. Grade only.

695 Instructional Trends in Education for Business - 1-3 S.H.

A focus on instructional trends for various academic discipline areas in business education such as accounting, basic business, keyboarding, or administrative systems and technology. May be repeated with different content. Grade only.

699 Thesis in Education for Business - 3 S.H.

A scientific research project showing evidence of the candidate's ability to plan a study, prepare a formal written report of findings followed by a public oral report to the thesis committee. Offered as needed on an individual basis only. The consent of the instructor is required. Application during preceding semester is required. Pass/No Credit only.

COLLEGE OF EDUCATION

135 Gildemeister Hall, 457-5570
Carol Anderson, Dean

Departments

Counselor Education
Education
Educational Leadership
Physical Education and Recreation
Special Education

Degrees Offered

Educational Specialist

Elementary School Leadership
Secondary School Leadership
General School Leadership

Master of Science

Counselor Education
Professional Development
Community Counseling
School Counseling

Education

Education (K-12)
Learning Disabilities Concentration
Developmental Disabilities Concentration

Educational Leadership

Elementary School Leadership
Secondary School Leadership
General School Leadership

Advanced Licensure Programs

EBD (Emotionally/Behaviorally Disturbed) offered cooperatively
with the University of Minnesota

Learning Disabilities

Developmental Disabilities

Pre-kindergarten

Principal/Assistant Principal
Superintendent/Assistant Superintendent

Mission

The WSU College of Education's basic mission is to provide continuing leadership and excellence in preparing classroom teachers, counselors, administrators and other educational professionals. The College delivers educational services to public and private schools. It accomplishes its mission by offering baccalaureate, licensure and selected graduate programs to prepare professionals for public and private schools in the region.

The College's specific mission is to provide the knowledge, skills, professionalism and practice necessary to enable students to perform with excellence as educational professionals in the service region, state and nation. The College endeavors to provide students with appropriate field experiences in the region, throughout Minnesota and other states. Further, it provides opportunities for cross-cultural and international awareness through both general education and professional work.

Faculty members in the College are committed to the serious study of education and the promotion of professional standards to foster innovation in professional preparation.

The College of Education at WSU is accredited by the National Council for Accreditation of Teacher Education (NCATE). The accreditation includes the basic and advanced levels of professional education programs offered at the University. All teach education and school counselor programs are approved for licensure by the Minnesota Board of Teaching. Administration programs are approved by the Minnesota Board of Education.

Research and Regional Service

The College has an educational alliance with public and private schools within the WSU service region. The alliance is a collaborative effort to meet school needs for research, in-service for teachers and educational services, and supports the publication of the Southeastern Minnesota Alliance Journal.

Field Experiences

All programs within the College provide professional field experiences and internships for students in schools, businesses, or other organizations.

COUNSELOR EDUCATION

132 Gildemeister Hall, (507) 457-5335
EA 201 WSU-Rochester, (507) 285-7488

Chairperson: Nicholas Ruiz

Graduate Faculty: Borrer, Diana, Fawcett, T. Hatfield, Maher, Ruiz

Gaylia Borrer, Professor; B.S., Davis & Elkins College, M.S., West Virginia University, Ph.D., University of Iowa; 1989 -

Diana Tom, Assistant Professor, B.A., University of Illinois-Champaign/Urbana; M.A., Mankato State University; Ph.D., Iowa State University; 1999 -

Mary Fawcett, Assistant Professor, Counselor Education; B.A., University of North Carolina-Chapel Hill, M.A., Appalachian State University, Ph.D., University of South Carolina; 1999 -

Tim Hatfield, Professor; B.A., Harvard University, M.Ed., Harvard Graduate School of Education, Ph.D., University of Minnesota; 1980 -

Marie Maher, Professor; B.A., University of Wisconsin-LaCrosse, M.A., University of Wisconsin-Madison, M.S., Winona State University, Ph.D., University of Iowa; 1980 -

Nicholas Ruiz, Professor; B.A., Ph.D., University of Minnesota; 1989 -

Colin Ward, Assistant Professor, Counselor Education; B.A., University of Northern Colorado, M.S., Winona State University, Ph.D., Oregon State University; 1998 -

Counselor Education Department Mission

The mission of the Counselor Education Department is to provide quality graduate education to persons seeking advanced study in counseling and related professions. Through didactic, experiential, and applied learning opportunities, students develop a personal theory and practice of counseling that will allow them to function as effective counselors, leaders, and agents of change in a variety of professional counseling settings. The department is committed to multicultural education and to preparing students for respectful, responsible work with clients reflecting the broad diversity of society. The department offers three concentrations leading to the Master of Science degree:

Community Counseling

This program prepares persons for careers as professional counselors in public and private community counseling settings (e.g., community mental health centers, social service agencies, correctional institutions, rehabilitation settings). Successful completion of the program leads to eligibility for counselor licensure in many states (CE Department completing self-study for national certification by the Council for the Accreditation of Counseling and Related Educational Professions (CACREP) in 2000).

School Counseling

This program prepares effective school counselors for work in K-12 settings, and emphasizes the development of individual, group, consultation, advocacy, systemic, and leadership skills necessary to promote the development and academic success of all students in an increasingly pluralistic society. Successful completion of the program leads to recommendation for licensure as a school counselor in Minnesota, Wisconsin, and other states (CE Department completing self-study for national certification by CACREP in 2000).

Professional Development (A Non-Counseling Degree)

This program provides practicing professionals with a non-counseling degree emphasizing:

1) professional growth and development, 2) a better understanding of self and others, and 3) the promotion of more effective work in students' respective fields. Upon completion of the degree, some graduates apply for admission into the department's counseling programs.

Admission Requirements

The department's developmental admissions process (described in more detail in Counselor Education's *Student Handbook*) is in place to ensure that the most uniquely qualified students are identified, admitted, and retained. All student applications for admission must follow this sequence:

1. Application and admission to Graduate Study at WSU. An undergraduate GPA of 2.75 is the basic standard for admission to Graduate Study for CE applicants. All applicants also must have completed a basic statistics course.
2. Completion of CE Department admissions application.
3. Notification of CE Department office manager (507) 457-5335 of intent to enroll in CE 601 - Foundations of Counseling. In addition to the completion of all written application materials, all prospective students must attend a group screening process on a Friday morning late in the semester prior to the semester in which they wish to take 601. All written application materials and screening data will be assessed to select a cohort of no more than 15 persons who will be admitted to the department. Applicants not selected may, if they wish, reapply at a later date. Screening dates and all materials are available through the department offices.
4. After being admitted, each student will be assigned an academic advisor.
5. All persons initially will be admitted into the Professional Development program, and the decision to admit into either the Community Counseling or School Counseling program will be made by the CE faculty, based on all of the student's work in the department up to and including CE 660 - Counseling Theory and Practice.
6. All students must complete Candidacy forms with their advisor, to be filed with the Office of Graduate Studies, before the completion of 16 semester hours. Admission to candidacy is not complete until Candidacy forms have been signed by the advisor, CE Department Chair, and the Director of Graduate Studies. Students will be expected to meet the program requirements as stated in the university's *Graduate Catalog* that is in effect when the student is admitted to candidacy.

Graduation Requirements

1. In addition to successfully completing all required courses, candidates must pass a final written comprehensive examination.
2. Students must complete a major capstone writing project in consultation with their advisor, to be presented as part of the requirements of CE 695 - Capstone Project.
3. Students may elect to complete a master's Thesis, an extensive research project that must be approved by the candidate's advisor and an oral examination committee.

Community Counseling (48 S.H.)

Required Courses (46 S.H.)

- 534 Human Relations & Diversity (3)
- 601 Foundations of Counseling (3)
- 610 Child / Adolescent Dev. (3) **OR**
- 612 Adult Dev. (3)
- 615 Group Theory & Practice (3)
- 620 Tests, Meas., & Res. Design (3)
- 622 Family Systems Counseling (3)
- 625 Career Dev. & Appraisal (3)
- 633 Ethical Practice & Social Change (3)
- 640 Orientation to Community Counseling (3)
- 650 Diagnosis & Treatment Planning (3)
- 658 Microskills (3)
- 660 Counseling Theory & Practice (3)
- 680 Counseling Practicum (3)
- 690 Internship (6)
- 695 Capstone Project (1)

Electives (2 S.H.)

School Counseling (48 S.H.)

Required Courses (46 S.H.)

- 534 Human Relations & Diversity (3)
- 601 Foundations of Counseling (3)
- 610 Child / Adolescent Dev. (3)
- 615 Group Theory & Practice (3)
- 620 Tests, Meas., & Res. Design (3)
- 622 Family Systems Counseling (3)
- 625 Career Dev. & Appraisal (3)
- 633 Ethical Practice & Social Change (3)
- 635 Orientation to School Counseling (3)
- 645 School Counseling Practice (3)
- 658 Microskills (3)
- 660 Counseling Theory & Practice (3)
- 680 Counseling Practicum (3)
- 690 Internship (6)
- 695 Capstone Project (1)

Electives (2 S.H.)

Note: Minnesota and Wisconsin school counselor licensure requirements specify different directed knowledge and skills, including philosophy of education, exceptional children, and other topics. Each CE school counseling student must check with their advisor about the specific courses needed to meet appropriate licensure requirements.

Professional Development (34 S.H.)

(A non-counseling degree)

Required Courses (28 S.H.)

- 534 Human Relations & Diversity (3)
- 601 Foundations of Counseling (3)
- 610 Child / Adolescent Dev. (3) **OR**
- 612 Adult Dev. (3)
- 615 Group Theory & practice (3)
- 620 Tests, Meas., & Res. Design (3)
- 625 Career Dev. & Appraisal (3)
- 633 Ethical Practice & Social Change (3)
- 658 Microskills (3)
- 695 Capstone Project (1)

Plus at least one (1) of the following:

1. An additional lifespan development course (610 or 612) (3)
2. 532 Stress Management (3)
3. 635 Orientation to School Counseling (3)
4. 640 Orientation to Community Counseling (3)
5. 622 Family Systems Counseling (3)

Electives (6 S.H.)

Course Descriptions

532 Stress Management - 3 S.H.

This course will provide an introduction to important concepts, issues, skills, and interventions related to the identification and management of personal stress. P/NC or letter grade.

534 Human Relations - 3 S.H.

This course will focus on basic human relations and communication skills as related to interpersonal interactions in a culturally diverse society. Students will examine racism, sexism, ageism, attitudes toward persons with disabilities and a variety of other current issues. Ethics related to diversity will also be discussed. Grade only.

536 Sexual Issues for Helping Professionals - 2 S.H.

This course is designed to prepare counselors and other helping professionals to deal with human sexuality as it relates to a broad spectrum of human relationships common in helping situations. The course facilitates increased awareness of one's own attitudes, feelings and judgments surrounding all areas of sexuality as well as introduces a basic body of knowledge and skills for treating sexual concerns of the client. P/NC or letter grade.

591 Crisis Intervention Counseling - 3 S.H.

All therapists or helpers at one time or another will be called upon to deal with crisis. The purpose of

this course is to provide students and helping professionals with a foundation for understanding crisis and with effective models for working with crisis. Both knowledge and skill training will be addressed. P/NC or letter grade.

592 Chemical Dependency: Assessment - .5-2 S.H.

This course looks at the assessment tools necessary 1) to identify the pre-chemically dependent

person so that preventative steps may be taken, and 2) to detect the chemically dependent person at the earliest possible point so that intervention and treatment can occur when they are likely to be most effective. P/NC or letter grade.

593 Chemical Dependency: Special Populations - .5-2 S.H.

This course addresses special populations within chemical dependency counseling (e.g. women, adolescents, the aging). Focus is on the unique counseling issues for special populations. P/NC or letter grade.

595 Workshop: Counseling Specialties - .5-4 S.H. The topics of these workshops will vary. Announcements of the topics and any special enrollment issues will be made in advance of the workshop offering. P/NC or letter grade.

596 Chemical Dependency: Causes & Symptoms - 2 S.H.

This course focuses on research and related information regarding the biological, environmental, social and psychological causes and symptoms of chemical dependency. P/NC or letter grade.

597 Chemical Dependency Counseling - 2 S.H.

This course is designed for people who want to develop skills for counseling people with alcohol and

drug- related concerns. Focus will be on learning the intervening processes to be used with the drug dependent person. Consideration will also be given to working with the affected family members. Grade only.

598 Death, Dying & Surviving - 2 S.H.

This course is designed to help persons broaden their perspectives on death and loss as it affects all people. The focus is both personal in surveying one's own attitudes about death and professional in helping others through the grieving process. P/NC or letter grade.

600 Independent Research in Counseling - .5-3 S.H.

This course provides an opportunity for qualified students to work independently. Topics may include research, development of special projects, field experiences, selected readings, etc. P/NC or letter grade.

601 Foundations of Counseling - 3 S.H.

This course introduces students to the profession of counseling. Through scholarly research and writing, students will examine the role and function of counselors in a variety of settings. Current trends and issues in counseling also will be addressed. Throughout the course, major emphasis will be placed on the learning and practice of basic helping skills in a supervised setting. As a course requirement, all students also will participate as practice clients with advanced practicum students from the department. Grade only.

610 Child/Adolescent Development - 3 S.H.

The purpose of this course is to provide an overview of perspectives on the normal development of children and adolescents. Grade only.

612 Adult Development - 3 S.H.

The purpose of this course is to promote students' thinking and learning

about adults' ongoing growth, adaptation, and change throughout the lifespan. Major theories, issues, eras, and trends in adult development will be addressed. Grade only

615 Group Theory and Practice - 3 S.H.

In this course students are introduced to the theory and practice of group counseling. The course will provide students with an academic/theoretical overview of groups and group work as well as the opportunity to develop group leadership skills through experiential learning activities. Grade only.

620 Tests, Measurement & Research Design - 3 S.H.

This course provides an overview of the fundamentals of measurement as applied to psychological testing, research design, and program evaluation. Knowledge of and practical experience in the use of standardized psychological tests in counseling for personality assessment, evaluation, and career and life decisions will be provided. Current methods of research design and program evaluation in counseling practice and school settings will be discussed. Grade only. Prerequisite: an undergraduate statistics course.

622 Family Systems Counseling - 3 S.H.

This course introduces students to the theory, assessment techniques, and intervention strategies used in the practice of family systems counseling. The focus of the course will be on building a theoretical base for understanding and applying family systems counseling strategies and techniques. Didactic and experiential learning will provide students with the opportunity to apply and integrate knowledge and skills. Grade only.

625 Career Development & Appraisal - 3 S.H.

This course provides students with the basic theories, counseling techniques, and assessment tools used in career counseling. Through applied learning experiences students will be able to complete a comprehensive career assessment and plan. Grade only.

630 Counseling Children & Adolescents - 1 S.H.

This course presents students with basic counseling theory and practice as it relates to children and adolescents. Special attention will be given to issues/applications relevant to working with children in schools and mental health settings. Meeting the special counseling needs of children of color and children with disabilities also will be explored. Grade only.

633 Ethical Practice and Social Change - 3 S.H.

This course introduces students to the legal, professional and ethical issues that affect the practice of counseling and psychotherapy and the methods and ethical basis for counselors to be agents of social change. Students will become familiar with mental health law and the ethical codes that cover the counseling profession. A model for ethical decision making will be presented. Also, students will be presented with models for social change in their function as leaders, change agents, collaborators, and risk takers. providing outreach and advocacy services in the school and community settings, students will expand their role as counselors to include the social contexts of culture, the dynamics of power at work in any system, and the political processes essential for change. Grade only.

635 Orientation to School Counseling - 3 S.H.

This course introduces the counselor to school organization and administration. The focus is on practical issues faced by school counselors as they implement a school counseling program, work with families, and manage role responsibilities effectively. Grade only.

640 Orientation to Community Counseling - 3 S.H.

This course introduces the counselor to organizational and administrative issues in community settings. The focus is on workshop set-up, managed care issues, and supervisory issues. Grade only.

645 School Counseling Practice - 3 S.H.

This course addresses important conceptual and practical issues of effective school counseling practice, with an emphasis on the critical importance of proactive, primary prevention applications which positively impact student development. Developmental guidance curriculum, consultation, advocacy, and resiliency concepts will be presented. Letter grade only.

650 Diagnosis and Treatment Planning - 3 S.H.

This course provides an overview of the etiology, classification, and recommendations for treatment of mental disorders, personality disorders and adjustment problems. Students will gain practice with the DSM. Guidelines for treatment planning and case management also will be presented. Grade only.

658 Microskills - 3 S.H.

This is a practice course, which provides a systematic skills approach to developing basic counseling skills. Students will have the opportunity to practice microskills (e.g., rapport building, attending, paraphrasing, etc.) on a weekly basis. P/NC only.

660 Counseling Theory and Practice - 3 S.H.

This course exposes students to theories of personality development and change, theories of counseling, and counseling techniques. Students practice application of counseling theories in a laboratory setting with simulated situations. Students are encouraged to identify and develop a tentative theory of personality as it relates to an effective counseling approach. A strong emphasis is placed on the ethical standards of the counseling profession and on multicultural issues. Grade only.

680 Counseling Practicum - 3 S.H.

This course provides an opportunity for the student counselor to begin to develop and refine their individual and group counseling skills within the functional milieu of a community or school setting. All practicum activities are closely supervised by university and field-based supervisors. prior to entry into the course, all students must provide to the instructor verification of having current professional liability insurance. Grade only.

690 Internship - 3 or 6 S.H.

This course provides a practical, field-based experience in a school or community setting. This experience may be arranged with supervision coordinated through the CE Internship Coordinator and an on-site supervisor. A total of six (6) credits of internship work must be completed. Grade only.

695 Capstone Project - 1 S.H.

This course provides Counselor Education students with the opportunity to integrate a professional portfolio of representative student accomplishments, including a major capstone paper. It serves as a transition from the role of student to that of professional. Grade only.

699 Master's Thesis - 2-4 S.H.

This course is an opportunity for the student interested in pursuing a Ph.D. program to conduct independent research employing scientific methods and procedures in the area of the student's field of concentration. P/NC or letter grade.

EDUCATION

152 Gildemeister Hall, 457-5359

Chairperson: Jean Leicester

Graduate Faculty: Bowman, R. Clay, Gustafson, Helble, Leicester, Matthews, Reap, Reineke, J. Sherman, T. Sherman, Tolmie, Williams, Winters

Richard Bowman, Professor, Education; B.S., M.A., Ohio University; Ph.D., University of Toledo; 1996-

Robert Clay, Associate Professor, Education; B.S., Bemidji State University; M.A., University of Northern Colorado; Ph.D., Colorado State University; 1990 -

John Gustafson, Assistant Professor, Education; LB.S., Bemidji State University; M.A. California State University; Ed.D., University of South Dakota; 1998 -

Donna Helble, Professor, Education; B.A., Simpson College, Iowa; M.S., Winona State University; Ed.D., University of Northern Colorado; 1988 -

Jean Leicester, Associate Professor, Education; B.A., University of California-Berkeley; M.A., San Francisco State University; Ph.D., University of Colorado, Boulder; 1991 -

Celeste Matthews, Assistant Professor, Education; B.A., University of Arizona; M.Ed., University of Maryland; Ph.D., Pennsylvania State University; 1997 -

James Reineke, Assistant Professor, Education; B.A., B.S., University of Minnesota-Twin Cities; Ph.D., Michigan State University; 1996-

Melanie Reap, Assistant Professor, Education; B.S., M.S., Texas A&M; Ph.D., University of Oklahoma; 1999 -

Janice Sherman, Professor, Education; B.S., State University of New York-Buffalo; M.S., Colorado State University; Ed.D., University of North Dakota; 1989 -

Thomas Sherman, Professor, Education; B.S., State University of New York-Buffalo; M.Ed., Colorado State University; Ed.D., University of Colorado; 1989 -

Patricia Tolmie, Professor, Education; B.S., M.S., Winona State University; Ph.D., University of Wisconsin-Madison; 1980 -

Maudie Williams, Professor, Education; B.S., Fort Valley State College; M.S., Tuskegee Institute; Ed.D., University of Florida; 1989 -

Roderick Winters, Assistant Professor, Education; B.A. Central College of Iowa; M.A., University of Northern Colorado; Ed.D., University of Northern Iowa; 1998 -

Winona State University, through the Department of Education, offers a program leading to the Master of Science in Education. Candidates who elect the M.S. in Education must have or be currently eligible for a Minnesota teacher's license. They may follow the program with or without a thesis.

NOTE: Persons pursuing the M.S. Education program must first follow the admissions application procedure for the graduate school.

Admission to the Master's in Education degree program, including alternate admission:

1. Candidates with a composite undergraduate G.P.A. of 2.75 or better will be admitted without being required to take the Graduate Record Exam. Students applying for the Graduate

Induction Program must meet the minimum 2.75 G.P.A. requirement.

2. If the composite G.P.A. is less than 2.75, the candidate must earn a combined GRE score of 1350 or better (verbal, quantitative, and analytical) in order to be admitted.
3. If a candidate does not meet the 2.75 G.P.A. required by the department or the minimum 1350 score on the GRE and intends to apply to a graduate program in the education department, the candidate may enroll as a special graduate student. After completion of 7-9 semester credits, the student must re-apply for admission through submission of a professional portfolio. See graduate advisor for portfolio guidelines. Re-applications for admission will be reviewed by the graduate committee of the education department.

NOTE: Students who have completed a baccalaureate degree in a field of education and do not intend to apply credits toward a graduate degree in education at WSU may register for an unlimited number of credits.

Degree Program with Thesis or Research Option

1. Admittance:
 - a. File application for admission to graduate study in the Office of Graduate Studies at least one month prior to registration. The application must be supported by mail receipt of two official copies of all transcripts from other institutions attended. After the application for admission to graduate study has been approved, the student is eligible to enroll in course work. See calendar and schedule. Registration packets for GRE, if needed, are available in the Office of Graduate Studies.
 - b. File application for admission to Education Department Master's program. An advisor will be appointed by the department in accordance with departmental policy. The advisor will review all transcripts and determine whether any deficiencies exist.
 - c. File application for admission to candidacy for the Master's degree after the completion of six credits and before completion of eighteen credits. Forms are available in the Office of Graduate Studies. Deficiencies, if any, must be removed before the student is admitted to candidacy for the Master's degree program.
2. Course Work: Complete all course work required for the degree (32 credits minimum). All course work must be approved by the advisor and the Office of Graduate Studies.
3. Graduate Writing Thesis Option: Complete a research-based thesis approved by the advisor, which demonstrates ability to use scientific methods and procedures. The thesis constitutes 4 credits of graduate work. (Two credits are counted in lieu of ED 518 and two are counted as program electives.) An oral examination of the thesis is required.
4. Comprehensive Examination: Write a final examination compiled by the advisor based upon the candidate's core course work.
5. Academic Average: Maintain a 3.0 average. A course will not be counted for graduate credit if the earned grade is below C.
6. Timeline to be followed:

- a. Applications: File in the order listed.
1. Graduate study application, including official transcripts - Office of Graduate Studies
 2. Education Department Master's Program application - Education Office
 3. WSU Master's Candidacy Program - Office of Graduate Studies (after 6 and before 18 credits are completed, with advisor's approval)
 4. Registration for Research Project 699 (Thesis Option) one semester in advance of graduation.
 5. Oral Examination of Thesis Option at least two weeks in advance of graduation.
 6. Notification of Intent to take the Comprehensive Exam form must be received by the Office of Graduate Studies by midterm day of the semester preceding the semester the exam will be taken (see academic calendar for deadlines).
 7. Application for Graduation - Office of Graduate Studies, 114 Somsen, (507) 457-5038.
 8. Participation in commencement exercises in accordance with current policy (caps, gowns and hoods can be obtained in the university bookstore).

