

Winona

*State
University*

WINONA STATE
UNIVERSITY

Winona

*State
University*

Winona

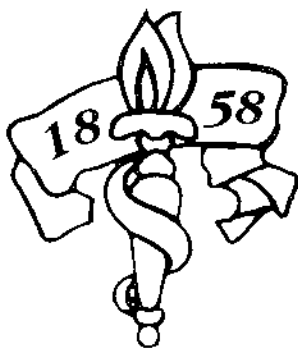
*State
University*

GRADUATE CATALOG 1998 - 2000

Winona

*State
University*

1998-2000 GRADUATE CATALOG



Winona State University

Winona, Minnesota

Pursuant to the Minnesota Government Data Practices Act, Minnesota Statute Section 13.32, Subdivision 3; and the Family Educational Rights and Privacy Act, 20 USC 1232g et seq. 1974, Winona State University gives notice that the following directory information will be released upon request: student name, address (permanent and local), telephone number (permanent and local), date and place of birth, major and minor fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent previous education agency or institution attended, residence, status, date of WSU graduation, class schedule and photograph.