Master of Science Education

32 S.H.

Required Courses (14-16 S.H.)

- 600 Improvement of Instruction & Curriculum Planning (3)
- 618 Field Experience in Classroom Procedures (2-4)
- 623 Foundations of Education (3)
- 640 Current Education Issues (3)
- 675 Action Research: Assessment of Classroom Learning (3)

Electives (16-18 S.H.)

The 16-18 elective credits enable admitted graduate students, in consultation with their graduate advisors, to meet their individual professional staff development needs and those of the schools where they are employed.

The 16-18 credits of electives for secondary candidates will include a minimum of 6 credits of graduate course work related to the content of their current licensure (graduate induction program exempt).

Winona State University

Master of Science

Graduate Induction Program (In collaboration with ISD 535)

Winona State University and Independent School District 535 are joint participants in a Graduate Induction Program for grades K-6 in the Rochester (Minnesota) Public Schools. The program is designed to assist inexperienced teachers with challenges unique to entry into the field of education. Resident teachers receiving a fellowship complete a Master of Science in Education through a sequence of course work and field components. Open annually to selected, inexperienced, licensed elementary teachers.

Required Courses (32 S.H.)

- 600 Improvement of Instruction & Curriculum Planning (3)
- 612 Current Trends in Language Arts (3)
- 618 Field Experience in Classroom Procedures (2-4)
- 623 Foundations of Education (3)
- 640 Current Education Issues (3)
- 650 Teacher Induction and Curriculum Orientation (3)
- 651 Induction Practicum (8)
- 675 Action Research: Assessment of Classroom Learning (3)
- 583 Multicultural Children, Youth & Families (2)
- 698 Seminars/Workshops in Education (2)

Winona State University

Master of Science

Learning Community Program (32 S.H.)

The Learning Community Program for a Master of Science in Education consists of a cohort of 45-50 inservice educators who meet one weekend per month for 2 years (4 semesters). Their learning is assisted by University and Practitioner Facilitators and is focused on constructivist learning within a community of practitioners, propositions from the National Board of Professional Teaching Standards, and action research.

Required Courses (14-16 S.H.)

- 600 Improvement of Instruction & Curriculum Planning (3)
- 618 Field Experience in Classroom Procedures (2-4)
- 623 Foundations of Education (3)
- 640 Current Education Issues (3)
- 675 Action Research: Assessment of Classroom Learning (3)

Prescribed Courses (9-11 S.H.)

Admission to the WSU Learning Community Program M.S.Ed. is the same as that of any graduate studies program at Winona State University. During the first term, the community of learners' facilitators, in conjunction with the Winona State University Office of Graduate Studies, will provide assistance as you move through this process.

- 691 Constructivist Learning Theory (3)
- 690 Developing Culture for Learning (3)
- 692 Creating Inclusive Learning Environment (2)
- 696 Trends & Issues in Teaching in the Content Areas (1-3)

Additional Electives (5-9 S.H.)

Additional Graduate Credits: the 5-9 elective credits enable admitted Learning Community graduate students, in consultation with the Learning Community Facilitators, to meet their individual professional development needs and those of the schools where they are employed. The elective credits may be from WSU or transfer credits and are not subject to Learning Community fees. WSU electives taken during enrollment in the Learning Community can be drawn from existing course offerings in the content areas or designed in consultation/collaboration with experts in the field. **Electives in the Master of Science in Education Learning Community Program do not constitute specialization or endorsement in a given content area.**

Course Descriptions

510/410 Foundations of Early Childhood Education - 3 S.H.

History, theory, trends and contemporary issues in early childhood education. Graduate project required. Offered yearly. Grade only

513/413 Development in Infancy - 3 S.H.

Genetics, prenatal development, birth, and physical, social, emotional, and cognitive development in the first three years. Methods for working with infants and toddlers and observations. Graduate project required. Offered yearly. Grade only.

514/414 The Developing Child in the Social World - 3 S.H.

Explores the physical, cognitive, and social development of young children from 2 to 8 years old. Parent-child, home-school, family-community relationships are examined. Graduate project required. Offered yearly. Grade only.

516/416 Early Childhood Education I: Curriculum and Methods - 4 S.H.

Planning the curriculum and developing strategies for teaching young children in early childhood settings. Includes practicum experience. Graduate project required. Offered yearly. Grade only.

524/424 Organization and Administration of Early Childhood Programs - 3 S.H.

Local and state laws governing various types of early childhood programs are studied. Financial aspects, buildings, personnel, and administrative matters pertaining to the establishment of programs are explored. Graduate project required. Offered yearly. Grade only.

527/427 Development and Remediation in Reading - 3 S.H.

Development of reading comprehension, diagnosis, and remediation of reading difficulties focused on middle school learners. Prerequisites: ED300, 301, 302, 306. Offered yearly. Grade only.

- 529/429 Secondary Reading & Teaching Strategies - 4 S.H.**
Emphasis is on reading comprehension, strategies, study skills in content areas, lesson planning, lesson presentation skills, media techniques appropriate to the instructional process. Prerequisite: ED301, 302. Offered each semester.
- 533/433 Materials and Methods in Environmental Education - 2 S.H.**
Curriculum materials relating to the broad topic of human impact upon the environment; group work, field trips, consultants, and lectures. Prerequisites: ED 301 and 302 for undergraduate or graduate status. Offered yearly. Grade only.
- 534/434 Remedial Mathematics Methods - 3 S.H.**
Diagnostic and remediation techniques to facilitate acquisition of basic mathematics skills. Prerequisite: ED334 or consent of instructor. Offered yearly.
- 539/439 Introduction to Early Childhood Family Education - 1 S.H.**
This course introduces a study of major components considered essential to the development of effective educators of parents and their families. Will include observation of parent and family support groups. Offered yearly. Grade only.
- 540/440 Practicum in Early Childhood/Family Educator/Parent Educator - 3 S.H.**
A supervised adult education experience with parents of young children. Student will develop curriculum, identify resources, and practice skills with designated parent education groups. Offered each semester. P/NC.
- 541/441 Parent Education: Curriculum and Methods - 3 S.H.**
This course prepares teachers to obtain the skills and basic understandings needed to become an effective parent educator. Students will select materials, plan and develop creative curriculum, and utilize appropriate strategies in facilitating parent groups. Offered yearly. Grade only.
- 542/442 The Adult Learner - 3 S.H.**
This course will focus on the characteristics and development of adult learners. Offered yearly. Grade only.
- 543/443 Facilitating Parent Education Groups - 3 S.H.**
This course is designed to give group facilitation skills to parent educators. Prerequisites: non-education majors: HPER 204, ED301 and ED308. Education majors: ED301. Offered yearly. Grade only.
- 544/444 Practicum in Early Childhood/Family Education-Family Educator - 3 S.H.**
A supervised practicum in family education with both parents and their pre-kindergarten children. Offered each semester. P/NC.
- 549/449 Middle School Philosophy, Organization and Interdisciplinary Planning - 3 S.H.**
The major focus of this course will be the middle school concept including its philosophy, organization and methods of interdisciplinary planning. Prerequisites: ED301, 302, 306. Offered yearly. Grade only.
- 550/450 Comparative Education - 3 S.H.**
A study of the purposes, organization, offerings, and achievements of education in selected foreign countries. Grade only.
- 559/459 The Professional Educator - 3 S.H.**
Designed to familiarize teacher education majors with school organizational patterns, legal responsibilities, philosophies of education, professional organizations, and related topics prior to student teaching. Offered each semester. Prerequisites: ED300, 301 and 302. Junior or senior status.
- 561 Advanced Practicum in Kindergarten - 5 S.H.**
Responsibilities for planning and conducting kindergarten activities under supervision. Offered each semester. P/NC only.
- 567 Advanced Practicum in Preschool - 3 S.H.**
Supervised teaching in a preschool program. Students enroll in the three-credit preschool experience. Offered each semester. P/NC only.
- 570/470 Advanced Practicum in Middle School - 3-6 S.H.**
A supervised practicum in middle level education at a middle school site. P/NC only.
- 583/483 Multicultural Children, Youth and Families - 3 S.H.**
In keeping with the Minnesota mandate for schools to develop and implement multicultural and gender-fair curricula, this course is designed to help present and future teachers acquire the knowledge, concepts, strategies, and resources needed to integrate content about ethnic groups into mainstream curricula. Offered yearly. Grade only.
- 590/490 Individual Problem in Education - 1-3 S.H.**
Opportunity for the qualified advanced undergraduate and graduate student to work independently. Topics may include research, development of special projects, selected readings, etc. Time arranged. Prerequisites: Consent of major advisor, completion of the Common Professional Sequence, and for elementary majors, completion of the professional education sequence. May be repeated to a total of 4 credits. Offered each semester. P/NC only for undergraduates.
- 598/498 Workshops and Seminar - 1-3 S.H.**
The subject matter to be developed by the department and instructor prior to the workshop or seminar. Students may repeat the course without limitation on the number of credits as long as the subject matter is different. Offered on demand. Grade only.
- 599/499 Workshops and Seminar - 1-3 S.H.**
The subject matter to be developed by the department and instructor prior to the workshop or seminar. The student may repeat the course without limitation on the number of credits as long as the subject matter is different. Offered on demand. Grade only.
- 600 Improvement of Instruction and Curriculum Planning - 3 S.H.**
An examination of current models of instructional strategies and curriculum development. Literature and training materials are reviewed and analyzed. Offered yearly. Grade only.
- 612 Current Trends in Language Arts - 3 S.H.**
Current trends and contemporary research related to objectives, methods and curriculum in language arts. Offered yearly. Grade only.
- 613 Current Issues in Social Studies - 3 S.H.**
Current trends and contemporary research related to objectives, methods, and curriculum in the social studies, a K-12 approach. Offered yearly. Grade only.
- 614 Current Issues in Science Education - 3 S.H.**
Current issues, the curriculum content, and materials of instruction generated by contemporary research for K-12 settings will be discussed. Offered yearly. Grade only.
- 615 Current Issues in Mathematics Education - 3 S.H.**
Current issues and contemporary research related to objectives, methods, and curriculum in mathematics will be examined. Special emphasis on the use of manipulatives and the NCTM Standards. Offered yearly. Grade only.
- 618 Field Experience in Classroom Procedures - 2-4 S.H.**
A culminating experience designed to encourage a student to apply principles and procedures learned during his/her graduate program. Students should take the course during the latter part of their program. Offered each semester. Grade only.
- 623 Foundations of Education - 3 S.H.**
In order to critically examine current practice, this course presents students with an historical perspective of the philosophical concepts which have influenced American education in the last century. Offered yearly. Grade only.
- 635 Developmental Education - 2 S.H.**
This course is designed to provide inservice educators the opportunity to examine current principles of growth, development, and education. Literature related to developmentally appropriate practice will provide a knowledge base for classroom application and research. Offered yearly.
- 640 Current Educational Issues - 3 S.H.**
Study of the recognized current issues and trends in education. Offered yearly. Grade only.
- 650 Teacher Induction and Curriculum Orientation - 3 S.H.**
Students involved as fellows in the induction program will progress through a designed series of in-service activities to prepare for their role as teachers. Includes curriculum training in specified areas. Offered yearly. Grade only.
- 651 Induction Practicum - 4-8 S.H.**
Acting as a fellow in a graduate induction program, the licensed student will demonstrate professional levels of competency in methods, knowledge of content, planning, and classroom management as determined by the latest research and the curriculum goals of the participating school system. Offered yearly. P/NC only.
- 667 Advanced Practicum in Preschool - 3 S.H.**
Supervised teaching in a preschool program. Students enroll in the three-credit preschool experience. Offered each semester. P/NC
- 671 Supervision/Coaching of Instruction - 2 S.H.**
A critical analysis of procedures and strategies practiced by student teacher/teaching assistant supervisors, peer coaches, and mentors. Offered yearly. Grade only.
- 675 Action Research: Assessment of Classroom Learning - 3 S.H.**
Methodologies for classroom action research to evaluate teaching and learning are developed for use by teachers. Incorporates a variety of assessment strategies which can be utilized to measure and record student achievement. Offered yearly. Grade only.
- 690 Developing Culture for Learning - 3 S.H.**
The course is designed to help educators meet and validate Proposition 5 of the National Board of Professional Teaching Standards (NBPTS) by

preparing students to collaborate effectively in the design and implementation of effective learning communities in their classrooms, schools, and school districts. Offered through Learning Communities. Grade only.

691 Constructivist Learning Theory - 3 S.H.

This course is designed to increase students' understanding of constructivist theory and ability to apply principles of constructivist theory in their planning and classroom teaching. Offered through Learning Communities. Grade only.

692 Creating Inclusive Environments - 2 S.H.

This course prepares teachers to respond to the multi-faceted dimensions of individuals and to treat them equitably by recognizing each one's uniqueness and structuring teaching methods accordingly. Offered through Learning Communities. Grade only.

696 Trends and Issues in Teaching in the Content Areas - 1-3 S.H.

This course is designed to allow students to explore, in depth, the current trends, issues and research related to curriculum, instructional methods, and assessment in designated subject areas. Offered through Learning Communities. Grade only.

698 Seminars/Workshops in Education - 1-4 S.H.

Subject matter arranged by the department. Certain seminars will be designed for the graduate induction program. Offered each semester. Grade only.

699 Master's Thesis - 4 S.H.

The report must show evidence of the candidate's ability to carry an independent study and to employ scientific methods and procedures in the solution of a problem in the area of the student's field of concentration. Offered on demand. Grade only.

EDUCATIONAL LEADERSHIP

132 Gildemeister Hall, (507) 457-5345, FAX: (507) 457-5476

Chairperson: Roy Nasstrom

Graduate Faculty: Gray (lgray@vax2.winona.msus.edu), Nasstrom (rnasstrom@vax2.winona.msus.edu), Nelson (wnelson@vax2.winona.msus.edu), Wiseman (mgyuwiseman@vax2.winona.msus.edu),

Lee Gray, Professor, Educational Leadership; B.S., University of Nebraska; M.S., Ed.D., University of Minnesota-Twin Cities; 1989 -

Roy Nasstrom, Professor, Educational Leadership; B.A., M.A., Ph.D., University of California-Berkeley; 1976 -

Wade Nelson, Professor, Educational Leadership; B.A., Coe College; M.A., Ph.D., University of Iowa; 1989 -

Mary Jane Wiseman, Associate Professor, Educational Leadership; B.A. George Washington University; M.A.; Longwood College; Ph.D. Virginia Polytechnical Inst. & State University; 1992 -

Degrees Offered:

Master of Science in Educational Leadership (M.S.)

Emphasis:

- Elementary School Leadership
- Secondary School Leadership
- General School Leadership

Educational Specialist in Educational Leadership (Ed.S.)

Concentrations:

- Elementary School Leadership
- Secondary School Leadership
- General School Leadership

The M.S. degree provides a course of study that can lead to licensure as a principal or assistant principal in most states. Students with goals not associated with elementary and secondary school administrative licensure may wish to choose the M.S. General School Leadership program of study. The M.S. General is designed for individuals not interested in licensure as a K-12 principal or superintendent. Students who choose this option can prepare for leadership careers as an administrator in technical or community colleges or non-profit organizations. An individualized program of study can be tailored to meet the general requirements of leadership.

The Educational Specialist degree (or equivalent) program provides a course of study that contributes to initial licensure in Minnesota as a principal, assistant principal, or superintendent.

For Minnesota licensure, the following requirements must be met. The student ordinarily should:

- a. Have accumulated three years of teaching experience at the elementary or secondary level while holding licenses valid for the position or positions in which the experience was gained.
- b. Complete an approved program of study.
- c. Complete 320 clock hours of field experience as an administrative aide to an appropriately licensed educational administrator.
- d. Demonstrate knowledge of administrative competencies to the

satisfaction of a joint faculty-administrator panel.

The field experience will be satisfied by 6 semester hours of practicum/internship completed within a calendar year. The field experience may be waived for persons who have gained licensure in one administrative area and who have had 3 years of experience under that administrative license.

The Department of Educational Leadership also has programs of study approved by the Wisconsin DPI and Iowa Education Department that lead to licensure as principal or district superintendent. Educational requirements for licensure in various other states for several administrative positions may be satisfied by certain programs. Contact the department for specific state licensure requirements.

Admission to Department of Educational Leadership

Applicants wishing to be accepted as graduate students in the Department of Educational Leadership must first make application through the Office of Graduate Studies. The Department of Educational Leadership Graduate Admissions Committee is responsible for making the final decision on admittance. The committee may require a personal interview and/or a qualifying examination. Prospective graduate students must meet the following requirements to be considered for admission to graduate studies:

- a. For the Master's degree: A G.P.A. of 2.50 on a 4.00 scale for all Bachelor's degree work. If the G.P.A. is less than 2.50, a minimum score of 900 on the verbal and quantitative portions of the Graduate Record Examination (GRE) is required.
- b. For Specialist degree: A G.P.A. of 3.25 on a 4-point scale for all Master's degree work. If the G.P.A. is less than 3.25, a minimum score of 900 on the verbal and quantitative portions of the Graduate Record Examination (GRE) is required. Although the Master's degree is recommended, some individuals may wish to enter the Specialist degree program with only a Bachelor's degree. For those individuals, an undergraduate G.P.A. of 3.25 and a score of 900 on the G.R.E. are required.
- c. Written statement: First-time applicants to the educational leadership professional development program must submit a two (2) to five (5) page typewritten statement explaining:
 1. Their vision of the purpose and role of education.
 2. Their qualifications and aptitude for educational leadership.

Master of Science Degree (M.S.) Educational Leadership 33 S.H.

The Master of Science degree in Educational Leadership satisfies entry level administrative certification in most states. Under Minnesota requirements, a Specialist degree or equivalent is required for full administrative licensure. The Master of Science degree is also designed for individuals who wish to develop competency in non-licensure roles such as department chair, curriculum committee chair, lead teacher,

special project leader, administrative assistant, or administrator in other educational settings. A candidate must earn a minimum of thirty-three (33) graduate semester credits approved by his/her advisor.

Major Field Courses (12 S.H.)

- 601 Foundations of Educational Leadership (3)
- 604 Curriculum Development ()
- 626 Educational Assessment (3)
- 635 Public Relations and Politics (3)
- 670 Research and Writing (3)

Specialization (Required Courses)

General (does not lead to licensure)

- 655 Phil & Soc Implications of Ed Leadership (3)

Elementary School Emphasis

- 610 School Law (3)
- 621 The Principalship (Elementary Emphasis) (3)

Secondary School Emphasis

- 620 The Principalship (Secondary Emphasis) (3)
- 610 School Law (3)
- 627 School Business Management (3)
- 628 Human Resources and Collective Bargaining (3)

Elective Courses (variable credits) - taken as necessary to satisfy particular competency requirements for licensure in various states and to meet the needs and interests of students.

Field Experience (M.S. level only)

780 Internship/Practicum in Educational Administration - M.S. level
(Prerequisite: 501 or 601)

The internship, involving service as an administrative aide, is a capstone experience. As a guideline for registering for an internship, a minimum of 75% of program credits should be completed. Students planning to register for an internship should secure an information packet from the department. The Internship Agreement Form should be completed with a cooperating administrator and returned to the internship coordinator before or during the first week of each semester.

Writing Requirements without Thesis:

Candidates must write one comprehensive research paper to show proficiency in research and writing at the graduate level. The topic and proposal for this paper must be approved by the faculty advisor. Guides for form and style may be secured from the Department of Educational Leadership.

Writing Requirements with Thesis:

Candidate must complete a thesis for six (6) credits demonstrating their ability to use scientific methods and procedures in the solution of an independent study project in the area of school leadership. The six (6) credits will be applied to elective course.

Examinations:

Each candidate must pass a comprehensive examination on course work. If the thesis option is chosen, the candidate will also be required to pass an oral examination on the thesis paper.

Educational Specialist Degree (Ed.S.)

Educational Leadership

Minimum of 30 S.H. beyond the M.S.

The Educational Specialist degree in Educational Leadership is designed for individuals who wish to achieve proficiency beyond the Master's degree level in elementary, secondary, or general administration. Completion of the degree contributes to meeting entry requirements for full licensure as an administrator in Minnesota and most other states. This program is also for individuals who wish to pursue a degree higher than the Master's degree for greater competency in non-licensure roles such as department chair, curriculum committee chair, lead teacher, special project leader, administrative assistant, or positions related to policy studies and research in public agencies. Candidates must earn a minimum of 63 graduate semester credits beyond the Bachelor's degree. If individuals hold a Master's degree, a

minimum of 30 semester credits must be completed beyond the M.S. to receive the Educational Specialist degree. A minimum G.P.A. of 3.0 is required to receive the degree. Only grades earned at Winona State University will be counted in determining the grade point average.

Major Field Courses (15 S.H.)

- 601 Foundations of Educational Leadership (3)
- 604 Curriculum Development (3)
- 610 School Law (3)
- 635 Public Relations and Politics (3)
- 670 Research and Writing (3)

Specialization

K-12 Principal

- 620 The Principalship (secondary emphasis) (3) or
- 621 The Principalship (Elementary emphasis) (3)
- 704 Supervision and Curriculum Development: An Action Research Approach (3)

General

- 626 Educational Assessment (3)
- 627 School Business Management (3)
- 628 Human Resources and Collective Bargaining (3)
- 708 Seminar: Policy, Pblms, and Trends (3)
- 756 Administration Decision Making - The Superintendent (3)
- 758 Educational Finance (3)

Elective Courses (variable)

Taken as necessary to satisfy particular competency requirements for licensure and to meet the needs and interests of students.

Writing Requirements (4 S.H.)

- 789 Writing Seminar: Educational Specialist Degree Field Study (2)
- 799 Educational Specialist Degree Field Study (2)
(Prerequisite: 608)

The writing seminar prepares the student for the task of writing the field study. The field study is an independent research project. A guide for completing the field study is available in the educational leadership office.

Candidates will submit three copies of an approved field study to the Office of Graduate Studies. A guide for the completion of the field study is available from the department office.

Field Experiences (Ed.S. Level)

- 781 Internship/Practicum in Educational Leadership - Ed.S. level
(Prerequisite: 501 and 604. Concurrent enrollment in 604 acceptable.)

The internship/practicum is a capstone experience. For individuals seeking K-12 administrative licensure, the internship/practicum is served in the capacity of an administrative aide. As a guideline for when registering for an internship/practicum, a minimum of 75% of program credits should be completed. For individuals seeking careers in other settings, an internship/practicum can be arranged specific to career aspirations. Students planning to register for an internship/practicum should secure an information packet from the department. The internship/practicum agreement should be negotiated with a cooperating administrator and returned to the internship/practicum coordinator before or during the first week of each semester.

Examinations

The candidate is required to pass a comprehensive examination. An oral examination covering the candidate's field study is required.

Course Descriptions

590/490 Special Topics - 1-3 S.H.

Specially arranged course offerings unique to both graduate and undergraduate student's professional development. Course number may be repeated when offered with a different subject content and title. Optional Grade or P/N.

600 Workshops in Educational Leadership - 1-4 S.H.

Topics vary according to needs and interests of educational leaders. This course number may be repeated when offered within different subject content. Optional Grade or P/N.

601 Foundations of Educational Leadership - 3 S.H.

The organizational governance and politics of American K-14 education, including attention to administrative preparation and certification and to sources of information on educational leadership. Grade Only.

604 Curriculum Planning and Development - 3 S.H.

Students will explore the nature of curriculum (purpose, definition, and theories), the leader's role in curriculum development, planning processes and procedures, issues in curriculum development, and classroom-based curriculum design. Grade Only.

610 School Law - 3 S.H.

Laws affecting education. The interaction between law and educational practice and new demands on the schools under the press of social demands. Prerequisite: EL 601 or consent of instructor. Grade Only.

612 Legal Foundations of Educational Policy - 3 S.H.

Focuses on the legalization and centralization of educational policy, the expanded reach of the law in schools and in post-secondary institutions, and how it impacts educational leadership by providing standards against which educational decisions are made. Grade Only.

620 The Principalship (secondary emphasis) - 3 S.H.

Students will explore the nature of school leadership, with emphasis on the secondary school, and its relationship to instructional supervision and curriculum improvement. Primary core topics include theories of leadership, coordination of school programs for special needs students, and building a master schedule. Grade Only.

621 The Principalship (elementary emphasis) - 3 S.H.

A reflective practice, teacher/researcher approach to the principalship, with emphasis on the elementary level with leadership emphasized under such core topics as supervision, curriculum development, judicious discipline, and child development.

625 School Reform and Restructuring: Implications for Leadership - 3 S.H.

The study of the past and present efforts of school reform and restructuring to improve American K-12 education and their effects on educational leadership. Grade Only.

626 Educational Assessment - 3 S.H.

The effective use and general misuse of measurement and evaluation in education. The role of accountability in education will be explored within the context of student learning assessment. Grade Only.

627 School Business Management - 3 S.H.

Business management processes and practices, including procedures for strategic planning, budgeting and finance. Grade Only.

628 Human Resources and Collective Bargaining - 3 S.H.

The personnel function, with particular attention to hiring, evaluation procedures, employee problems, affirmative action, due process, harassment in the workplace, and collective bargaining at the K-14 level in local districts. Grade Only.

635 Public Relations & Politics - 3 S.H.

Purpose, techniques and problems of school-community relations, including the political context of these relations and means of developing effective interaction with staff, public, and media. Oral and written communication receives special attention. Grade Only.

640 Ethics for School Leaders - 3 S.H.

An approach to human relations issues in an educational environment with special attention to the ethics of educational leadership. Topics covered include the theory and application of human relations practices; world views, values, lifestyles, and contributions of women and various racial, ethnic, and cultural groups; the psychological and social implications of discrimination in a multicultural educational environment. The course provides analytical tools and techniques for students to explore their own personal and professional ethical code. [NOTE: This course satisfies the human relations requirements for licensure.] Grade Only.

655 Philosophical and Sociological Connections for Educational Leaders - 3 S.H.

In this course, students will engage in dialogue related to the critical role of education in a democracy and will formulate or refine a personal philosophy of education. Grade Only.

670 Research and Writing - 3 S.H.

Form, style, and appropriate research procedures in education. Grade Only.

675 Technology in Educational Leadership - 3 S.H.

The study of past and present technology and its affect on K-14 administration, teaching, and learning. Particular attention will be given to the use of computer hardware and software for school improvement. Grade Only.

690 Individual Research - 1-4 S.H.

Conducting and reporting research under the supervision of a member of the educational leadership staff. Prerequisite: Consent of the student's advisor. Grade Only

699 Master's Thesis - 6 S.H.

The employment of scientific methods and procedures in an independent study in his/her field of concentration. P/NC Only.

704 Supervision and Curriculum Development: An Action Research Approach - 3 S.H.

Students will perform guided research. The emphasis of this experience is on action-based research in the supervisory context, curriculum invention and implementation. Students will inquire into the teaching process in order to become more effective mediators of classroom improvement efforts. Grade Only.

705 School-Community Partnerships - 3 S.H.

Provides successful models and strategies of school linked services in a context of systemic reform and partnerships to create the conditions for effective community and parental involvement in schools. Practical, team-based strategies will focus on legal, organizational, administrative/financial options for integrating community resources, information systems, and networks with schools to impact youth. Grade Only.

708 Seminar Problems and Trends - 3 S.H.

The development and implementation of current educational policy; how legislation and regulations are translated into actual school district policy; the politics of policy creation. Prerequisite: Master's degree or at least four courses in Educational Leadership. Grade Only.

752 Planning of School Facilities - 3 S.H.

Procedures for solving facilities problems, with emphasis on techniques for developing and securing technical information. Grade Only.

756 Administrative Decision-Making - 3 S.H.

Application of decision-making processes utilizing simulations, role-playing, case studies, and decision groups. Grade Only.

758 Educational Finance-3 S.H.

The politics and economics of K-14 finance, including the roles of courts and each level of government in collecting, handling, and distributing funds. Emphasis is placed on adequacy and equity in educational funding and on the development of alternative sources of funding. Prerequisite: Master's degree or at least five courses in Educational Leadership. Grade Only.

780 Internship/Practicum in Educational Leadership - M.S. Level - 3 S.H.

Students will function in an administrative capacity under an experienced administrator with supervision by the Department of Educational Leadership. EL 704 must precede or accompany the practicum for aspiring principals. For aspiring superintendents, Educational Leadership 627 or 628 must precede or accompany the practicum; EL 604 and/or 620 is recommended. P/NC Only.

781 Internship/Practicum in Educational Leadership -Ed.S. Level - 3 S.H.

Students will function in an administrative capacity under an experienced administrator with supervision by the Department of Educational Leadership. EL 704 must precede or accompany the internship for aspiring principals. For aspiring superintendents, EL 627 or 628 must precede or accompany the internship; EL 604 and/or 620 is recommended. P/NC Only.

789 Writing Seminar: Specialist Degree Field Study - 2 S.H.

A seminar devoted to writing the field study project or thesis, covering content, organization, semantics, and grammar. P/NC Only.

799 Specialist Degree Thesis/Field Study - 2 S.H.

The field study for the Educational Specialist degree. P/NC Only.

PHYSICAL EDUCATION, RECREATION, AND DANCE

122 Memorial Hall, 457-5200; FAX 457-5606

Chairperson: Lorene Olson

Graduate Faculty: Juaire, Olson

Stephen Juaire, Professor, Physical Education and Recreation; B.S., M.S., Winona State University; Ph.D., Florida State University; 1975 -
Lorene Olson, Professor, Physical Education and Recreation; B.S., M.S., University of Wisconsin-La Crosse; Ph.D., University of New Mexico; 1989 -

The following courses can be used as electives in the Master of Science in Education Degree. Please refer to the section of this catalog that describes the requirements for the Master of Science degree in Education.

Course Descriptions

514/414 Recreational Leadership - 3 S.H.

A study of leadership principles, leadership techniques and leadership theories. Required recreation leader competencies and group dynamic issues also will be addressed. Grade only. Offered on demand.

517/417 Physical Education, Recreation, Dance Clinic - 1-3 S.H.

Typically offered on a workshop basis. Subject matter determined by department. Course may be repeated when offered with different subject matter, content, and title. Grade only. Offered on demand.

534/434 Developmental/Adapted Physical Education Practicum - 4 S.H.

The application of skills, knowledge and concepts necessary for planning, organizing and conducting developmental/adapted physical education programs through supervised field experience. Grade only. Offered on demand.

535/435 Assessment in Adapted Physical Education - 3 S.H.

Instruction in the assessment, prescription and use of instructional methods, materials and equipment relevant to specific handicapping conditions in the adaptive physical education setting. Grade only. Offered on demand.

536/436 Programming/Special Populations in Developmental/Adapted Physical Ed. - 3 S.H.

Fundamental concepts and skills essential to programming and adaptation of methods, materials, physical activities and facilities to meet the needs of physically, mentally and emotionally challenged individuals. Grade only. Offered on demand.

510/410 Coaching Clinic - 1-3 S.H.

Lectures, videos, demonstrations, and discussions covering skills, techniques of coaching, pre-/off-season conditioning, practice sessions, and care and prevention of injuries relative to the designated sport. May be repeated for credit when offered with a different title.

601 Research Methods - 3 S.H.

Methods and techniques of research potential and completed problems analyzed with view to selection of topics. Grade only. Offered on demand.

610 Curriculum Construction in Physical Education - 3 S.H.

A study of the construction and conduct of curriculum in physical education. A study of past experiences and results with due consideration for needs of the present and trends for the future. Grade only. Offered on demand.

613 Independent Study in Physical Education/Recreation and Dance - 1-3 S.H.

A problems discovery and identification course. Each student selects a problem for intensive study and files a written report of his/her investigation and suggested solutions or recommendations. Prerequisites: Advance consent of cooperating faculty member and approval of topic outline. Offered on demand.

620 Psychology of Coaching - 3 S.H.

Study of the emotional, attitudinal and personality problems of athletes, interpersonal behavior and motivational psychology. Grade only. Offered on demand.

624 Historical Implications for Current Trends and Issues in Physical Education - 3 S.H.

Relationship, from ancient to modern times, between physical education and factors in society with emphasis on influences on today's physical education trends and issues. Grade only. Offered on demand.

626 Planning of Facilities in Physical Education - 3 S.H.

Principles and standards for physical education and recreation equipment and facility planning, construction, use and maintenance. Grade only. Offered on demand.

628 Adapted Physical Education - 3 S.H.

Analysis of physical education for the handicapped student with practical application in a laboratory situation and the legal implications. Grade only. Offered on demand.

630 Supervision of Physical Education in Elementary and Secondary Schools - 3 S.H.

The general aim and purpose of supervision, and the duties and relationships of the supervisor of physical education. Grade only. Offered on demand.

633 Administrative Problems in Physical Education and Recreation - 3 S.H.

A study of administrative problems in physical education and recreation that confront the teacher and leader. Grade only. Offered on demand.

640 Test Construction in Physical Education - 3 S.H.

Principles of construction, selection, and interpretation of physical education tests. Grade only. Offered on demand.

641 Current Literature and Research in Physical Education and Recreation - 3 S.H.

A survey of professional literature and research in the fields of recreation or physical education. Grade only. Offered on demand.

650 Physical Education in Higher Education - 3 S.H.

An examination of the role of physical education in higher education, with special emphasis on problems in university teaching. Grade only. Offered on demand.

653 Physical Education in the Elementary School - 3 S.H.

Examination of the role of physical education in the elementary school and an evaluation of trends in elementary physical education programs. Grade only. Offered on demand.

SPECIAL EDUCATION

Gildemeister Hall 221, 457-5535

Chairperson: Frank Rocco

Graduate Faculty: Boseker, Long, Palmer, Rocco

Barbara Boseker, Professor, Special Education; B.S., M.A., Ph.D., University of Wisconsin-Madison; 1995 -

Carol A. Long, Associate Professor, Special Education; B.S., M.A., Ph.D., University of Missouri-Columbia; 1993-

Lyelle Palmer, Professor, Special Education; B.M., M.M., Southern Methodist University; Ph.D., University of North Texas; 1977 -

Frank Rocco, Professor, Special Education; B.S., Clarion College; M.Ed., Boston College; Ph.D., Michigan State University; 1971-

The department prepares professionals to meet the special needs of students. Procedures include both classroom and clinical work with an emphasis on applied behavior analysis and systematic instruction.

Teachers completing a licensure program or degree are able to serve students in a variety of educational settings. Persons completing the master's degree may serve as teachers, consultants, coordinators, and lead teachers for special education programs.

Programs Available:

There are four ways a graduate student may complete programs at WSU in the Special Education department.

1. As a Masters degree candidate in Education with a Learning Disabilities and/or Developmental Disabilities licensure concentration.
2. As a Graduate Special Student (licensure only candidate) for licensure in LD and/or DD. (The Masters degree is not available with this program).
3. Licensure only is also available in the area of Emotional Behavioral Disorders (EBD). The licensure is offered in cooperation with the University of Minnesota and requires the completion of the WSU/Learning Disabilities licensure as prerequisite.
4. As a Post-Baccalaureate Undergraduate candidate for licensure in LD and/or DD. (This program is for graduates of four-year institutions who wish to continue their training as undergraduate students and obtain licensure in LD and DD). This is not a graduate program. This program does not lead to a graduate degree. (See undergraduate catalog.)

All four programs require formal admittance to the SPED department and require consultation with, and the signature of, a SPED advisor as part of the application process.

Students planning to complete the licensure sequence of any of the above programs in one calendar year must have a completed application on file by April 30 and must plan to attend summer school before and after the regular two-semester year.

Admission

Before one can apply to the SPED Department for admission to any of the programs available, it is *first* necessary to be admitted as a graduate student or graduate special student (as the degree/licensure requires). *One cannot have transcripts evaluated or programs planned, even in the most preliminary manner, without first qualifying for graduate school acceptance.*

Graduate students must have two sets of every transcript mailed directly to the Office of Graduate Studies and complete all necessary Graduate Office paperwork before applying to the SPED Department.

- Graduate applications are included in the graduate catalog available in the Graduate Office.
- SPED Department applications are available by phone, email, or letter to:

SPED Department
Graduate Application
Winona State University
P.O. Box 5838
Winona, MN 55987-5838

Phone: (507) 457-5535

Email: jpickart@VAX2.winona.msus.edu

Each new student must have an Application for Admissions file in the SPED Office. The Application for Admission file must be completed at least one full semester prior to being admitted to any program. The student has responsibility for completing the file so that the department can make a timely decision on the applicant's admission status. Students with degrees in fields other than Education and without a teaching license must contact the department for special requirements and a special admission process (see STUDENT HANDBOOK).

The student is responsible for reading the catalog and HANDBOOK, for knowing WSU regulations and policies, and for notifying the Office of Graduate Studies at least one month in advance of intended registration at WSU.

Master's Degree Programs

The Department offers two graduate programs leading to the M.S. degree in Education with concentrations in Learning Disabilities and Developmental Disabilities. Both degrees result in K-12 licensure. The Developmental Disabilities degree results in mild, moderate, severe, and profound K-12 licensure.

Admission File Requirements - Master's Degree (LD or DD)

1. Application Form for a particular program
2. Evidence of Minnesota Teaching License (See department if licensed in another state or if unlicensed).
3. Transcripts of all undergraduate and graduate course work documenting an accredited degree and GPA of 3.0 during the last half of undergraduate degree. Alternatives to the undergraduate GPA requirements are: Graduate Record Examination (GRE) scores 1350 or above OR accredited Master's degree with a minimum of 3.0 graduate GPA.
4. Three Departmental Recommendation Forms from references who can support the student's potential for successful graduate work and advanced professional educational performance. Forms are available in the Special Education Office.

NOTE: The Department reserves the right to limit enrollment due to space in the program. Early application may enhance a qualified student's opportunity for acceptance. Meeting established minimum criteria does not assure admission. The application file must be complete by the beginning of one full semester prior to enrollment in the program.

Licensure Admission

Licensure requirements for graduate students may be completed at the undergraduate or graduate levels (see the undergraduate catalog for undergraduate program requirements). Students are strongly advised to complete post-baccalaureate licensure requirements at the graduate level. Undergraduate grade point averages required for admission are minimums of 2.75 for post-baccalaureate licensure and 3.00 for graduate licensure. The programs are described more fully in the STUDENT HANDBOOK available from the department.

Admission File Requirements-Licensure Programs

1. Application Form for a particular licensure program.
2. Evidence of Minnesota Teaching License (see department if licensed in another state or if unlicensed).
3. Transcripts of all previous undergraduate coursework documenting an NCATE-accredited bachelor's degree (See GPA above).
4. Three letters of professional recommendation (obtain SPED Department forms).
5. Applications for Field Experience and Internship (obtain SPED Department forms).

NOTE: Students enrolling in SPED courses without applying to the SPED Department for formal admittance may only take 12 credits of course work. All other course work beyond the first 12 credits will be dropped from the student's program at application for formal admittance. Make formal application to *all* SPED programs (licensure only, licensure with Master's degree, etc.) early in order that all aforementioned 12 credits apply to the student's graduate program.

Registration for Field Experiences:

All students are required to complete field experience applications as far in advance as possible, generally at the time of application for department admission. The candidate's deadline for priority placement in the next year is December of the current year. Applications are available in the SPED Department office, Gildemeister 221.

Registration for Field Experience A (SPED 631) and Internship (SPED 655) must be completed at pre-registration in the semester prior to enrollment.

NOTE: Programs listed below were still in the process of approval by the WSU Faculty Committees and the Minnesota Board of Teaching as this catalog went to press. Final/approved program listings are available from the Special Education Department.

Master of Science in Education Learning Disabilities Concentration

43 S.H.

Prerequisite Courses:

Reading Methods course equivalent

Math Methods course equivalent

500 Education of Exceptional Children and Youth (3)* or equivalent

505 Behavior Management Systems (3)*

Core Courses (In licensure sequence):

510 Introduction to Assessment/Methods (3)

520 Administrative Procedures (3)*

530 Characteristics of Students with Mild Disabilities (3)

545 Assessment/Methods for Students with Learning Disabilities (3)

631 Field Experience A (3)

655 Internship LD (15)

Additional Course Work

623 Foundations of Education (3)

660 Collaborative Consultation (2)

661 Research Design (2)

662 Research Seminar (2)

600 Level Elective (2)

Research Requirement

699 Master's Thesis (4) (no 600 level elective is required with this option)

or
698 Professional Paper (2)

*Enrollment permitted prior to admission to program

Master of Science in Education Developmental Disabilities Concentration

54 S.H.

Prerequisite Courses:

Reading Methods course equivalent

Math Methods course equivalent

500 Education of Exceptional Children and Youth (3)* or equivalent

505 Student Management Systems (3)* or equivalent

Core Courses (In licensure sequence):

507 Management/Severe DD (3)

508 Functional Skills Development (3)

509 Medical Aspects (2)

510 Introduction to Assessment/Methods (3)

520 Administrative Procedures (3)*

530 Characteristics of Students with Mild Disabilities (3)

531 Language/Sensory Stimulation (3)

540 Assessment/Methods for Students with Developmental Disabilities (3)

631 Field Experience A (3)

655 Internship DD (15)

Additional Course Work

623 Foundations of Education (3)

660 Collaborative Consultation (2)

661 Research Design (2)

662 Research Seminar (2)

600 Level Elective (2)

Research Requirement

699 Master's Thesis (4) (no 600-level elective is required with this option)

or

698 Professional Paper (2)

* Enrollment permitted prior to admission to program.

Learning Disabilities (LD) Licensure Program Only

(36 S.H.)

500 Education of Exceptional Children and Youth (3)*

505 Student Management Systems (3)*

510 Introduction to Assessment/Methods (3) (Prerequisites: Reading and Math Methods)

520 Administrative Procedures (3)*

530 Characteristics of Students with Mild Disabilities (3)

545 Assessment/Methods for Students with Learning Disabilities (3)

631 Field Experience A (3)

655 Internship LD (15)

* Enrollment permitted prior to admission to program

Developmental Disabilities (DD) Licensure Program Only

47 S.H.

500 Education of Exceptional Children and Youth (3)*

505 Student Management Systems (3)*

507 Management/Sever DD (3)

508 Functional Skills Development (3)

509 Medical Aspects (2)

510 Introduction to Assessment/Methods (3)

520 Administrative Procedures (3)*

530 Characteristics of Students with Mild Disabilities (3)

531 Language/Sensory Stimulation (3)

540 Assessment/Methods for Students with Developmental Disabilities (3)

631 Field Experience A (3)

655 Internship DD (15)

* Enrollment permitted prior to admission to program

Emotionally/Behaviorally Disordered (EBD) Licensure Only

(in cooperation with the University of Minnesota)

The program is only available to persons who have completed the graduate or undergraduate WSU licensure in Learning Disabilities (LD) or who are pursuing the undergraduate or graduate licensure in LD or the Master's degree in Education with LD concentration.

Completion of the program will result in Minnesota licensure in EBD awarded through the University of Minnesota. No Master's degree is available through this program.

Eligibility for the program is the same as that required for acceptance into the Master's degree track at WSU including:

1. A bachelor's degree from an NCATE accredited college.
2. A 3.0 GPA in the last half of the undergraduate program or a combined score of at least 1350 on the Graduate Record Examination.
3. A valid Minnesota Elementary, Secondary or Special Education teaching license.
4. Evidence of characteristics and/or experience predictive of success in teaching students with emotional/behavioral disorders.

Dr. Rocco is the EBD WSU/UMN campus advisor.

Graduate Research and Writing Requirement

A databased Thesis or a databased Professional Paper is required of all Master's degree candidates. This thesis or paper is planned and carried out in close cooperation with the student's graduate advisor after completion of course work in research design and statistical analysis.

Candidates must be enrolled for credit in SPED 698 or 699 during the semester of graduation, and a preregistration consultation with the advisor is required at least one month prior to registration. Final approval for completion of the project must take place at least one calendar month before graduation. It is required that three copies of the thesis or research paper are presented to the library for binding after approval by the committee or advisor.

- a. Thesis Option (SPED 699). This option is recommended for students intending to seek degrees beyond the M.S. level. A three-member committee is formed, including the student's advisor and one member of another department. A formal written project proposal must be approved by the committee before the project is begun. Following completion of the project, the student must meet with the committee for a public oral examination of the written work. Students completing the Thesis Option are exempted from the 600-level elective requirement.
- b. Professional Paper Option (SPED 698). Approval by a second reader, in addition to the student's advisor, and a public presentation of the project are required. Students choosing the Professional Paper Option are required to complete an additional three-credit 600 level elective.

Graduate Written Examination Requirement

Consult the calendar in the Graduate Catalog or the Course Schedule for dates and application deadlines. After consultation with the advisor, essay examination questions (4) are solicited from professors in courses chosen in cooperation with the candidate's advisor, at least one month prior to the date of the examination. (Refer to Master of Science Requirements section.)

NOTE: The student is responsible for knowing all information and regulations in the information sections of this catalog, and especially the Academic Information section, including "Degree Requirements: Master of Science." Knowledge of deadlines is the responsibility of the candidate.

COLLEGE OF LIBERAL ARTS

206 Minne Hall, 457-5017
Peter Henderson, Dean

Departments

Art
Communication Studies
English
Foreign Languages
History and Paralegal
Mass Communication
Music
Philosophy
Political Science
Psychology
Sociology and Social Work
Theatre and Dance

Degrees Offered

Master of Arts in English
Master of Science in English

Mission

The mission of the College of Liberal Arts is to offer degree programs in the arts, humanities and social sciences, as well as specialized professional and occupational areas. The college also seeks to provide a comprehensive base of liberal studies as the foundation of all degrees.

Course Descriptions

400/500 Education of the Exceptional Child - 3 S.H.

An overview of information to assist human service professionals in understanding the educational, vocational and other transitional needs of individuals in preschool through post-school who are speech impaired, learning disabled, emotionally disturbed, behaviorally disordered, deaf, blind, mentally disabled, physically disabled, health impaired or gifted. IDEA, ADA and SEC 504 as well as parent participation are stressed. Grade only.

407/507 Management of Severe DD - 3 S.H.

Management of extremely challenging behavior problems (e.g., self-stimulation, self-injurious behavior, ritualistic behavior, severe attention deficits, etc.) Included are less severe behaviors that inhibit acquisition, maintenance, and generalization of newly learned skills. Offered yearly. Grade only. Prerequisites: SPED 500, 505, 520.

408/508 Functional Skills Development - 3 S.H.

Methods and materials utilized in teaching functional skills to persons with severe handicaps. Motor-physical mobility, self-help/care, independent living, self-sufficiency, pre-employment, and daily learning skills are emphasized. Objective is to develop skills that may be used in self-care and assistive care environments. Offered yearly. Grade only. Prerequisites: SPED 500, 505, 520.

409/509 Medical Aspects - 2 S.H.

Emphasis is placed upon acquiring knowledge in the medical aspects of severe disability, which assist the teacher in communicating with the medical profession and other caregivers in a multidisciplinary setting. The learning of first-response techniques that increase the safety of all students/clients is also emphasized. Offered yearly. Grade only. Prerequisites: SPED 500, 520, and a certificate or course in First Aid.

431/531 Language/Sensory Stimulation - 3 S.H.

Methods and procedures for the stimulation, development, and augmentation of communication skills among the severely disabled. Included are alternative communication methods such as basic signing and technological augmentation, etc. that will assist the severely disabled in participating in less restrictive environments and their own care. Offered yearly. Grade only. Prerequisites: SPED 500, 505, 520, 507, 508.

These two facets of the mission translate into two major responsibilities of the faculty: 1) To provide a broad array of quality programs in the liberal arts and related professional fields; 2) To provide the majority of the general education curriculum to all WSU students.

The specific missions for the College of Liberal Arts are as follows:

1. To develop a depth of knowledge in a primary discipline.
2. To develop breadth through knowledge and appreciation of the arts, humanities, and social sciences beyond one's primary discipline.
3. To provide an intellectual, social and cultural atmosphere for the development of self-education and lifelong learning.
4. To make individuals aware of the rights and responsibilities they have to themselves and to society.
5. To prepare individuals to meet the career challenges of a rapidly changing society.
6. To contribute to the development of basic and applied knowledge in the fields of the liberal arts.

Career Opportunities

The opportunities for career education within the College of Liberal Arts are many and varied. Important in career planning is the fact that a liberal arts education provides the student with career skills that are useful in many jobs such as business, law, and medicine. These skills have general applicability and they will provide considerable vocational choice and career flexibility.

Faculty

Over eighty percent of the liberal arts faculty have terminal degrees in their fields from prominent universities. Many are widely known for their scholarly and creative efforts as well as for their excellence as teachers.

Facilities

The majority of the liberal arts faculty offices and facilities are located in Minne Hall or in the Performing Arts Center. The Art Department is located in Watkins Hall and the Foreign Languages Department is in Somsen Hall. The Mass Communication and Psychology Departments are in Phelps Hall.

ART

204 Watkins, 457-5395

Chairperson: Anne Plummer

Graduate Faculty: Park, Ricciotti

Seho Park, Professor, Art; M.A.T., Whitworth College; M.F.A., Ph.D., University of Minnesota-Twin Cities; 1988 -

Dominic Ricciotti, Professor, Art; B.F.A., Washington University; M.A., City University of New York-Hunter College; Ph.D., Indiana University; 1985 -

Course Descriptions

502/402 The Psychology of Art and Art Education - 3 S.H.

Exploration of topics related to human behavior and the production and appreciation of visual art forms. The prospective art teachers' understanding of the subject of art and effective instruction for K-12 learners are further concerns. Theories of perception, learning and the creative processes are examined as they pertain to: visual thinking, aesthetic perception and judgement, artistic motivations, art concept learning, formal and semantic organization, artistic styles, cognitive development, instructional strategies, art teacher-learner dynamics, learning environment, evaluation of learning, and mediumization process in studio art. Prerequisite: 109 recommended, 300 and junior standing. Offered alternate years. Grade only.

512/412 Multi-media Crafts for the Classroom - 3 S.H.

An intensive and extensive art education laboratory experience affording the prospective art teacher opportunities to become familiar with advanced art studio processes that produce crafts outcomes across several media, including contemporary and experimental media. The scope of learning content extends beyond the basic crafts processes introduced in Art 300. Applicable for Minnesota Licensure in Art. Prerequisites: Art 300. Offered alternate years. Grade only.

600 Current Trends in Art Education - 2 S.H.

Review of current trends in art programs, examination and study of state, city, and county art guides adopted in the past five years. New developments in art education, review of current periodical articles concerned with experimental programs. Arranged offering. Grade only.

603 Implementing Visual Arts Learning in the Elementary Classroom - 2 S.H.

Objectives, strategies for increasing perceptual awareness in art production/appreciation. Prerequisite: 300. Arranged offering. Grade only.

650 Special Problems in Art - 2 S.H.

Independent study in the solution of a problem related to the individual student's field of special interest. Problems course may be repeated up to a total of six credit hours. Arranged offering. Grade only.

COMMUNICATION STUDIES

215 Performing Arts Center, 457-5230

Chairperson: Edward Reilly

Graduate Faculty: Glueck, Hatfield, Herold, Kelley, Reilly

Lisa Glueck, Assistant Professor; B.A., M.A., Washington State University; Ph.D., University of Wisconsin-Madison; 1993 -

Susan Hatfield, Professor, Communication Studies; B.S., M.S., Miami University (Ohio); Ph.D., University of Minnesota-Twin Cities; 1981 -

Kelly Herold, Assistant Professor, Communication Studies; B.C.S.,

Dickinson State University (ND); M.A., University of Northern

Colorado; Ph.D., University of Southern Mississippi; 1996 -

Katherine Kelley, Associate Professor, Communication Studies; B.A.,

Rosary College, River Forest (IL); M.A., University of Michigan;

Ph.D., University of Minnesota-Twin Cities; 1992 -

Edward Reilly, Assistant Professor; B.A., Northern Illinois University;

M.A., University of Maine; Ph.D., Louisiana State University; 1997 -

Course Descriptions

561/461 Political Communication - 3 S.H.

History and analysis of great American speeches. Prerequisite: CMST 283 or instructor's permission. Offered alternate years.

599/499 Independent Studies in Communication Studies - 1-6 S.H.

Offers advanced students an opportunity to study independently in an area of special interest to them. May be repeated for a total of 6 semester hours. Prerequisite: instructor's permission. Offered on demand. Grade only.

ENGLISH

302 Minne Hall, 457-5440

Chairperson: David Robinson

Graduate Faculty: Armstrong, Bennett, Carducci, Cowgill, DeGrazia, Dorner, Eddy, Forsythe, Grawc, Johnson, Meeker, A. Nichols, J. Nichols, Robinson, Shi.

James Armstrong, Assistant Professor, English; B.A., Northwestern University; M.F.A., Western Michigan University; Ph.D., Boston University; 1999 -

Sandra Bennett, Professor, English; B.A., Brigham-Young University; M.A., Ph.D., University of Utah; 1976 -

Jane Carducci, Professor, English; B.A., Colorado College, Colorado Springs; M.A., Ph.D., University of Nevada at Reno; 1992 -

Bruce Kent Cowgill, Professor, English; B.S., Midland College; M.A., Ph.D., University of Nebraska; 1970 -

Emilio DeGrazia, Professor, English; B.A., Albion College; M.A., Ph.D., Ohio State University; 1969 -

Marjorie Dorner, Professor, English; B.A., St. Norbert College; M.A., Marquette University; Ph.D., Purdue University; 1971 -

Gary Eddy, Professor, English; B.A., University of Texas-El Paso; M.F.A., University of Arizona; Ph.D., State University of New York at Binghamton; 1988 -

Ruth Forsythe, Professor, English; B.A., St. Olaf College; M.A., Ph.D., University of Minnesota-Twin Cities; 1977 -

Paul H. Grawc, Professor, English; B.A., Carleton College; M.A., Ph.D., Northwestern University; 1968 -

J Paul Johnson, Associate Professor, English; B.S., Valley City State University; M.A., University of North Dakota; Ph.D., University of Minnesota-Twin Cities; 1987 -

Orval A. Lund, Jr., Professor, English; B.A., Moorhead State University; M.A. University of Arizona; M.F.A., Vermont College 1968 -

Michael Meeker, Professor, English; B.A., M.A., Northern Illinois University; Ph.D., University of Wisconsin-Madison; 1977 -

Ann Eljenholm Nichols, Professor, English; B.A., St. Mary's College-Notre Dame; M.A., Ph.D., University of Washington; 1981 -

James W. Nichols, Professor, English; B.A., University of Missouri-Columbia; M.A., University of Birmingham (United Kingdom); Ph.D., University of Washington; 1968 -

David E. Robinson, Professor, English; B.A., Hamilton College; M.A., Ph.D., Duke University; 1971 -

Huifen (Holly) Shi, Assistant Professor, English; B.A., Shanghai International Studies University; M.A., Ph.D., Indiana University of Pennsylvania; 1995 -

NOTE: Each year the Department of English offers a number of graduate assistantships. Write or call Chairperson, Department of English, for details.

Master of Arts
English
30 S.H.

Prerequisites for Admission:

- An undergraduate major in English equivalent to that required by Winona State University. (Note: In some cases, further undergraduate coursework may be required to meet this equivalency.)
- A "B" average (or 3.00 average, figured on a basis of 4.0 for "A") in undergraduate English courses.

Admission Requirements:

1. Admission to the English Program (after 6 credits):
 - At some time after completing their sixth hour of graduate English credit, but before completing their twelfth hour, students must write a letter to the English Department Graduate Studies Committee, requesting admission to the program.
 - No more than 12 hours credit towards the M.A. degree will be granted unless a student has been formally admitted to the program.
2. Admission to Candidacy (before 16 credits):
 - Before completing 16 graduate semester credits, students should submit an "Application for Admission to Candidacy" form to the Office of Graduate Studies, listing the courses they have taken and plan to take.
 - A copy should be filed in the English Office.

Graduation Requirements:

1. Thirty hours of graduate credit, at least twenty-four of which must be in English.
 - Once students are admitted to the program, no credit hours in English will be accepted which are below "B."
 - A grade below "B" will require that the student's record be reviewed by the Graduate Studies Committee.
 - The grades for all course work must average "B."
2. A passing mark on the final comprehensive examination.
 - Students should consult the academic calendar (in the class schedules) for deadline dates to notify the Office of Graduate Studies of intent to take the comprehensive examination. A copy of the "Notification of Intent to take Comprehensive Examination Form" should be filed in the English Office. When permission is granted, the date and venue of the exam will be established.
 - Students may choose to evaluate a group of student themes instead of analyzing a prose text. Those who choose this option must notify the Graduate Studies Committee when they request to take the comprehensive examination.
 - Students may register for the exam tutorial, English 693, the semester in which they plan to take the exam.
3. Presentation of a satisfactory thesis, which may be a critical/historical study or a body of creative writing. The *scholarly/critical thesis* should be a project of some complexity. While the thesis need not be an original "contribution to knowledge," it should be based upon careful evaluation of a considerable body of literature or data, consider relevant published scholarly and critical work, and address its material from a clearly defined perspective. The *creative writing thesis* should be a substantial and unified body of newly written or significantly revised poetry, fiction, creative prose, or (in rare cases) some combination of genres. The thesis should be made up of serious work demonstrating expertise in traditional and/or contemporary creative writing techniques. In addition, a substantive portion of the thesis will be an appendix devoted to articulating the literary philosophy undergirding the creative work.
 - The student will select a thesis advisor, who will convene a committee of readers.
 - The advisor must approve the prospectus before the student registers for thesis credits.
 - The student will defend the thesis publicly.

Master of Science
English
30 S.H.

Prerequisites and requirements for the Master of Science in English are identical to those for the Master of Arts, *except* that six of the thirty hours of graduate credit required must be in professional education courses. In addition, up to six hours of electives *may* be in graduate courses in areas other than English.

Course Descriptions

Classes listed as 500/400 level are open to both graduates and undergraduates, and include a bibliography component for graduate students. Graduate students are expected to demonstrate more sophisticated critical reading than undergraduates, to survey major critical literature, and to write a substantive paper. Writing courses require projects that are more intensive and/or analytic than those expected of undergraduates.

Courses listed only at the 500 level are open to graduate students and to undergraduates who are within one semester (12 credits) of graduation. Only graduate students may register for courses at the 600 level. Graduate students are required to take at least half of their courses at the 600 level.

505/405 Chaucer - 3 S.H.

The Canterbury Tales. Offered yearly. Grade only.

506/406 Studies in Sixteenth Century Literature - 3 S.H.

Non-dramatic literature of the Tudor period. Offered every two years. Grade only.

507/407 Studies in Seventeenth Century Literature - 3 S.H.

Non-dramatic literature of the seventeenth century. Offered every two years. Grade only.

508/408 Studies in Eighteenth Century Literature - 3 S.H.

Drama, poetry, and prose of the eighteenth century. Offered every two years. Grade only.

510/410 Advanced Creative Writing: Prose - 3 S.H.

Opportunity to produce a significant body of new fiction or creative non-fiction and to develop a literary aesthetic and philosophy. Application of various expressive, imitative, and experimental writing techniques. Offered every two years. Grade only.

512/412 Advanced Creative Writing: Poetry - 3 S.H.

Advanced study of selected poets and poetics; advanced practice in poetry writing. Offered every two years. Grade only.

514/414 Shakespeare: Comedies and Histories - 3 S.H.

Study of Shakespeare's major comedies and history plays. Offered every two years. Grade only.

517/417 Shakespeare: Tragedies - 3 S.H.

Study of Shakespeare's major tragedies. Offered every two years. Grade only.

524/424 Modern Drama - 3 S.H.

An examination of Western drama from Ibsen to the present with special attention to female and minority dramatists. Offered every two years. Grade only.

525/425 Modern British and American Prose - 3 S.H.

Selected works of fiction and nonfiction prose with special attention to characteristics of the period and genre. Offered every two years. Grade only.

532/432 European and Non-Western Literature - 3 S.H.

An introduction to representative masterpieces of European and non-Western literature. Offered every two years. Grade only.

535/435 Literature of the Romantic Era - 3 S.H.

The forms and themes of "Romantic" literary culture with an introduction to the cultural and historical backgrounds of the Romantic era; emphasis on British Romantic writers, but some attention to Romanticism as a European, American, and continuing cultural force. Offered every two years. Grade only.

537/437 Victorian Literature - 3 S.H.

An examination of the major writers of the Victorian era, including some novelists, with special emphasis on Victorian poetry. Offered every two years. Grade only.

539/439 Technical Writing - 3 S.H.

A course in the theory and practice of technical writing. Offered every two years. Grade only.

547/447 Literary Criticism: Theory and Practice - 3 S.H.

A study of modern critical theories and their application in original critical evaluations. Offered yearly. Grade only.

550/450 Modern British and American Poetry - 3 S.H.

Development of British and American poetry from the late 19th century to about 1950; close analytical reading of selected representative poems with special attention given to women and minority poets. Offered every two years. Grade only.

511 Teaching Writing: Theory and Practice - 4 S.H.

Theories and practice of teaching writing. Includes classroom observations and preparation of teaching materials. Required of all graduate assistants. Offered yearly. Grade only.

602-603-604 Seminar in Special Literary Themes, Topics, Genres - 3 S.H. each.

Intensive study of a literary theme, topic, genre, or other aspect of literature. Grade only.

605-606-607 Seminar in English Literature - 3 S.H. each

Intensive study of one English writer or of a small group of writers whose works represent a significant movement or aspect of English literature. Grade only.

608-609-610 Seminar in American Literature - 3 S.H. each

Intensive study of one American writer or of a small group of writers whose works represent a significant movement or aspect of American literature. Grade only.

612 Special Seminar in English - 4 S.H.

Seminar which includes bibliography and research methods, preliminary research on thesis topics and preparation of working bibliographies. Required of all graduate students. Offered yearly. Grade only.

613 Teaching Literature: Theory and Practice - 1 S.H.

Theories and practice of teaching literature in a college classroom. Required of all graduate assistants and all Master of Science candidates. Offered yearly. Grade only.

621 Internship - 1-3 S.H.

An internship in areas determined by the needs of the individual student in consultation with advisor. Must be arranged well in advance of the registration period. Consult university calendar for deadlines.

690-691-692 Independent Studies - 1-4 S.H.

Independent studies in areas determined by the needs of the individual student. Must be arranged well in advance of the registration period. The consent of the instructor is required. Grade only.

693 Exam Tutorial - 1 S.H.

Students prepare for the Comprehensive Examination by working from the reading list and composing model answers to selected questions from previous examinations. The consent of the instructor is required.

699 Thesis - 1-5 S.H.

Thesis research and writing. Credit to be arranged in consultation with thesis advisor. Grade only.

HISTORY

212 Minne Hall, 457-5400

Chairperson: Alexander Yard

Graduate Faculty: M. Byman, S. Byman, Campbell, Hyman, Paino, Schmidt, Sobiesk, Yard

Marianna Byman, Assistant Professor, History; B.A., Baylor University; M.S., Winona State University; D.A., University of North Dakota; 1988 -

Seymour Byman, Professor, History; B.A., University of Illinois; M.A., Roosevelt University; Ph.D., Northwestern University, 1970 -

John Campbell, Assistant Professor, History, B.A., Wesleyan University; M.A., Ph.D., University of Minnesota-Twin Cities; 1996 -

Colene Hyman, Professor, History; B.A., Brown University; M.A., Ph.D., University of Minnesota-Twin Cities; 1990 -

Troy Paino, Assistant Professor, B.A., Evangel College; M.A., Ph.D., Michigan State University; J.D., Indiana University School of Law; 1997 -

Gregory G. Schmidt, Associate Professor, History; B.A., M.A., Ph.D., University of Illinois-Urbana; 1984

Norman Sobiesk, Professor, History; B.A., University of Illinois; M.A., University of Kansas; Ph.D., University of Wisconsin-Madison; 1970-

Alexander Yard, Associate Professor, History; B.A., Washington University; M.A., Washington University; M.A., University of Missouri-St. Louis; Ph.D., Washington University; 1994 -

Course Descriptions

501/401 Ancient Rome - 3 S.H.

The rise of Rome from a small republic to empire, the decline and fall of the empire. The Roman contribution to western civilization. Offered as needed. Grade only.

503/403 Middle Ages - 3 S.H.

The decline of the Roman Empire, the Germanic kingdoms, the early Christian Church, the development of feudalism and manorialism, the economic recovery of Europe, civilization of the High Middle Ages, rise of the national monarchies. Offered as needed. Grade only.

508/408 Renaissance - 3 S.H.

The rise of commerce, development of the national monarchies, growth of the Italian city-states, secularization of society, humanism and art in Italy and in Northern Europe, new scientific discoveries, and expansion of Europe. Offered as needed. Grade only.

509/409 Reformation - 3 S.H.

A study of the religious background of sixteenth century Europe. The rise of Lutherism, Calvinism, Anabaptism, and Anglicanism. The Catholic Counter-Reformation. Offered as needed. Grade only.

515/415 Twentieth Century Europe - 3 S.H.

The peace settlements, the League of Nations, the rise of totalitarianism, World War II. This course also emphasizes the Cold War, decolonization, collapse of Soviet Communism, and the re-emergence of nationalism and ethnic conflict, with special emphasis on Yugoslavia. Offered as needed. Grade only.

517/417 Hitler and Nazi Germany - 3 S.H.

Emphasis will be given to the factors, which led to Nazism, the personality of Hitler, his drive for world domination and failure, and the Nuremberg trials. Offered as needed. Grade only.

521/421 Tudor and Stuart England (1417-1714) - 3 S.H.

The transition from medieval to modern England, the Reformation, the Age of Elizabeth, and the constitutional and social conflicts of the seventeenth century. Offered as needed. Grade only.

523/423 Twentieth Century England - 3 S.H.

England in the 20th Century from the height of imperial power and World War I to a Socialist government, Cold War and the rise of late 20th century conservatism. Offered as needed. Grade only.

534/434 Soviet Russia (1905-Present) - 3 S.H.

The theory of Communism and its practice in Russia and the role of the Soviet Union in world affairs. This course will also discuss the downfall of Soviet Communism and the Yeltsin era. Offered as needed. Grade only.

561/461 Latin American Social Revolution - 3 S.H.

An analysis of Latin America's major revolutionary movements of the twentieth century. Special emphasis on Mexico, Bolivia, Cuba, and Central America. Offered as needed. Grade only.

569/469 History of Brazil - 3 S.H.

Brazilian history from discovery until the present, with emphasis given to exploration and colonization, the development of slavery and its abolition, and Brazil's struggle for industrialization and world power status. Offered as needed. Grade only.

578/478 The Age of Jackson - 3 S.H.

Traces the political, social, intellectual, and cultural development of the United States from the 1820s through the 1840s. Topics include Jacksonian politics, Manifest Destiny and the Mexican War, Northern society, the South and slavery, antebellum reform movements, and Romanticism. Offered as needed. Grade only.

579/479 The Civil War and Reconstruction - 3 S.H.

Explores the culture and society of ante-bellum America, the origins of the war, the political and military development of the war. The course will then explore Reconstruction of the Southern political, social and economic orders and the Southern counter-revolution of the 1870's. Offered as needed. Grade only.

581/481 American Westward Expansion - 3 S.H.

Examines the historical West versus the mythical West. Compares stereotypes and popular images of the West and its inhabitants to the cultural, political and social diversity of the American West. Traces the development of Western history from first contact to the present. Offered as needed. Grade only.

583/483 The Progressive Era and the "New Era" Twenties (1901-1929) - 3 S.H.

Consideration will be given to the cultural and economic crisis of the 1890's, the progressive impulse, varieties of progressive reform, progressive foreign policy and World War I, postwar adjustment problems and

select phenomena of the Twenties. The course will conclude with study of Herbert Hoover's economic and political vision. Offered every other year. Grade only.

584/484 Depression, New Deal and War (1929-1945) - 3 S.H.

The Depression of 1929 with emphasis on the economic, social, and psychological causes and consequences, the New Deal revolution, and the role of the United States in World War II. Offered as needed. Grade only.

585/485 Contemporary America 1945-Present - 3 S.H.

The course explores the causes and consequences of the Cold War, U.S. involvement in the Korean War, and selected post-war problems in foreign policy, mass society, and social alienation. It also explores the reforms and social movements of the Great Society era and the development of contemporary conservatism and consumer-oriented neo-liberalism. Offered every other year. Grade only.

586/486 American Intellectual and Cultural History - 3 S.H.

The course focuses on the development of basic concepts in American political, religious, philosophical, scientific, and social thought, and on their impact on American culture from the colonial period to the present. Offered yearly. Grade only.

588/488 American Constitutional History - 3 S.H.

A study of the origins, growth, and development of the United States Constitution in the context of American social and political history. Prerequisite: History 150 or 151 or consent of instructor. Offered yearly. Grade only.

615 Seminar in European History - 3 S.H.

Readings on European topics as selected by the instructor. Since the topics will vary, this course may be repeated for credit. Grade only.

620 Seminar in United States History - 3 S.H.

Readings on United States topics as selected by the instructor. Since the topics will vary, this course may be repeated for credit. Grade only.

625 Seminar in Latin American History - 3 S.H.

Readings on Latin American topics as selected by the instructor. Since the topics will vary, this course may be repeated for credit. Grade only.

631 Independent Readings in History - 1-3 S.H.

Course content will be determined by student's needs. The course should be used primarily to supplement prior course work in preparation for the comprehensive examination. Credit is arranged in consultation with the instructor. Students may count a total of six credits of this course toward the M.S. degree requirements. Use of this course beyond three credits must be approved by the student's committee. Grade only.

699 Thesis - 3 or 6 S.H.

Thesis research and writing. Credit to be arranged in consultation with the thesis advisor. Prerequisite: Permission of the student's departmental M.S. program committee. The committee will judge whether and when the thesis is acceptable. The thesis advisor will assign the grade for this course. The course may be repeated for credit with thesis advisor permission. Grade only.

MUSIC

145 Performing Arts Center, 457-5250

Chairperson: Harry Mechell

Graduate Faculty: Draayer, Hoch, Mechell, Schmidt

Suzanne Collier Draayer, Assistant Professor, Music; B.M. Furman University; M.S. Vanderbilt University; D.M.A. University of Maryland College Park; 1987 -

James S. Hoch, Associate Professor, Music; B.M., University of the Pacific, Stockton (CA); M.M., D.M.A., University of Colorado; 1992 -
Harry Mechell, Professor, Music; B.Mus., M.M., Temple University; D.M.A., University of Illinois; 1989

Catherine Schmidt, Associate Professor, Music; B.S., M.S., University of Illinois, Urbana; Ph.D., University of Wisconsin-Madison; 1991 -

Course Descriptions

510/410 Music Supervision and Administration - 3 S.H.

Problems of supervision and administration in public school music programs. Prerequisite: 298. Not applicable toward the B.A. degree. Offered every three years.

520/420 Multicultural Music in the Elementary School - 2 S.H.

Advanced study of the philosophic foundations and values of using music from a broad range of cultures in both the elementary classroom and the general music classroom. Development of multicultural materials, their cultural context and methodology for their use in classroom and music class settings. Prerequisite: Music 320, 322 or equivalent or consent of instructor. Offered alternate years.

521/421 Music in Early Childhood Education - 2 S.H.

Advanced study of musical development in children from birth to nine years. Development and application of materials and methods for successfully teaching music to young children. Prerequisite: Music 320, 322 or equivalent or consent of instructor. Offered alternate years.

522/422 Music Seminar on Choral Techniques and Materials - 2 S.H.

Criteria for selection of vocal music, examination of representative music suitable for groups at various levels of development, principals of programming, rehearsal techniques and organizations. Offered alternate years.

535/435 Wind Instrument Repair - 2 S.H.

Care, maintenance, and repair of woodwind and brass instruments. Offered occasionally.

540/440 American Art Music - 3 S.H.

Music in America from the time of the Puritans to the present day. Historical, biographical material and record listening, for the general student as well as for music majors and minors. Prerequisite: Music 109 or equivalent. Offered occasionally.

545/445 Art Music of the Twentieth Century - 3 S.H.

A survey of the contemporary musical scene. The changes that have taken place in music since the beginning of this century. Historical, biographical material and record listening. Designed for the general student as well as for majors and minors. Prerequisite: Music 109 or equivalent. Offered occasionally.

590/490 Music for Today's Schools: New Ideas in Music Education - 1-3 S.H.

The objectives of this workshop are to offer new ideas or theories, elaborate on new trends, and offer guidelines for improvement of public school programs. Course content changes each year. May be repeated for credit.

POLITICAL SCIENCE

120 Minne, 457-5500

Chairperson: Yogesh Grover

Graduate Faculty: Bosworth, Csajko, Downs, El-Afandi, Grover, Lee,

Matt Bosworth, Assistant Professor, Political Science; B.A., St. Johns Hopkins; M.A., Ph.D., University of Wisconsin-Madison; 1997 -

Karen Csajko, Assistant Professor, Political Science; B.S., M.S., Portland State University; Ph.D., University of Berkeley; 1996 -

Darrell Downs, Assistant Professor, Political Science; B.A., B.S., Montana State University; M.S., Oregon State University; Ph.D., Colorado State University; 1992 -

Ahmed El-Afandi, Professor, Political Science; B.Com., University of Alexandria; M.A., Ph.D., University of Missouri-Columbia; 1968 -
Yogesh Grover, Associate Professor, Political Science; B.A., M.A.,

University of Delhi (India); Ph.D., University of Missouri-Columbia; 1988 -

Frederick Lee, Assistant Professor, Political Science; A.B., University of New Orleans; A.M., Ph.D., University of Michigan; 1992 -

Course Descriptions

510/410 Political Research II - Primary - 3 S.H.

Capstone experience that allows students to do original primary research utilizing the various primary research tools and approaches used in the study of practical phenomena and processes. Emphasis is placed on problem solving and critical thinking. Students will have a capstone experience in which they will apply knowledge gained in this and other courses to an original research problem. Survey research techniques will be studied and a practical survey project will be undertaken. Prerequisites: 290 and senior status. Offered Spring.

516/416 Internship Program - 1-12 S.H.

To provide practical experience in local, state, and national government and in public administration (limited enrollment). Credit arranged. (May not apply toward a graduate degree.)

520/420 Administrative Law - 3 S.H.

An exploration of the law of Administrative process: Legislative, Executive and Judicial control of administrative action, the formal administrative process; administrative discretion; and the applicability of res judicata and stare decisis to administrative proceedings, with due consideration to the Federal Administrative Procedure Act. Prerequisite: 120 and 320.

522/422 American Foreign Policy - 3 S.H.

A study of the contemporary foreign policy of the United States. The course includes an analysis of threats and issues originating from the external world and facing America, and the suitable American response, responsibilities and commitments. Offered every two years. Prerequisite: 130 or consent of instructor.

526/426 Politics of Public Budgeting - 3 S.H.

An examination of the politics of budgeting at the state, local and national level. Consideration will be given to program planning, intergovernmental relations, the government and the economy, and reforms in budgetary systems. Prerequisites: 120 and 228.

599/499 Seminar - 1-3 S.H.

The subject matter to be arranged by the instructor prior to the course being offered. The student may repeat the course without limitation on the number of credits as long as the subject matter is different.

PSYCHOLOGY

231 Phelps Hall, 457-5435

Chairperson: Kerry G. Williams

Graduate Faculty: Deyo, Fried, Johanson, Kesler, Lanc, Marmolejo, Miene, Sefkow, J. Williams, K. Williams

Richard A. Deyo, Professor, Psychology; B.S., Viterbo College; M.A., Ph.D., Bowling Green State University; 1990 -

Carrie Fried, Assistant Professor, Psychology; B.S., Iowa State University; M.S., Ph.D., University of California, Santa Cruz; 1994 -

John Johanson, Assistant Professor, Psychology; B.S., University of South Dakota; M.A., Ph.D., University of Nebraska, Omaha; 1998 -

Mary S. Kesler, Professor, Psychology; B.M.Ed., M.A., Ph.D., University of Kansas-Lawrence; 1987 -

Kristi Lane, Professor, Psychology; B.A., University of North Carolina; M.A., Ph.D., George Peabody College of Vanderbilt University; 1980 -

Gloria Marmolejo, Assistant Professor, Psychology; B.S., National Autonomous University of Mexico; M.S., Ph.D., University of Wisconsin-Madison; 1994 -

Peter K. Miene, Associate Professor, Psychology; B.A., University of Kansas-Lawrence; Ph.D., University of Minnesota-Twin Cities; 1994 -

Susan B. Sefkow, Professor, Psychology; B.A., Yale University; M.S., Ph.D., University of Massachusetts-Amherst; 1978 -

Janette P. Williams, Professor, Psychology; B.A., Northwestern University; M.A., Ph.D., University of Illinois; 1987 -

Kerry G. Williams, Professor, Psychology; B.Sc., University of Washington; M.A., Ph.D., University of Illinois; 1981 -

Course Descriptions

500/400 Independent Study or Research - 1-3 S.H.

Independent study or research for credit under the guidance of a faculty member with prior consent. May be repeated. Teaching assistantships and field experiences may be available but only on a P/NC basis. Prerequisite: 210 and as determined by the instructor. Offered each semester.

518/418 Behavioral Pharmacology - 3 S.H.

An analysis of the psychological, sociological, and physiological factors related to pharmacological treatment of psychological disorders and chemical dependency. In addition, a discussion of traditional medicine and drug development will be included. This course does not meet teacher certification. It is designed for non-education majors. Prerequisite: 210, 303. Offered yearly.

520/420 Abnormal Psychology - 3 S.H.

The origins, development, and treatment of abnormal behavior. Topics include mood, anxiety and schizophrenic disorders, as well as selected topics, which may include somatoform and dissociative disorders, life-span related disorders, substance use disorders, organic disorders, psychological aspects of illness, and prevention. Prerequisite: 210 and 3 additional semester hour credits in psychology. Offered each semester.

521/421 Cognitive Behavior Therapy - 3 S.H.

Current principles, research methods, and therapeutic interventions for behavior change are discussed as applied to the behavior of individuals and groups in mental health settings, schools, hospitals, and interpersonal situations. Prerequisite: 210, 420/520. Offered yearly.

523/423 Psychopathology of Childhood - 3 S.H.

Examines classification of disorders of children and adolescents. Core topics include mood, anxiety, and psychotic disorders. Selected topics: eating disorders, psychosomatic disorders, autism, psychosis, phobias, developmental deviations. Therapeutic issues will be discussed. Prerequisites: 210, 250 and 420/520. Offered yearly.

524/424 Women and Mental Health - 3 S.H.

Diagnosis and treatment will be discussed with mood disorders as a central focus followed by themes in therapy selected from topics such as: anger, autonomy, identity, integration of marriage and career, lesbianism, poverty, consciousness raising and gender role development. Traditional and alternative therapeutic approaches will be discussed in light of socioeconomic factors affecting women. Current issues related to needs of women will be addressed. Prerequisites: 210 and 6 semester hour credits in psychology, or 210, 275 (or WS 148), or permission of instructor. Offered yearly.

525/425 Organizational Psychology - 3 S.H.

An analytical survey of theory and research in organizational socialization, decision-making, organizational-individual interaction, motivation, leadership and the utilization of power and authority, communication, organizational change and development, and the evaluation of organizational effectiveness. Prerequisite: 210. Offered yearly.

598/498 Seminar in Psychology - 1-3 S.H.

A variable topic course involving in-depth study of a specialized subject area within psychology. May be repeated with different topics. Prerequisite: 210 and as determined by the instructor. Offered yearly.

SOCIOLOGY, SOCIAL WORK, CRIMINAL JUSTICE, AND GEOGRAPHY

228 Minne, 457-5420

Chairperson: R. Stephen Schwartz

Graduate Faculty: Aldrich, Bublitz, Collins, Dachelet, Gerlach, Madland, Norman, Schwartz

Brian Aldrich, Professor, Sociology; A.B., Lewis and Clark College; M.S., Ph.D., University of Wisconsin-Madison; 1976 -

Ervin G. Bublitz, Professor, Sociology; B.A., St. Mary's College (Minnesota); B.S., M.S., Winona State University; Ph.D., University of Utah; 1970 -

John W. Collins, Associate Professor, Social Work; B.A. Tarkio College; M.S. University of Minnesota; Ph.D. Saint Louis University; 1993 -

Helen Dachelet, Assistant Professor, Sociology; B.A., B.S., M.S., Winona State University; Psy.D., University of St. Thomas; 1996 -

Jerry Gerlach, Professor, Geography; B.A., M.A., University of Nebraska; Ph.D., University of Oklahoma; 1988 -

Carole Madland, Associate Professor, Sociology/Social Work; B.A. Washington University; MSSW University of Tennessee; Ph.D. Washington University; 1991 -

J. Mark Norman, Assistant Professor, Sociology/Criminal Justice; B.A., M.S., St. Cloud State University; Ph.D., South Dakota State University; 1996 -

R. Stephen Schwartz, Professor, Sociology; B.S., M.S., University of Oklahoma; Post-graduate Certificate, University of Zambia (University of London, external); Ph.D., The University of Iowa; 1973 -

Course Descriptions

505/405 Models and Strategies of Intervention - 3 S.H.

An in-depth study of therapeutic methodologies and skills used in correctional services. Special emphasis is on reality therapy to assist individual clients and small groups with behavioral and cognitive changes. Prerequisites: 210 or permission of instructor. Limited to 20 students. Offered each semester.

512/412 Sexuality in American Society - 3 S.H.

An extensive review of recent research in the area with specific emphasis on behavioral and cultural aspects of sexuality. Prerequisite: 150. Offered yearly.

523/423 Race Relations and Minority Groups - 3 S.H.

This course examines race and ethnic relations. It explores the concepts pertaining to such relations, e.g., discrimination, minorities, prejudice. It looks at the theories, which attempt to explain prejudice and discrimination. It looks at the various minority groups from both current and historical perspectives. Finally, the course looks at oppression and the impact of oppression on people's lives. Prerequisite: 150. Offered twice yearly.

531/431 Social Class and Power - 3 S.H.

Social classes, their membership, and their use of social, economic and political power. Prerequisite: 150. Offered periodically.

534/434 Medical Sociology - 3 S.H.

Social factors associated with the incidence and treatment of illness and the social organization of medical institutions and distribution of medical services. Prerequisite: 150. Offered yearly.

535/435 Family Roles and Relationships - 3 S.H.

Specific study of family roles, communication patterns, decision-making, and interpersonal relationships. Prerequisites: 150, 212. Offered yearly.

537/437 The Sociology of Organizations - 3 S.H.

Analysis of patterns, regularities, design and behavior of organizations in different environments and societies. Prerequisite: 150. Offered yearly.

550/450 Sociology of Aging - 3 S.H.

Gerontology is the analytical examination of the aging process. Using a sociological perspective, this course studies the changing roles of the aged, problems confronting the aged, and other important issues. Prerequisite: 150. Offered yearly.

580/480 Variable Topics in Sociology - 1-3 S.H.

A seminar course that analyzes selected topics and problems from the sociological perspective (subject to be chosen by instructor and announced before registration). Prerequisite: 12 hours of sociology or consent of instructor. Offered on demand. Grade only.

COLLEGE OF NURSING AND HEALTH SCIENCES

EA249 Rochester Center, (507) 285-7473
301 Stark Hall, (507) 457-5122
Timothy Gaspar, Dean

HEALTH AND HUMAN PERFORMANCE

122 Memorial Hall, (507) 457-2600; FAX 457-5606
Chairperson: Randy Miller

Graduate Faculty: Anderson, Appicelli, Grimm, Kastello, Miller

Dawn Anderson, Associate Professor, Health and Human Performance; B.A., University of Minnesota; M.S., Iowa State University; Ph.D., Ball State University; 1992 -

Phillip A. Appicelli, Assistant Professor, Health and Human Performance; B.A., College of St.Scholastica; M.A., Ph.D., Kent State University; 1998 -

Gail Grimm, Associate Professor, Health and Human Performance; B.S., University of Wisconsin-Platteville; M.S., University of Wisconsin-Madison; Ph.D., University of Arkansas; 1996-

Gary M. Kastello, Assistant Professor, Health and Human Performance; B.S., University of Wisconsin-LaCrosse; M.A., Ball State University; Ph.D., University of Wisconsin-Milwaukee; 1997 -

Randolph W. Miller, Professor, Health and Human Performance; B.P.E., University of Manitoba (Canada); M.A., Ph.D., University of Minnesota-Twin Cities; 1974 -

Course Descriptions

501 Research Methods in Health Education - 3 S.H.

Methods and techniques of research potential and completed problems analyzed with view to selection of topics. Grade only. Offered on demand.

503/403 Epidemiology - 3 S.H.

An overview of agents of disease and processes of diseases in man, including an introduction to ecology of man in health and disease. Grade only. Offered on demand.

530/430 Public Health - 4 S.H.

Explores the foundations of public health practices, including health organization/agency structures, and specific public health concerns of the target populations. The course will have a component similar to a practicum — working with a health-related organization throughout the semester — 2 hours per week minimum. Topics covered in this course could be environmental health, community crisis health and/or public service health. Prerequisites: HHP 204, HHP 288 and HHP 410. Recommended prerequisites: HHP 403 and STAT 110. Offered yearly. Grade only.

531/431 Health Problems Workshop - 1-3 S.H.

Explores recent and relevant issues, trends and programming developments in health education/promotion. Designed for teachers, school nurses, school administrators, undergraduates and/or graduate students. Junior or Senior standing. May be repeated for credit. Offered upon demand.

602 Critical Issues in Health Education - 1-3 S.H.

Current controversial issues are discussed to develop understanding and insight for organizing and teaching health units. May be repeated for credit. Offered on demand.

604 Health Curriculum in Elementary and Secondary Schools - 3 S.H.

Development and organization of the school health curriculum from K-12. For health instructors, elementary teachers and school administrators. Grade only. Offered on demand.

605 Decision-Making Processing in Health Education - 3 S.H.

Concepts and operational procedure for a management by objectives approach in health education. Grade only. Offered on demand.

616 Laboratory Techniques in Human Performance - 3 S.H.

Advanced work in the areas of exercise physiology with particular emphasis on laboratory experience. Prerequisites: 340. Grade only. Offered on demand.

MASTER'S PROGRAM IN NURSING

Chairperson: Jo Stejskal

Master's Program Director: William McBreen (507)285-7473

Graduate Faculty: Bautch, Euler, P. Gaspar, T. Gaspar, Harris, Hartkopf, Hatlevig, Herrick, McBreen, Nicholls, Olsen, Pilon-Kacir, Proksch, Seppanen, Stejskal, Tucker, Welhaven, Weymiller

Judith Bautch, Associate Professor, Nursing; B.S., University of Wisconsin-Madison; M.S. University of Washington; Ph.D., University of Wisconsin-Madison; 1997 -

Judy Euler, Associate Professor, Nursing; B.S.N., University of Cincinnati; Ed.D., Boston University; 1997 -

Phyllis Gaspar, Associate Professor, Nursing; B.S.N., M.S.N., University of Nebraska Medical Center; Ph.D., Case Western Reserve University; 1995 -

Timothy Gaspar, Dean and Professor, College of Nursing and Health Sciences; B.S., South Dakota State University; M.S.N., University of Nebraska Medical Center; Ph.D., University of Utah; 1995 -

Marcy Harris, Assistant Professor, Nursing; B.S., College of St. Catherine; M.S., South Dakota State University; Ph.D. University of Nebraska Medical Center; 1997 -

Patricia Hartkopf, Professor, Nursing; B.S., Winona State University; M.S.P.H., Ph.D., University of Minnesota-Twin Cities; 1980 -

Jackie Hatlevig, Associate Professor, Nursing; B.S., Winona State University; M.S., University of Wisconsin-Madison; Ph.D., University of Wisconsin-Milwaukee; 1987 -

Linda Herrick, Associate Professor, Nursing; B.S.N., Winona State University; M.S., University of Minnesota; Ph.D., University of Minnesota; 1998 -

William McBreen, Professor, Nursing; B.S.N., Mount Marty College - Yankton, South Dakota; M.S.N., University of Nebraska Medical Center - Omaha; Ph.D., University of Texas at Austin; 2000 -

Daniel Nicholls, Professor, Nursing; M.S.N., M.Ed., University of Texas - El Paso; Ed.D., Montana State University; 1988 -

Gayle Olsen, Associate Professor, Nursing; B.S.N., College of St. Teresa; M.S.N., University of California - San Francisco; P.N.P., University of Minnesota; 1980 -

Christine E. Pilon-Kacir, Associate Professor, Nursing; B.S., Mercy College of Detroit; M.S., University of Michigan - Ann Arbor; Ph.D., University of Missouri-Columbia; 1994 -

Mary Proksch, Assistant Professor, Nursing; B.S.N., Viterbo College; M.S., Winona State University; 1996 -

Linda Seppanen, Associate Professor, Nursing; B.S.N. St. Olaf College; M.S.N., The Catholic University of America; Ph.D., University of Alabama; 1990 -

Joanne Stejskal, Professor, Nursing; B.S.N., College of Saint Teresa; M.S.N., University of Wisconsin -Madison; Ed.D., University of St. Thomas; 1975 -

Sharon Tucker, Associate Professor, Nursing; B.S.N., College of Saint Teresa; M.S.N., University of Wisconsin-Eau Claire; D.N.Sc., Rush University; 1997 -

Mary Welhaven, Assistant Professor, Nursing; B.S., Winona State University; M.S.N., Ph.D., University of Minnesota - Twin Cities; 1981 -

Audrey Weymiller, Assistant Professor, Nursing; B.S. University of Wisconsin - Eau Claire; M.S.N., F.N.P., University of Washington - Seattle; 1998 -

Degrees Offered:

Master of Science

Major:

Advanced Practice Nursing

Accreditation:

The Master of Science Program in Nursing is accredited by:
National League for Nursing Accrediting Commission (NLNAC)
61 Broadway, 33rd Floor
New York, NY 10006
Phone: (212) 363-5555

Initial approval of the program has been granted by:

Commission on Collegiate Nursing Education (CCNE)
One Dupont Circle NW, Suite 530
Washington, DC 20036-1120
Phone: (202) 887-6791

Scholarships

A list of scholarship opportunities and other student aid is available from the Program's Administrative Assistant at the University Center Rochester, EA 243. Financial support may also be available directly from the Master's Program for those who qualify, through Graduate Assistantships and Traineeship (scholarships) Grants. For more information, contact the Program's Administrative Assistant at (507) 285-7473 or (800) 366-5418, ext. 7473.

Location

Classes for the Master's Program are offered primarily on the Rochester campus with selected classes through ITV and other distance education technology.

Purpose:

The Master of Science Program in Nursing at Winona State University educates nurses for advanced practice where change is constant. Students select a focus of nurse administrator, clinical nurse specialist, nurse educator, adult or family nurse practitioner. The program provides a strong clinical base in advanced nursing practice and is designed so each student will be able to:

1. Value caring as the basis of nursing in the human health experience.
2. Synthesize theories from nursing science and related disciplines to guide advanced nursing practice.
3. Demonstrate advanced level of clinical expertise in nursing care of clients.
4. Integrate the roles of the advanced practice nurse in various settings.
5. Use a process of scholarly inquiry in advanced practice nursing.
6. Analyze the effects of historical, cultural, economic, ethical, legal, and political influences on nursing and health care delivery.
7. Manage resources within a health care delivery system through collaboration with other health care providers, community, and clients.
8. Contribute to the continuing professional development of self and others.

Description of Program

The Master's Program is grounded in the belief that all advanced practice nurses share a common core of knowledge. Through the foundational core courses, students further develop their ability to integrate theory, research, and practice. Courses within the selected focus of nurse administrator, clinical nurse specialist, nurse educator, adult nurse practitioner, or family nurse practitioner, provide specialized knowledge and practice opportunities in each advanced nursing role. The domains of advanced practice nursing include client health status management; the nurse/client relationship; teaching/coaching; professional roles; managing and negotiating health care delivery systems; and monitoring and ensuring quality of health care practice.

Focus: Nurse Administrator

Students who elect the nurse administrator focus will be prepared for administrative positions in a health care setting. In addition to the core courses, content focuses on elements of a nursing care system, the responsibilities of the nurse administrator in research, education, and clinical practice, human resource management, fiscal accountability of the nursing administrator, the functions of the nursing administrator in the organization, and on issues and trends in nursing administration. Clinical practicums in advanced nursing for the nurse administrator focus on management of clients, nurses, and resources. An elective administration practicum offers students the opportunity to apply administration principles under the guidance of a qualified preceptor.

Focus: Clinical Nurse Specialist

Students who elect the clinical nurse specialist focus will develop, test, and practice the role of the clinical case manager and clinical nurse specialist in an area of the student's choice. Extension of advanced nursing practice roles of expert clinician, leader/manager, teacher, consultant, and researcher will be demonstrated within the framework of the clinical nurse specialist in adult health nursing.

Focus: Nurse Educator

Students who elect the nurse educator focus will be prepared to teach in an academic or health care setting. Courses and learning experiences focus on knowledge and skills related to the educational process in nursing. Students practice teaching under the guidance of preceptors in the academic or health care setting.

Focus: Adult Nurse Practitioner or Family Nurse Practitioner

Students who elect the Adult Nurse Practitioner or Family Nurse Practitioner focus will be prepared to perform an expanded role in the delivery of primary health care. In addition to the core courses, content includes comprehensive assessment of the health status of adults/families; management of common acute and chronic health problems; provision of counseling and teaching in areas of health promotion and disease prevention; and collaboration with other health professionals. Clinical practicums under the supervision of qualified nurse practitioner and physician preceptors will focus on primary health care in a variety of settings with emphasis on rural and underserved communities. Family Nurse Practitioner students have additional theory and clinical content related to the care of children.

Clinical Experiences

Faculty and graduate students select preceptors in settings and clinical practice areas of nursing to meet students' individual needs. Students commonly precept in hospitals and clinics affiliated with the Mayo Medical Center in Rochester, North Iowa Mercy Health Center in Mason City, Gundersen/Lutheran and Franciscan Skemp Health Care in LaCrosse, and other hospitals, clinics, county public health agencies, senior citizen centers, schools of nursing, and health care agencies from a three-state area.

Admission Requirements*

1. Baccalaureate degree in nursing from an NLN accredited program;
2. Course in physical assessment;
3. Undergraduate courses in nursing research and statistics strongly recommended;
4. Computer literacy with knowledge of word processing, spreadsheet, and data base programs (N518 meets this requirement);
5. Transcript(s) of past education with GPA of 3.0 or greater on a 4.0 scale;
6. Graduate Record Exam within the last five years for foreign students or students with a GPA of less than 3.0;
7. Minimum one year of clinical nursing experience;
8. Current RN license;
9. Three professional and/or academic references;
10. Statement of personal and professional goals;
11. Satisfactory scores on the TOEFL-test for international or non-English speaking students.

Students requesting admission to the *Adult Nurse Practitioner* or *Family Nurse Practitioner* focus must meet additional criteria that include:

1. Two years experience with adult/family clients
2. Personal interview
3. Preferential priority for students who:
 - a. Commit to practice as primary health care providers in rural and/or under-served areas;
 - b. Are ethnic/cultural minority applicants.

*Policies are available for individual consideration of students who may have unique education and experience, but may not meet some of the university or program admission criteria.

Applications may be obtained from:

Master's Program in Nursing *or*
 WSU-Rochester Center
 859 30th Avenue SE
 Rochester, MN 55904
 (507) 285-7473 *or*
 1-800-366-5418 x7473

Office of Graduate Studies
 Winona State University
 PO Box 5838
 Winona, MN 55987
 (507) 457-5038 *or*
 1-800-342-5978 x5038

Or available on the Internet at:

www.winona.edu Departments, Nursing, Master's Program in Nursing

Graduate Special Students:

Students can apply as a Graduate Special student to the Master's in Nursing Program. Students may take up to 12 credits before being accepted into the program. Courses open to Graduate Special Students include: N504 Advanced Pathophysiology, N518/419 Informatics for the Advanced Practice Nurse, 601 Statistics, and electives. Other courses that can be taken but require permission to register include N502 Clinical Pharmacology, N506 Psychosocial Interventions in Family Care, N508 Advanced Role Seminar, and N514 Health Care Policy and Finance. Graduate Special applications are found in the Graduate Catalog.

Specialized Programs:**Post-Master's Opportunities**

The Nursing Department offers opportunity for nurses with a Master's Degree in Nursing to further advance their professional development in all focus areas. An individual plan of study that reflects the focus requirements and previous education of the student will be developed.

RN-MS Professional Pathway

The Nursing Department offers an accelerated pathway for nurses who were prepared in either an associate degree or diploma nursing program, have nursing experience, and whose goal is a Master's Degree in Nursing. Selected individuals who meet the admissions requirements and are highly motivated will substitute Master-level credits for Baccalaureate-level credits during the RN Option. Students will plan their streamlined program with advisors from both the Baccalaureate and Master's Programs in anticipation of formal admission to the Master's Nursing Program.

Non-BSN Opportunity

The Nursing Department offers an alternative pathway for nurses who were prepared in either an associate degree or diploma nursing program, have nursing experience, and earned their baccalaureate degree in a field other than nursing. This pathway is for RNs who meet the above-mentioned criteria and do not wish to earn a baccalaureate degree in nursing. Those who desire to earn a Baccalaureate Degree in Nursing should complete the RN to MS Professional Pathway.

Graduation Requirements

1. General requirements of the University.
2. Completed Thesis or Professional Study.

Advanced Practice Nursing**Core Courses**

- 504 Advanced Pathophysiology (3)
 510 Theoretical Foundations & Research for Advanced Practice Nursing (4)
 506 Psychosocial Interventions in Family Care (2)
 508 Advanced Role Seminar (2)
 514 Health Care Policy and Finance (3)
 Stats 601 Statistical Methods (3)
 698 Thesis I (2) or N688 Prof. Study I (2)
 699 Thesis II (2) or N689 Prof. Study II (1)

Clinical Core Course

- 519 Advanced Health Promotion (3)

FOCUS - CLINICAL NURSE SPECIALIST (CNS)

- 502 Clinical Pharmacology (3)
 - 623 Advanced Health Assessment (1-3)
 - 624 Care of Acute and Chronically Ill Adult Seminar (1-3)
 - 625 Care of Acute and Chronically Ill Adult Clinical (1-3)
 - 660 Clinical Nurse Specialist/Case Management Seminar (1-3)
 - 661 Clinical Nurse Specialist /Case Management Clinical (1-3)
- Total Credits: 41 S.H.**

FOCUS - NURSE EDUCATOR (NE)

- 502 Clinical Pharmacology (3)
 - 627 Assessment and Intervention: Care of the Ill Client (3)
 - 670 Nursing Education and Staff Development (2)
 - 671 Nursing Education: Instruction and Evaluation (3-4)
- Total Credits: 37-38 S.H.**

FOCUS - NURSE ADMINISTRATOR (NA)

- 627 Assessment and Intervention: Care of the Ill Client (3)
 - 628 Assessment and Intervention: Care of the Ill Client Clinical (1-3)
 - 650 Nursing Information Management & Decision-Making (2)
 - 652 Resource Management in Nursing Services (3)
 - 654 Structure and Design of Nursing Services in Health Care Organizations (2)
 - 655 Nursing Administration Practicum (elective) (2)
 - 656 Administrative Processes in Health Care and Nursing Services (3)
- Total credits: 39-41 S.H.**

FOCUS - ADULT NURSE PRACTITIONER (ANP) or FAMILY NURSE PRACTITIONER (FNP)

- 502 Clinical Pharmacology (3)
 - 623 Advanced Health Assessment (3)
 - 519 Advanced Health Promotion (3)
 - 630 Primary Health Care Management I: Common Health Concerns Seminar (2-4*)
 - 631 Primary Health Care Mgmt I: Clinical (2)
 - 632 Primary Health Care Management II: Reproductive Health Seminar (1-3)
 - 633 Primary Health Care Mgmt II: Clinical (1-2)
 - 634 Primary Health Care Management III: Complex Health Problems Seminar (1-3*)
 - 635 Primary Health Care Mgmt III: Clinical (1-2)
 - 637 Primary Health Care Mgmt of Families Internship (2-3*)
- Total Credits ANP: 42-43 S.H.**
Total Credits FNP: 48-49 S.H.

*FNP takes larger number of credits

Clinical hours:

- Nurse Administrator: 240**
(Elective 120 administration practicum)
- Nurse Educator: 240 + 120 teaching practicum 360**
- Clinical Nurse Specialist 600**
- Adult Nurse Practitioner 600**
- Family Nurse Practitioner 780**

(1 Credit = 4 Contact Hours)

Course Descriptions

502/402 Advanced Pharmacotherapy - 3 S.H.

This course includes principles of pharmacokinetics and pharmacodynamics as a foundation for the use of medications in the clinical management of diseases. Major classes of drugs will be discussed in terms of actions; therapeutic and other effects; adverse, allergic and idiosyncratic reactions; indications and contraindications. The importance of sound diagnostic reasoning in the selection of pharmacological interventions with attention to safety, cost, simplicity, acceptability and efficacy will be stressed. The responsibilities related to prescribing medications will be emphasized. Pre-requisite: Admission to the graduate program in nursing or consent of instructor (contact Master's Program Secretary). Grade only.

504/404 Advanced Pathophysiology - 3 S.H.

Advanced physiology and pathophysiology at the cellular, organic and systemic level will be explored as a basis for clinical assessment and

management by advanced practice nurses. Integration of function among organ systems will be emphasized. The effect of psychosocial variables on physiologic function will be explored. Grade only.

506/406 Psychosocial Interventions in Family Care - 2 S.H.

This course explores the role of the advanced practice nurse in addressing the psychosocial needs of the client and family. Focus will be on the development of counseling skills for advanced psychosocial assessment and on providing culturally sensitive guidance in caring for the client and family during health, crisis, and acute and chronic illness. Grade only. Pre-requisite: Admission to the graduate program in nursing or consent of instructor (contact Master's Program Secretary).

508/408 Advanced Role Seminar - 2 S.H.

This course will provide a forum for the explorations of advanced practice role behaviors including collaboration and leadership. Selected theories and frameworks relevant to the various roles will be evaluated. Ethics and diversity issues in nursing and health care will be discussed. Grade only. Pre-requisite: Admission to the graduate program in nursing or consent of instructor (contact Master's Program Secretary).

510/410 Theoretical Foundations and Research for Advanced Nursing Practice - 4 S.H.

The goal of this course is to provide students with the opportunity to critically analyze existing nursing theories and articulate a personal philosophy of nursing. Students will do an in depth analysis of a concept. The student will analyze methods and techniques of research and interpret their usefulness for application in clinical practice. Theory and practice will be used to define nursing problems and develop a research proposal. Grade only. Admission to graduate program in nursing. Co-requisite or pre-requisite: STAT 601.

514/414 Health Care Policy and Finance - 3 S.H.

This course provides a base for nurse leaders and advanced practice nurses to enter and effectively shape health care policy in the workplace, organizations, community, and government at the state and federal level. Students will develop an understanding of health care financing in the delivery of health care. Grade only. Pre-requisite: Admission to the graduate program in nursing or consent of instructor (contact Master's Program Secretary).

519 Advanced Health Promotion - 3 S.H.

Concepts related to health promotion and maintenance are analyzed from theoretical and research based perspectives. Using principles of epidemiology, advanced practice nurses identify risk factors for specific populations and examine variables that influence wellness. Interventions for promotion of optimal health are designed with particular consideration for age and cultural differences. A community-based practicum allows the student to explore possibilities for enacting the advanced practice role outside traditional biomedical settings and within the context of families and communities. (2 cr. seminar; 1 cr. clinical). Grade only. Pre-requisite: N510.

Stat 601 Statistical Methods for Health Care Professionals - 3 S.H.

Application and interpretation of statistical techniques in the health professions. Grade only. Pre-requisite: Stat 110 or equivalent or consent of instructor.

623 Advanced Health Assessment: Clinical - 3 S.H.

This clinical course builds on prerequisite knowledge of systematic and holistic health assessment of children and adults. Additional assessment tools for the advanced practice nurse are provided. Emphasis on diagnostic reasoning and research based strategies for assessing health of individuals within the context of family and community. Special emphasis on age, gender, and cultural variations. Grade only. Pre-requisite: Undergraduate physical assessment course and/or N517 or equivalent; N504, N510, N519 or consent of instructor.

624 Care of Acute and Chronically Ill Adult Seminar - 1-3 S.H.

This is an in depth study of selected diseases and nursing concepts commonly managed by the medical-surgical CNS in the care of acute and chronically ill adults. Epidemiology, pathophysiology, assessments, diagnosis, and management of disease and human responses will be covered. Prevention, health promotion and measurement of outcomes will be emphasized, as will an analysis and synthesis of the theory and research literature. Effects of developmental, environmental, and culturally specific factors on response to acute and chronic illness will be discussed. Grade only. Must register for N625 at the same time. Co-requisite or pre-requisite: N623, N660.

625 Care of the Acute and Chronically Ill Adult Clinical - 1-3 S.H.

Independent and collaborative nursing assessments, diagnoses, and inter-

ventions reflective of advanced practice will be implemented. Emphasis will be placed on prevention and health promotion concepts, and the integration of theory and research into clinical practice. Effectiveness of therapeutic nursing interventions on patient outcomes will be assessed. Grade only. Co-requisite: N624, N661.

626 Assessment and Intervention: Care of the Ill Client Seminar - 3 S.H.

This course is for students selecting the NA and NE options. Concepts relevant to nursing focused on acute and chronic health deviations among individuals, families and groups in various settings are examined. Assessment and interventions (collaborative and independent) for each concept as relevant to the NE and NA advanced roles will be discussed. An analysis and synthesis of the literature with an emphasis on theory and research will be included. Effects of culturally specific beliefs on response to acute and chronic illness will be discussed. Grade only. Prerequisites: N510, N502, N504. Co-requisite: N627.

627 Assessment and Intervention:

Care of the Ill Client Clinical - 1-3 S.H.

This course is for students selecting the NA and NE options and is the clinical application of N626. The health assessment of clients with chronic and acute conditions will serve as the basis for diagnosis and implementation of independent nursing interventions. Emphasis will be placed on the integration of theory and research into clinical practice. Effectiveness of therapeutic nursing interventions on patient outcomes will be assessed. Critical analysis of data sets and clinical instruments for decision making relevant to be role will be conducted. Grade only. Prerequisites: N502, N504, N510. Co-requisite: N626.

630 Primary Health Care Management I: Common Presenting Concerns Seminar - 2-4 S.H.

Focus is on the assessment and management of common presenting symptoms in primary health care population presented within the context of individuals, family, and community perspectives. Age, gender and cultural differences are emphasized in the process of diagnostic reasoning. Research based interventions are utilized incorporating concepts and strategies related to health promotion and disease prevention. Issues related to the structure of advanced practice nursing in a primary care setting are explored. FNP students register for 2 extra credits for pediatric assessment and management of common presenting concerns. Pre-requisite: N504, N519. Pre-requisite: N623.

631 Primary Health Care Management I: Common Presenting Concerns - Clinical - 1-2 S.H.

This course provides the opportunity to apply the knowledge and develop skills in management of common presenting concerns under the guidance of a clinical preceptor. Weekly seminars will focus on assessment, management and decision-making as applicable to course content. Pass/No credit. Co-requisite: N630.

632 Primary Health Care Management II: Reproductive Health Seminar - 1-3 S.H.

This course addresses the assessment and management of obstetric, gynecological, breast and male genitourinary problems in primary health care. Related concerns include sexual health, infertility and HIV. Research based interventions based on age, gender, and cultural variations will be explored. Health education and counseling interventions will be evaluated from a family and community perspective. The role of the advanced practice nurse will focus on issues related to the coordination of care in a multidisciplinary practice as well as collaboration with community based resources/consultants. Grade only. Pre-requisite or Co-requisite: N630.

633 Primary Health Care Management II: Reproductive Health Clinical - 1-2 S.H.

This course provides the opportunity to apply the knowledge and develop skills in management of reproductive health under the guidance of a clinical preceptor. Weekly seminars will focus on assessment, management and decision-making as applicable to course content. Pass/No Credit. Pre-requisite or Co-requisite: N632.

634 Primary Health Care Management III: Complex Health Problems Seminar - 1-3 S.H.

The assessment and management of complex and chronic health problems is presented within the context of individuals, family, and community perspectives. Management of emergencies is also included. Research based interventions are integrated into a case management approach with specific considerations for variation in age, gender, and cultural differences. Emphasis placed on a comprehensive approach to the management of pain and functional disabilities. The role of the advanced practice nurse in subacute, transitional, and long-term care settings is

explored. Principles of negotiating for clinical contracts and construction of a resume and job description are part of this course. ANP students register for 2 cr., FNP students register for 3 credits for pediatric assessment and management of complex presenting problems. Grade only. Prerequisite: N630.

635 Primary Health Care Management III: Complex Health Problems Clinical - 1-2 S.H.

This course provides the opportunity to apply the knowledge and develop skills in management of complex presenting health problems and emergencies under the guidance of a clinical preceptor. Weekly seminars will focus on assessment, management and decision-making as applicable to course content. Pass/No Credit. Pre-requisite or Co-requisite: N634.

637 Primary Health Care Management of Families Internship - 2-3 S.H.

A clinical preceptorship course for family nurse practitioner students that provides an opportunity to enhance knowledge and develop skills related to primary care of children and adults. Grade only. Pre-requisite or Co-requisite: N634.

650 Nursing Information Management & Decision-Making Technology - 2 S.H.

This course provides a basis for the use of computerized records and data for delivering nursing care. Content includes areas such as nursing informatics, electronic patient records, taxonomies for diagnosis, interventions, & outcomes, and decision support technology. Grade only. Pre-requisite: N510, N518 or equivalent computer literacy, or consent of instructor.

652 Resource Management in Nursing Services - 3 S.H.

This course will focus on the application of fiscal management principles, budgeting conventions, and human resource allocation methods as they are applied in the provision of nursing care within health care organizations. Grade only. Pre-requisite: N510.

654 Structure and Design of Nursing Services in Health Care Organizations - 2 S.H.

The application of principles from other nursing administration courses in the design and structure of nursing service delivery methods. The course focuses on designing a nursing service from mission and objectives through workload and staffing budgets to evaluation strategies. Grade only. Pre-requisite: N510.

655 Nursing Administration Practicum - 2-3 S.H.

A variable credit elective practicum for students to gain experience in management and administration with experienced nurse managers. Credit requirement (2-3) dependent on student's previous experience in nursing administration. Grade only. Pre-requisites: Two of N650, N652, N654, N656.

656 Administrative Processes in Health Care and Nursing Services - 3 S.H.

This course provides knowledge of health care organization design and behavior. Focus is on nursing care systems as they relate to the organization, labor relations, and personnel principles as they apply to the provision of nursing services. Grade only. Pre-requisite: Admission to the graduate program or consent of instructor.

660 Clinical Nurse Specialist/Case Manager Seminar - 1-3 S.H.

This course is designed to introduce students to the roles of clinical nurse specialist and clinical case manager. Nursing practice models will be explored. Assessment and measurement of patient outcomes, cost containment, cost effectiveness and evaluation will be emphasized. Emphasis will be placed on the use of a theoretical and research basis for effecting change to improve patient outcomes. Grade only. Co-requisite or Prerequisites: N510, N623 or consent of instructor. Must register for N661 at same time.

661 Clinical Nurse Specialist /Case Manager Clinical - 1-3 S.H.

This course is designed for students to practice the clinical nurse specialist and clinical case manager roles with a preceptor in student's chosen clinical focus. Students do an in depth study of and apply advanced practice nursing interventions. Grade only. Co-requisite or pre-requisite: N623. Must register for N660 at the same time.

670 Nursing Education and Staff Development - 2 S.H.

This course is designed to introduce students to the components of the curricular process. Emphasis is on the interrelationship of philosophy, organizing framework, terminal objectives, design and evaluation of curricular programs in nursing and allied health programs. Grade only. Pre-requisites: N510 or consent of instructor.

671 Nursing Education: Instruction and Evaluation - 3-4 S.H.

Role and responsibilities of nurse educators with emphasis on application of teaching strategies and evaluation techniques in classroom and clinical instruction for both nursing students and graduate nurses. Course is made up of two credits of seminar and two credits of clinical practicum. In addition to class, student is responsible for 120 hours of practicum experience including instruction and evaluation. The purpose of the practicum is to provide the student teacher with a guided experience in the process of teaching. The practicum is expected to focus on assessing learners; planning, developing, and implementing instruction; and the evaluation of learner achievement. Grade only. Pre-requisites: N510, N624, N670 or consent of instructor.

688 Professional Study I - 2 S.H.

This course is an extension of the base knowledge acquired in the core courses of statistics and research in nursing that prepares students to undertake a faculty-supervised investigation/project. This may include such projects as clinical investigations, case studies, evaluation projects, outcome studies on interventions or changes in interventions, or programmatic applied research. The intent of Professional Study I is to do the preliminary work to implement the project and may include planning, approval, and implementation phases of the project. Grade only. Pre-requisite: STAT 601, N510.

689 Professional Study II - 1 S.H.

This course is an extension of Professional Study I. The intent is to complete the investigation/project, prepare the scholarly written report, and make an oral presentation of the project. Grade only. Pre-requisite: Permission of project advisor.

690 Continuing Thesis/Professional Study - 1 S.H.

Continuing enrollment for thesis or professional study when not registered for N698, N699, N688, or N689. This course is to be used for registration while actively working with thesis or professional study advisor when not enrolled in the above courses. May be repeated. Credits do not count for graduation. Pass/No credit. Permission of project advisor.

698 Thesis I - 2 S.H.

This course is an extension of the base knowledge acquired in the core courses of statistics and research in nursing that prepares students to undertake a faculty-supervised thesis. Investigation of a nursing research question using the research process and subsequent presentation of the research to the thesis committee is required for graduation. This course is taken during the proposal refinement and approval process phases of the research process. Grade only. Pre-requisite: STAT 601, N510. Pre-requisite: Permission of thesis advisor.

699 Thesis II - 2 S.H.

This course is an extension of the base knowledge acquired in the core courses of statistics and research in nursing that prepares students to undertake a faculty supervised thesis and involves completion of the nursing research process and presentation of the research to the thesis committee. Usually taken after Thesis I, but may be taken concurrently. Grade only. Pre-requisite: Permission of thesis advisor.

Electives

516/416 Feminist Perspectives in Nursing - 2 S.H.

This seminar explores the relationship of the feminist movement, feminist theory, and gender issues in nursing history and practice. Faculty and students will explore a feminist process for integrating feminist values into the classroom. Graduate students will be required to write a paper to meet course requirements. Nursing major or consent of instructor.

517/417 Health Assessment Techniques - 1 S.H.

A guided study review of the basic components of physical assessment and an opportunity for performance evaluation at completion of course. Content relative to obtaining a complete health history and performing a physical examination, with appropriate documentation of each. Designed for advanced practice nursing students to ensure readiness for N623 Advanced Health Assessment. Pass/No Credit. Pre-requisites: Consent of the Instructor.

518/418 Informatics for the Advanced Practice Nurse - 2 S.H.

This laboratory course is designed to explore the implications of nursing informatics in nursing education, research and practice. Use of telecommunications, electronic resources, and health care technology in patient care and management of information are considered and applied. Course meets admission requirement for computer literacy. Grade only.

519/419 Issues in Gerontology and Geriatrics for the 21st Century - 1-3 S.H.

This course is a series of three consecutive modules of content related to common issues in gerontology and geriatrics. A student may take one, two or all modules and each has as a pre-requisite, the preceding module. The course is open to upper level undergraduate students, students enrolled in the RN to MS Program and Graduate Students in Nursing. Other students admitted by consent of instructor. The course will focus on normal aging, theories of aging, social gerontology and societal effects of an increasing population of older people. The geriatric content will focus on major geriatric syndromes such as Immobility, Incontinence, Instability, Iatrogenic illness and Intellectual impairment. Emphasis will be placed on assessment and maintenance of individual competency, independence and physiological function across clinical settings.

595/495 Seminar/Workshop in Nursing - 1 - 3 S.H.

This course provides in depth study of selected topics. Content arranged by Nursing Department and specified for each offering. May be repeated when offered with different content/title. Pass/No credit.

602 Health Care for Rural Americans - 1-3 S.H.

This course provides an overview of issues related to caring for rural individuals, families and communities. The course is divided into three modules: Rural Health Care Policy, Rural Health Clinical Application and Special Populations in Rural Health. Emphasis will be on the knowledge and skills needed by primary health care providers in rural settings. Students will have the opportunity to examine rural health issues from a variety of perspectives including health promotion/disease prevention with individuals, families and communities, disease management and issues affecting rural health care policy. Graduate nursing students in any option may register for 1 to 3 credits; each module is worth one credit. May be taken P/NC or for grade.

610 Nutrition for Advanced Practice Nurses - 2 S.H.

This guided self-study provides an overview of nutrition theory and application for the advanced practice nurse. Content includes principles of nutritional health maintenance and health promotion. Designed for students who desire additional knowledge of nutrition. Grade only. Pre-requisites: Consent of the Instructor.

611 Advanced Practice Nursing Clinical - 1-3 S.H.

This focused clinical experience provides opportunities to apply theoretical knowledge and clinical skills in the practice setting. Students will develop analytical and management skills related to advanced practice nursing. Emphasis will be on providing planned interventions of nursing care, health education, disease prevention, or risk reduction to a pre-selected patient population. Pass/No Credit. Pre-requisites: Consent of the Instructor.

685 Individual Study in Nursing - 1-3 S.H.

This course provides an opportunity for the qualified graduate student in nursing to work independently under the direction of a graduate faculty member. Topics may include research, development of special skills or clinical experience, selected readings, or review of a nursing problem. May be repeated for a total of 6 (six) credit hours. Contract with learning objectives, plan for accomplishments, and criteria for evaluation is necessary. Offered each semester. Pre-requisites: Enrolled in nursing graduate program and consent of instructor.

COLLEGE OF SCIENCE AND ENGINEERING

201 Stark Hall, 457-5585
Nancy O. Jannik, Dean

Departments

Biology
Chemistry
Computer Science
Engineering
Geoscience
Mathematics & Statistics
Physics

The College of Science and Engineering offers undergraduate degree programs and one Master's program in Software Technology that will begin in Fall 2001.

Mission

The primary mission of the College of Science and Engineering is to provide high quality undergraduate education and degrees in science, mathematics, and engineering. In addition, many graduate-level courses are offered to serve the continuing education needs of educators and other professionals within the service region of Winona State University.

BIOLOGY

215 Pasteur, 457-5270

Chairperson: Lawrence Reuter

Graduate Faculty: Bates, Berg, Brako, Dapkus, Delong, Essar, Evanson, Jefferson, Mundahl, Ragsdale, Reuter, Richardson, Thompson

Kimberly M. Bates, Assistant Professor, Biology; B.S., University of Massachusetts-Amherst; M.S., Ph.D., University of Missouri-Columbia; 1997-

Steven Berg, Professor, Biology; B.S., Pacific Lutheran University; Ph.D., Purdue University; 1986 -

Emmanuel Brako, Professor, Biology; B.S. Tuskegee University, M.S., Ph.D., Louisiana State University and A & M College; B.V.M., University of Nairobi; 1989 -

David Dapkus, Professor, Biology; B.S., M.S., Ph.D., University of Minnesota-Twin Cities; 1974 -

Michael D. Delong, Professor, Biology; B.S., University of Southern Mississippi; M.S., Memphis State University (TN); Ph.D., University of Idaho, Moscow; 1992 -

David Essar, Associate Professor, Biology; B.S., Ferris State College (MI); M.S., Ph.D., University of Iowa; 1992 -

Kimberly J. Evanson, Assistant Professor, Biology; B.S., M.S., North Dakota State University-Fargo; Ph.D., University of Minnesota-Twin Cities; 1995-

Carol Jefferson, Professor, Biology; B.A., St. Olaf College; Ph.D., Oregon State University; 1976 -

Neal Mundahl, Professor, Biology; B.A., Winona State University; M.S., Michigan Technological University; Ph.D., Miami University (Ohio); 1989 -

Frances Ragsdale, Associate Professor, Biology; B.S., Eastern Oregon State; M.S., Southeastern Louisiana University; Ph.D., University of Idaho; 1992 -

Lawrence Reuter, Professor, Biology; B.A., Saint Mary's College of Minnesota; Ph.D., Princeton University; 1979 -

Robin Richardson, Associate Professor, Biology; B.S., Michigan State University; M.S., Central Michigan University; Ph.D., University of Oklahoma; 1990 -

Edward Thompson, Associate Professor, Biology; B.A., Macalester College, St. Paul; Ph.D., Medical College of Wisconsin, Milwaukee; 1992 -

Course Descriptions

525/425 Animal Behavior - 3 S.H.

A study of how and why animals behave in the ways they do. Special attention is given to the observation and description of behavior and to the ensuing questions of immediate causation, development, evolution and function of behavior. Lecture and demonstration. Prerequisites: 308, 310, 312. Offered alternate years.

545/445 Immunology - 3 S.H.

An introduction to the theory and practice of modern immunology. Emphasis on the immune response in humans. Prerequisites: 308, 310, Chem. 340. Offered yearly.

560/460 General Parasitology - 3 S.H.

An introduction to the study of parasites of humans and domestic animals, and the etiology of associated pathologic states. Prerequisites: 308, 310 and Chem. 340. P/NC option for non-biology majors/minors only. Lecture and laboratory. Offered yearly.

570/470 Histology - 4 S.H.

A microscopic study of animal cells, tissues, and organs and correlating structure and function. Emphasis is placed on the mammal. Laboratory includes microtechniques and histochemistry and the analysis of electromicrographs. Lecture and laboratory. Prerequisites: 308, 310, and Chem. 212, 213. Offered yearly.

CHEMISTRY

312 Pasteur, 457-5290

Chairperson: William Ng

Graduate Faculty: Engen, Franz, Hcins, Kopitzke, Miertschin, Nalli, Ng, Schneider, Svingen

Mark A. Engen, Assistant Professor, Chemistry; B.S., Bemidji State University; Ph.D., Montana State University; 1997-

Jeanne L. Franz, Associate Professor, Chemistry; B.A. Augustana College; Ph.D., University of Minnesota-Twin Cities; 1996 -

Sara M Hein, Assistant Professor, Chemistry; B.S., University of Wisconsin-LaCrosse; Ph.D., University of Iowa; 2000 -

Robert W. Kopitzke, Assistant Professor, Chemistry, B.S., M.S., Ph.D., Florida Institute of Technology; 1999 -

Charla S. Miertschin, Associate Professor, Chemistry; B.S., Abilene Christian University; Ph.D. Texas A & M University; 1995 -

Thomas W. Nalli, Associate Professor, Chemistry; B.S. Union College; M.S., Ph.D., University of Rochester; 1995 -

C.B. William Ng, Professor, Chemistry; B.S., M.S., Ph.D., University of British Columbia; 1986 -

Jamie L. Schneider, Assistant Professor, chemistry; B.S., Winona State University; Ph.D., University of Minnesota-Twin Cities; 2000 -

Bruce A. Svingen, Professor, Chemistry; B.A., St. Olaf College; Ph.D., Michigan State University; 1987 -

Course Descriptions

510/410 Polymer Chemistry - 2 S.H.

Chemistry of synthetic polymerization process and of monomers employed for addition and condensation polymers. Principal industrial applications of thermoplastic and thermosetting resins. Structure-property relationships of natural and synthetic polymers. Prerequisites: 340 or 351 and 412 or Engineering 345 - Thermodynamics I. Offered yearly.

520/420 Topics in Industrial Chemistry - 2 S.H.

Applications of chemistry in industry. The chemistry and technology of selected industrial processes with emphasis on industrial organic chemistry. Prerequisites: 340 or 350. Offered every two years.

526/426 Analytical Chemistry II - 4 S.H.

A course stressing modern analytical chemistry. A study of the theory and practice of the quantitative examination of chemical systems. Covers the instrumental methods of: UV-vis, emission, and AA spectroscopy, electrical methods, and gas and liquid chromatography. Prerequisites: Chem. 425 and 412. Offered yearly.

527/427 Topics in Instrumental Chemistry - 2 S.H.

Selected topics from the principles and application of the instrumental methods of: IR, UV-vis and AA spectroscopy; NMR and mass spectrometry; gas and liquid chromatography. Prerequisites: organic and analytical chemistry and instructor's permission. Offered every two years.

538/438 Medicinal Chemistry - 2 S.H.

An introductory course describing selected topics in the chemistry of synthetic and naturally-occurring organic medicinals. Chemical structure and its relationship to biological activity. Lecture and problem-solving discussions. Prerequisites: 340 or 350. Offered every two or three years.

547/447 Advanced Organic Chemistry - 2 S.H.

A study of organic reaction mechanisms. The correlated acidity, basicity and general reactivity of organic compounds. Application of chemical kinetics, thermodynamics, stereochemical concepts and the use of isotopes. Lecture course. Prerequisites: 351 and 412. Offered every two or three years.

565/465 History of Chemistry - 1 S.H.

A chemistry course emphasizing the fascinating interplay of ideas during the development of the chemical body of knowledge. Prerequisite: one semester of organic chemistry. Offered every three years.

570/470 Isotope, Nuclear and Radiochemistry - 2 S.H.

Introduction and basic treatment of the nucleus with emphasis on concepts in chemistry. Interactions of radiation with matter. Nuclear structure, stabilities and associated radioactive decay processes. Applications in nuclear reactors, particle accelerators, and medical therapies.

Prerequisite: 412. Offered every two or three years.

575/475 Seminar in Chemistry - 1 S.H.

Group discussions and papers presented in the field of chemistry. Prerequisite: 20 semester hours of chemistry. Offered yearly.

COMPUTER SCIENCE

103 Watkins, 457-5385

Chairperson: Tim Gegg-Harrison

Graduate Faculty: Bunce, Cichanowski, Debnath, Francioni, Gegg-Harrison, Iyengar, Lin, Ouellette, Stroebel, Zhang

Gary Bunce, Professor, Mathematics & Statistics/Computer Science; B.S., North Dakota State University; M.A., Ph.D., University of New Mexico; 1971-

Gerald W. Cichanowski, Professor, Computer Science; B.A., Winona State University; M.S., University of Minnesota; Ph.D., Michigan State University; 1983 -

Narayan Debnath, Professor, Computer Science; B.S., M.Phil., Calcutta University; M.S., Visva Bharati University; M.S., East Carolina University; M.S., Ohio State University; Ph.D., D.S.C., Jadavpur University; 1989-

Joan Francioni, Professor, Computer Science; B.S., University of New Orleans; M.S., Ph.D., Florida State University; 1998-

Timothy Gegg-Harrison, Professor, Computer Science; B.A., University of Missouri, Columbia; M.S., Ohio State University; Ph.D., Duke University; 1992 -

Sudharsan Iyengar, Professor, Computer Science; B.E., Burdwan University; M.S., Ph.D., Louisiana State University and A & M College; 1989 -

Chi-Cheng Lin, Assistant Professor; B.S., National Chiao-Tung University; M.S., University of Minnesota-Duluth; Ph.D., University of Pittsburgh; 1997 -

Hugh F. Ouellette, Professor, Mathematics & Statistics/Computer Science; B.S., Western Montana College; M.A., University of Illinois; M.A., Ball State University; Ed.D., University of Northern Colorado; 1972 -

Gary Stroebel, Professor, Computer Science; B.S., M.S., Ph.D., University of Minnesota; 1993 -

Mingrui Zhang, Assistant Professor, Computer Science; B.S.E.E., M.S., Peking University; M.S., Ph.D., University of South Florida; 1999-

MASTER OF SOFTWARE TECHNOLOGY

(to begin Fall 2001)

30 S.H.

The Masters of Software Technology program will appeal to the working software professional. It will provide an appropriate blend of foundational courses with applied courses that focus on "state of the art" concepts and skills in areas such as software development, information management, and communication networks. It is being designed as a "terminal" masters degree program that concentrates on workplace issues and applied technologies. On-site faculty at the WSU Rochester Center and Winona will be available for advising, consulting, and teaching. A variety of distance learning technologies will be utilized to complement classroom activities. Faculty will be available for teaching, consulting, and research with local industry. Professionals from local industry may be used as adjunct instructors to complement the WSU faculty and provide insight into the real-world environment.

The primary goal of the program is to enable software professionals to stay abreast of new technologies in a rapidly changing field. The emphasis will be on the application of skills and concepts in these technologies to the workplace. Students will significantly enhance their career opportunities with this degree program. Employers will gain higher quality, more productive employees. WSU faculty will acquire important access to the real-world software development environment through consulting and applied research opportunities.

Final curriculum is still to be determined. The program will begin in Fall, 2001. For information and application materials call the Computer Science department at (507) 457-5385.

Course Descriptions

513 Advanced Networking and Communications - 3 S.H.

Advanced topics in computer networking and telecommunications will be studied. Emphasis will be on the Transport and Application levels of the OSI Model. Course will emphasize networking lab. Students will gain experience with a protocol stack such as TCP/IP or OSI. Credit will be given for CS-413 or CS-513 (not both). Prerequisite: CS-412

517 Object Oriented Programming Languages - 3 S.H.

Introduces the motivation, foundations, and applications of object oriented programming. Topics include models of object oriented programming languages, issues in object oriented programming, communication and synchronization, co-routines, data abstraction, and applications in distributed computing. Different object oriented languages will be covered in detail. Prerequisite: CS-415

576 Concepts and Design of Distributed Systems - 3 S.H.

Introduction to the theory and design principles used in the construction of distributed computer systems. Study of architectural foundations of networked systems, file servers and transaction handling, and security issues. Case studies or specific distributed systems. Credit will be given for CS-476 or CS-576 (not both). Prerequisite: CS-405

601 Network Computing Languages - 3 S.H.

Develop in-depth skills in programming languages (such as Java) appropriate for network computing. Topics include concurrent programming, network connectivity, distributed objects, security, and user interfaces. Prerequisite: working knowledge of an OOP language such as C++ or Smalltalk

610 Software Project Management - 3 S.H.

Study issues encountered in the management of large software development projects such as resource estimation, organization, scheduling, performance evaluation, refinement, and maintenance. Students participate in group projects. Case studies of specific projects. Prerequisite: CS-410

611 Software Quality - 3 S.H.

Concepts and methodologies for assessing and controlling software quality. Software quality metrics and models will be covered in detail and use of basic tools in software quality will be exemplified. Topics include software testing strategies, program verification, regression testing, and software inspections. Prerequisite: CS-410

612 Advanced Topics in Networking - 3 S.H.

Design, maintenance, and use of high-speed networks. Topics include protocol design, routing, and flow control. Various network management

issues configuration and performance will be addressed. Prerequisite: CS-513

613 Network Security - 3 S.H.

Topics in the area of Network Security will be covered in detail. These topics include firewalls, proxies, encryption, public key cryptography, and key distribution. Good practices for network security will be covered including security audits and network security tools. Known security attacks will be examined along with methods to prevent them. Prerequisite: CS-513

640 User Interface Design - 3 S.H.

Design, implement, and evaluation of graphical user interfaces. The primary topic is event-driven programming as it relates to graphical user interfaces. Standards and guidelines for graphical user interface are presented. Advanced topics include techniques for web interfaces and information visualization. Prerequisite: CS-601

650 Multimedia Systems - 3 S.H.

Topics in interactive multimedia technology including multimedia communication, multimedia synchronization and integration, multimedia authoring languages and tools, techniques for designing and producing multimedia applications, industry standards, and future directions in interactive multimedia technology. Prerequisite: CS-341 and CS-412

660 Client Server Systems - 3 S.H.

Introduces the motivation, foundations, and fundamental design principles of client server systems. Study of client server concepts as applicable to distributed operating systems and database systems. Topics include client front-end interfaces, performance, protocols for data access, and evaluation models. Students will be required to design and develop a client server project using state of the art development tools and techniques. Prerequisite: CS-385 and CS-601

666 Topics - 1-3 S.H.

Special topics will be selected in the areas of information management, network computing, and software development as appropriate. Prerequisite: CS-601 and instructor's consent

685 Object-Oriented Databases - 3 S.H.

The design and development and object-oriented database management systems. Topics include object-oriented operations and implementation, query languages, object identity, security, versions and schema evolution, and concurrency control. Students are required to design and implement a database application of significant complexity using state of the art techniques. Prerequisite: CS-385 and CS-601

690 Capstone Project - 3 S.H.

Students work in a team to build a significant, real-world software system using the concepts and techniques provided during their coursework. Work with a customer (software development company, manufacturing company, or other institution) to establish requirements, perform design reviews, and assess project deliverables. Provide documentation and give oral presentation of completed project to faculty and students. Prerequisite: completion of core and optional coursework

GEOSCIENCE

114 Pasteur, 457-5260

Chairperson: James Meyers

Graduate Faculty: Donovan, Meyers, Summa

John F. Donovan, Professor, Geology; B.Sc., St. Francis Xavier University; M.S., University of Iowa; Ph.D., Cornell University; 1968 -
James Meyers, Professor, Geology; B.A., Ph.D., Indiana University; 1980 -

Catherine Summa, Associate Professor, Geology; B.A., Wellesley College; Ph.D., Massachusetts Institution of Technology;

Course Descriptions

400G Individual Research Problems - (1-3 S.H.)

Independent study of a selected geologic field and/or laboratory problem with subsequent preparation of written report and oral seminar. May be repeated up to 3 credits. Admission by consent of instructor and department chairperson. Offered each semester.

404G Current Topics in Geoscience - (1-3 S.H.)

An analysis of current topics and issues relevant to Geosciences. Subject matter and prerequisites will be announced in advance by the department. May be repeated as topics change. Offered on demand.

MATHEMATICS AND STATISTICS

320 Gildemeister Hall, Room 322 (507) 457-5370

Chairperson: Jeffrey Anderson

Anderson, Blumberg, Bunce, Debnath, Deppa, Draskoci-Johnson, Jarvinen, Leonhardi, Pascual, Peratt, Price, Quella, Quinn-Nelson, Rand, Sloan, Smith, Suman, Union

Jeffrey Anderson, Professor, Mathematics/Statistics; B.A., University of Minnesota - Morris; Ph.D., Iowa State University; 1992 -

Carol Joyce Blumberg, Professor, Mathematics and Statistics; A.B., A.M., University of Michigan; M.S., Ph.D., Michigan State University; 1987 -

Gary Bunce, Professor, Mathematics & Statistics/Computer Science; B.S., North Dakota State University; M.A., Ph.D., University of New Mexico; 1971 -

Joyati Debnath, Professor, Mathematics/Statistics; B.Sc., M.Sc., Jadavpur University; M.S., Ph.D., Iowa State University; 1989 -

Brant Deppa, Associate Professor; B.S., M.S., University of Minnesota - Duluth; Ph.D., University of Minnesota - Twin Cities; 1992 -

Jeffrey Draskoci-Johnson, Assistant professor; B.A., Ohio Wesleyan University; M.S., Ph.D., Ohio State University-Columbus; 1986 -

George Gross, Assistant Professor; B.S., M.S., University of South Dakota; 1987 -

Richard Jarvinen, Professor, Mathematics/Statistics; B.A., St. John's University; M.A.T., Vanderbilt University; Ph.D., Syracuse University; 1989 -

Steve Leonhardi, Associate Professor, B.A., Concordia College; M.S., Ph.D., University of Wisconsin -Madison; 1996 -

Felino G. Pascual, Associate Professor, Mathematics/Statistics; B.A., Ateneo de Manila, Philippines; M.Sc., Ph.D., University of Minnesota-Twin Cities; 1992 -

Barry Peratt, Assistant Professor; B.S., Moravian College; M.S., Ph.D., University of Delaware; 1996 -

Terry Price, Assistant Professor; B.S., M.S., Lamar University; Ph.D., Washington State University; 1998

Joyce Quella, Assistant Professor; B.S., University of Wisconsin - Madison; A.M., University of Illinois; M.S., University of Iowa; 1987 -

Cheryl Quinn Nelson, Associate Professor; B.S., Luther College; M.S., Winona State University; 1986 -

Daniel Rand, Assistant Professor; B.S., M.S., Purdue University; M.S., Ph.D., University of Minnesota; 1998 -

Sally Sloan, Professor; B.A., University of Minnesota; M.A., University of Minnesota; Ph.D., University of Minnesota; 1993 -

Martyn N. Smith, Professor, Mathematics/Statistics; B.S., Montclair State College; M.Ph., Ph.D., Yale University; 1989 -

Ken A. Suman, Professor; B.S., M.S., Clemson University; Ph.D., Pennsylvania State University; 1990 -

David K. Union, Professor, Mathematics and Statistics; B.A., Culver-Stockton College; M.S., Miami University; Ph.D., University of Maryland; 1982 -

Course Descriptions

PREREQUISITES: Prerequisites may be satisfied by equivalent coursework or by consent of instructor.

Mathematics

510/410 History of Mathematics - 3 S.H.

General view of the historical development of the elementary branches of mathematics. Prerequisite: 160 and 210. Fall.

520/420 Numerical Analysis - 4 S.H.

Numerical solution of equations, numerical interpolation, differentiation, and integration, numerical linear algebra, numerical solution of differential equations with analysis and use of algorithms and related software. Prerequisite: CS 231 or 234 and Math 260. Fall.

530/430 Operations Research: Linear Programming - 3 S.H.

An introduction to linear programming, including the simplex method. Other topics chosen from duality, sensitivity analysis, and the transportation and assignment problems. Prerequisite: one calculus course. Recommended: one linear algebra course. Offered alternate years.

535/435 Operations Research: Modeling - 3 S.H.

This course emphasizes mathematical modeling; problem identification and model construction. Topics chosen from among network flow analysis, nonlinear mathematical programming, queuing theory, simulation, integer programming, and Markov chains. Prerequisite: one calculus course. Recommended: one course in probability and statistics, and more than one course in calculus. Offered alternate years.

580/480 Special Topics - 1-3 S.H.

Exposure to mathematical topics not included in other courses.

Prerequisite: Determined by topics. Offered on demand.

600 Problems in Mathematics - 1-4 S.H.

Designed to allow post-baccalaureate students an opportunity to study mathematical topics in depth under the supervision of a faculty member. May be repeated to a total of 4 S.H. On demand.

Mathematics Education

589/489 Special Topics - 1-3 S.H.

Exposure to mathematics education topics not included in other courses.

Prerequisite: Determined by topics.

600 Problems in Mathematics Education - 1-4 S.H.

Designed to allow post-baccalaureate students an opportunity to study mathematics education topics in depth under the supervision of a faculty member. May be repeated to a total of 4 S.H. On demand.

Statistics

525/425 Statistical Computing - 3 S.H.

An introduction to the use of the computer as a powerful tool in data analysis. Topics will include statistical graphics, advanced regression techniques, curve fitting and smoothing, generalized additive models, CART, multivariate techniques, cross-validation and the bootstrap.

Additional topics that may be covered are random number generation, regression trees and Monte Carlo simulation methods. Prerequisite: Math 165 and Stat 360. Offered alternate years.

540/440 Epidemiology - 3 S.H.

A general introduction to the concepts and methods of epidemiology as they are applied in a variety of disease situations. Topics include modeling the disease process in a population; retrospective, prospective and observational studies; rates, ratios and data interpretation; and evaluation of epidemiological information. Prerequisite: An introductory statistics course. Offered alternate years.

589/489 Special Topics - 1-3 S.H.

Exposure to statistical topics not included in other courses. Prerequisite: Determined by topics. Offered on demand.

600 Problems in Statistics - 1-4 S.H.

Designed to allow post-baccalaureate students an opportunity to study statistical topics in depth under the supervision of a faculty member. May be repeated to a total of 4 S.H. On demand.

601 Statistical Methods for Health Care Research - 3 S.H.

Application and interpretation of statistical techniques in the health profession. Prerequisites: Stat 110 or equivalent and registration in a graduate nursing degree program. Offered yearly.

PHYSICS

114 Pasteur Hall, 457-5260

Chairperson: Richard Shields

Graduate Faculty: Battaglini, Bolon, Bloom, Hamerski, Otto, Shields

Dennis Battaglini, Professor, Physics; B.S.Ed., California State University of Pennsylvania; M.A.T., Ph.D., Michigan State University; 1986

Danning Bloom, Professor, Physics; B.A., Illinois Wesleyan University; Ph.D., University of Colorado; 1976 -

George Bolon, Professor, Physics; B.S., M.S., Oregon State University; Ph.D., University of Utah; 1968 -

David E. Hamerski, Professor, Physics; B.S., St. Mary's College of Minnesota; M.S., University of Minnesota-Twin Cities; Ph.D., Washington University (Missouri); 1961-

Fredrick Otto, Professor, Physics; B.A., B.S., Humboldt State University; Ph.D., University of California-Berkeley; 1990 -

Richard H. Shields, Professor, Physics; B.S., M.S., Eastern Illinois University; Ph.D., University of Missouri-Rolla; 1973 -

Course Descriptions

500/400 Seminars - 1-4 S.H.

This course consists of one or more seminars offered from time to time on a variety of topics of physics. Students may repeat the course under a different topic. Prerequisite: Consent of the instructor. Offered on demand.

504/404 Nuclear Radiation Physics - 4 S.H.

A first course in health physics, includes atomic and nuclear structure, radioactivity, interaction of radiation with matter, radiation dosimetry, health physics instrumentation, external and internal radiation protection. Lecture-laboratory course. Prerequisite: 202, 222 or consent of instructor. Offered every two years.

505/405 Mechanics II - 3 S.H.

A continuation of 350 including central force field, scattering and Lagrangian and Hamiltonian mechanics. Prerequisite: 350. Offered every two years.

520/420 Control Theory - 3 S.H.

An introduction to the design, analysis and behavior of mechanical and electronic systems including study of the input and output characteristics and interactions of the functional blocks which comprise the system.

Prerequisites: P202 or 22, Math 330. Offered yearly.

525/425 The Physics of Semiconductors - 3 S.H.

A study of the physics of semiconductors, pn junctions and transistors, fabrication of semiconductor devices including integrated circuits; and the electrical characteristics and behavior of these devices. Prerequisite: 551. Offered every two years.

530/430 Electromagnetic Theory I - 3 S.H.

Electrostatics including Gauss's Law and Laplace's Equation, Magnetostatics. Introduction to Maxwell's Equations. Prerequisites: 202 or 222 and Math 330. Offered every two years.

531/431 Electromagnetic Theory II - 3 S.H.

A continuation of 530/430 with applications of Maxwell's equations to waveguides, optics, and special relativity. Prerequisite: Physics 530/430. Offered every two years.

540/440 Mathematical Methods in Physics I - 3 S.H.

Partial differential equations of mathematical physics. Orthogonal functions. Fourier series. Prerequisites: Physics 202 or 222 and Math 330. Offered on demand.

541/441 Mathematical Methods in Physics II - 3 S.H.

Eigenvalue problems. Sturm-Liouville theory. Matrix theory. Calculus of residues. Special functions. Laplace and Fourier transforms. Prerequisite: Physics 540/440. Offered on demand.

551/451 Quantum Mechanics - 3 S.H.

A continuation of 223. Interpretation of wave functions. Systems in one dimension. Hermitian operators and angular momentum. Electron spin. Systems in two or three dimensions. Prerequisite: 223. Offered every two years.

560/460 Advanced Laboratory I - 2 S.H.

A study of the experimental techniques used in modern physics. Experiments are from such fields as mechanics, optics, solid state physics and atomic and nuclear physics with special emphasis on the quantum character of matter. Prerequisite: 20 semester hours of Physics. Offered yearly.

561/461 Advanced Laboratory II - 2 S.H.

A continuation of Physics 560/460. Offered yearly.

590/490 Individual Problems in Physics - 1-4 S.H.

An opportunity for the qualified advanced undergraduate or graduate to work independently. Topics may include research, development of special skills, selected readings, etc. Time arranged. Prerequisite: Consent of the physics advisor. May be repeated to a total of four credits. Offered on demand as an arranged class.





Graduate Special Application



Return to:
Office of Graduate Studies
Winona State University
P.O. Box 5838
Winona, MN 55987-5838

Please type or print clearly

Students who have completed a baccalaureate degree and who wish to enroll in further undergraduate courses, graduate courses, or a combination of both but do not intend to pursue a Master's degree may register as Graduate Special students. Courses numbered 600 and above are for graduate credit only. Selected courses at the 500 level are for either undergraduate or graduate credit.

Date of Enrollment: _____ FALL _____ SPR _____ Summer I _____ Summer II _____ YEAR

_____ Soc. Sec. No. _____ Home Phone _____ Work Phone _____ Ext.

NAME _____
(Last) (First) (Middle) (Previous)

MAILING ADDRESS _____
(Street) (City) (State) (ZIP)

PERMANENT ADDRESS _____
(Street) (City) (State) (ZIP)

E-Mail Address _____

State of Legal Residence _____ Years Lived There _____

U.S. Citizen: Yes No If no, home country _____

Veteran: Yes No Birthdate _____

Present Position _____ Location _____

Have you ever taken courses at Winona State University? Yes No
If yes: Undergraduate, Year(s) _____ Graduate, Year(s) _____

UNDERGRADUATE EDUCATION: Degree Granted _____ Date Granted _____

Major _____ Minor _____

College/Univ. _____ Location _____
(City) (State)

OTHER COLLEGES/UNIVERSITIES ATTENDED:

| College / University | Dates Attended | Credits Earned |
|----------------------|----------------|----------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

(COMPLETE BACK PAGE)

WINONA STATE UNIVERSITY, GRADUATE SPECIAL APPLICATION

This section for education students ONLY:

Are you currently certified to teach? Yes No If yes, in what area(s)? _____

In what state(s)? _____

Total years of teaching experience _____ Total years of administrative experience _____

Are you returning for renewal credits? Yes No

Are you returning for licensure in any of the following areas?

- Prekindergarten
- Parent Educator
- Family Educator
- Middle School Licensure
- Principal/Assistant Principal
 - Elementary
 - Secondary
- Superintendent and Assistant Superintendent

- Special Education
 - Mild to Moderate Mentally Handicapped
 - Learning Disabilities

Students planning to work toward licensure **MUST** supply the Office of Graduate Studies with **TWO (2) OFFICIAL TRANSCRIPTS** sent directly from all colleges/universities attended.

Do plan to obtain teacher certification? Yes No

Graduate special students planning to work toward teacher certification **MUST** contact the Office of Admission, Somsen Hall, Room 106, to apply as a post-baccalaureate student.

CERTIFICATION OF BACCALAUREATE DEGREE: All students except those working toward licensure must send the **Certificate of Baccalaureate Degree** to the Registrar of the college/university from which the baccalaureate degree was obtained. Official transcripts are not required.

APPLICATION FEE REQUIRED: A \$20, non-refundable application fee is required the **first time** you apply for admission to Winona State University. Make check **payable** to Winona State University.

I understand that completion of this form **DOES NOT ADMIT ME TO A DEGREE PROGRAM** and that I must meet all admissions criteria upon application to pursue a degree at Winona State University. I understand that a **maximum** of TWELVE (12) semester credits earned as a Graduate Special student may be applied should I desire to enroll in a degree program. I assume full responsibility as a Graduate Special student for the application of courses toward graduation requirements if I am later admitted to a degree program.

(Signature of Applicant)

(Date)



CERTIFICATION OF BACCALAUREATE DEGREE

I hereby authorize release of the following information to the Office of Graduate Studies at Winona State University.

Date: _____ Social Security Number _____

Name _____
(Last) (First) (Middle) (Previous)

(Student Signature)

Street Address

City & State

(To be completed by the Registrar of the college or university from which the student earned his/her Bachelor's degree.)

This will certify that _____

completed the degree, _____
(Please give exact title of degree)

on, _____
(Month - Day - Year)

Signature _____

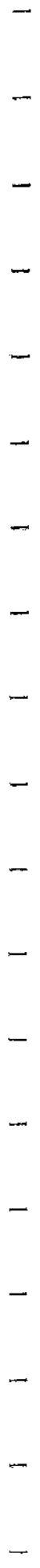
Title _____

Institution _____

Address _____

Date _____

Return completed form to:
Office of Graduate Studies
Winona State University
P.O. Box 5838
Winona, MN 55987-5838



Application for Admission
 to Graduate Study
 (For M.S. and M.A. Degree Programs)

Return To:
 Office of Graduate Studies
 Winona State University
 P.O. Box 5838
 Winona, MN 55987-5838

| |
|---|
| FOR OFFICE USE ONLY Department Recommendation _____ OGS Admit Term _____ Admit Status _____ |
|---|

Please type or print clearly

Date of Enrollment: _____ FALL _____ SPR _____ Summer I _____ Summer II _____ YEAR

_____ Soc. Sec. No. _____ Home Phone _____ Work Phone _____ Ext. _____

Name _____
 (Last) (First) (Middle) (Previous)

Mailing Address _____
 (Street) (City) (State) (ZIP)

Permanent Address _____
 (Street) (City) (State) (ZIP)

E-Mail Address _____

State of Legal Residence _____ Years Lived There _____

U.S. Citizen: Yes No If no, home country _____

Veteran: Yes No Birthdate _____

Present Position _____ Location _____

Have you ever taken courses at Winona State University? Yes No

yes: Undergraduate, Year(s) _____ Graduate, Year(s) _____

Undergraduate Education:

Degree Granted _____ Date Granted _____

Major _____ Minor _____

College/Univ. _____ Location _____
 (City) (State)

Grade Point Average _____

Graduate Credits Completed:

| College / University | Dates Attended | Credits Earned |
|----------------------|----------------|----------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

(COMPLETE BACK OF PAGE)

WINONA STATE UNIVERSITY, APPLICATION FOR ADMISSION TO GRADUATE STUDY

In what field(s) are you currently certified to teach? _____

In what state(s)? _____

Total Years of Teaching Experience _____

Total Years of Administrative Experience _____

Degree Sought: (Please Check One)

Master of Science in:

Master of Arts in:

COLLEGE OF BUSINESS

English

Training and Development

COLLEGE OF EDUCATION

Counselor Education

Professional Development

Community Counseling

Elementary School Counseling

Secondary School Counseling

Educational Leadership

Elementary School Leadership

Secondary School Leadership

Education

Education (K-12)

Education (Special ED)

COLLEGE OF LIBERAL ARTS

English

Application forms for the M.S. in Nursing may be obtained from the Office of Graduate Studies, Winona or Master's Program in Nursing, WSU-Rochester Center, or WSU Department of Nursing Web site: <http://199.17.132.170/masters>

APPLICATION FEE REQUIRED: A \$20, **non-refundable** application fee is required the **first time** you apply for admission to Winona State University. Make check **payable** to Winona State University.

OFFICIAL TRANSCRIPTS REQUIRED: **Two (2) official transcripts** of all undergraduate and graduate work must be sent **directly** from the institution(s) you attended to the Office of Graduate Studies, WSU, P.O. Box 5838, Winona, MN 55987-5838.

(Date)

(Signature of Applicant)

**APPLICATION FOR ADMISSION
TO GRADUATE STUDY**

*Specialist Degree in
Educational Leadership*

Return to:
Office of Graduate Studies
Winona State University
P. O. Box 5838
Winona, MN 55987-5838

| | |
|----------------------------|-------|
| FOR OFFICE USE ONLY | |
| Department Recommendation | _____ |
| OGS Admit Term | _____ |
| Admit Status | _____ |

Please type or print clearly

Date of Enrollment: _____ FALL _____ SPR _____ Summer I _____ Summer II _____ YEAR

Soc. Sec. No. _____ Home Phone _____ Work Phone _____ Ext. _____

NAME _____
(Last) (First) (Middle) (Previous)

MAILING ADDRESS _____
(Street) (City) (State) (ZIP)

PERMANENT ADDRESS _____
(Street) (City) (State) (ZIP)

E-Mail Address _____

State of Legal Residence _____ Years Lived There _____

U.S. Citizen: Yes No If no, home country _____

Veteran: Yes No Birthdate _____

Present Position _____ Location _____

Have you ever taken courses at Winona State University? Yes No

If yes: Undergraduate Year(s) _____ Graduate Year(s) _____

UNDERGRADUATE EDUCATION: Degree Granted _____ Date Granted _____

Major _____ Minor _____

College/Univ. _____ Location _____
(City) (State)

Grade Point Average _____

GRADUATE EDUCATION: Degree Granted _____ Date Granted _____

Major _____ Minor _____

College/Univ. _____ Location _____
(City) (State)

Grade Point Average _____

OTHER INSTITUTIONS AND GRADUATE CREDITS EARNED:

| College / University | Dates Attended | Credits Earned |
|----------------------|----------------|----------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

WINONA STATE UNIVERSITY, APPLICATION FOR ADMISSION TO GRADUATE STUDY - SPECIALIST DEGREE

EXPERIENCE:

In what field(s) are you currently certified to teach?

In what state(s)? _____

Total Years of Teaching Experience _____

Total Years of Administrative Experience _____

DEGREE SOUGHT: (Please Check One)

Specialist Degree in Educational Leadership

_____ Elementary _____ Secondary _____ General

APPLICATION FEE REQUIRED: A \$20, **non-refundable** application fee is required the **first time** you apply for admission to Winona State University. Make check **payable** to Winona State University.

OFFICIAL TRANSCRIPTS REQUIRED: **Two (2) official transcripts** of all undergraduate and graduate work must be sent directly from the institution(s) you attended to the Office of Graduate Studies, WSU, P.O. Box 5838, Winona, MN 55987-5838.

(Signature of Applicant)

(Date)

Immunization Requirement

Minnesota law (M.S. 135A. 14) requires that all students born after 1956 and enrolled in a public or private post-secondary university, college or other school be immunized against diphtheria, tetanus, measles, mumps and rubella.

The law excepts students enrolled in only one class, students enrolled in extension classes only, students who obtain a medical exemption signed by a physician, and students for whom immunization is contrary to conscientiously held beliefs.

The law requires schools to be the agents of enforcement. Therefore we **MUST** receive from you the information requested on the "Immunization Record for Students Attending Post-Secondary Schools" form on the other side of this page. If you have not already provided this information in a form acceptable to Winona State University's Health Services office, you must complete it in order to remain enrolled.

Please read all of the information on the form, and complete it carefully.

When the form is complete, take it to the Health Services Office in the Maxwell Library building, or send it to the following address:

Health Services
Winona State University
P.O. Box 5838
Winona, MN 55987-5838

If your Personal Data Form (PDF) has "HEALTH SERVICES" printed in the registration holds section, in the upper right corner, you will not be allowed to register until your immunization hold has been cleared by the Health Services office.

If your Personal Data Form (PDF) has "HEALTH SERVICES" printed in the registration holds section, in the upper right corner, you must check the status of your immunization records in Health Services, before attempting to register.

If you would normally be in compliance with the law because you were born before 1957, either you must give us your birth date, or you must make arrangements with Health Services to have your record indicate that you are in compliance.

WINONA STATE UNIVERSITY IMMUNIZATION REQUIREMENT

NAME _____ DATE OF ENROLLMENT (Mo/Yr) _____
Last First M.I.

BIRTHDATE _____ SOC SEC # _____
(or Student ID#)

ADDRESS _____ PHONE _____
Street City State Zip Code

Minnesota Law (M.S. 135A.14) requires that all students born after 1956 and enrolled in a public or private post-secondary school in Minnesota be immunized against diphtheria, tetanus, measles, mumps and rubella. This form is designed to provide the school with the information required by law and will be available for review by the MN Department of Health and the local community health board. Students transferring from another school must provide documentation from the other school verifying the required immunizations were submitted. Students graduating from a Minnesota High School in 1997 or later are not required to provide immunization documentation. Students graduating from a high school outside of Minnesota **MUST** provide immunization documentation.

Enter the month, day (if available), and year of the most recent "booster" for diphtheria and tetanus (**must be within the past 10 years**) and for all doses of vaccine for measles, mumps and rubella that were given on or after 12 months of age.

| | Mo/Day/Year | Mo/Day/Year |
|--|-------------|-------------|
| Diphtheria & Tetanus (Td) <small>must be given within the past 10 years</small> | | |
| Measles (Rubeola, Red Measles) <small>must be given on or after 12 months of age</small> | | |
| Mumps <small>must be given on or after 12 months of age</small> | | |
| Rubella (German Measles) <small>must be given on or after 12 months of age</small> | | |

For the student: (check which applies to you and sign below)

- I certify that the above information is a true and accurate statement of the dates on which I received the immunizations required by Minnesota Law.
- I certify that I graduated from a Minnesota High School in 1997 or later.
- I have submitted the required immunization information to another school, and my transcript or other official document verifying this **IS ATTACHED**.

Student's Signature _____ Date _____

Students wishing to file an exemption to any or all of the required immunizations must complete the following:

Medical exemption: the student named above does not have one or more of the required immunizations because he/she has (check all that apply)

- a medical problem that precludes the _____ vaccine(s)
- not been immunized because of a history of _____ disease
- *laboratory evidence of immunity against _____

Physician's Signature _____ Date _____

*may have Physician sign OR provide proof: copy of titer from laboratory **MUST** be attached to this form.

***Conscientious exemption:** I hereby certify by notarization that immunization against _____ is contrary to my conscientiously held beliefs.

Student's Signature _____ Date _____

Subscribed and sworn before me on the _____ day of _____, 19 _____

Signature of notary _____

*If claiming conscientious exemption, a copy of this statement will be sent to the Minnesota Department of Health.

This form may be mailed to: Student Health Service, Winona State University, P.O. Box 5838, Winona, MN 55987-5838

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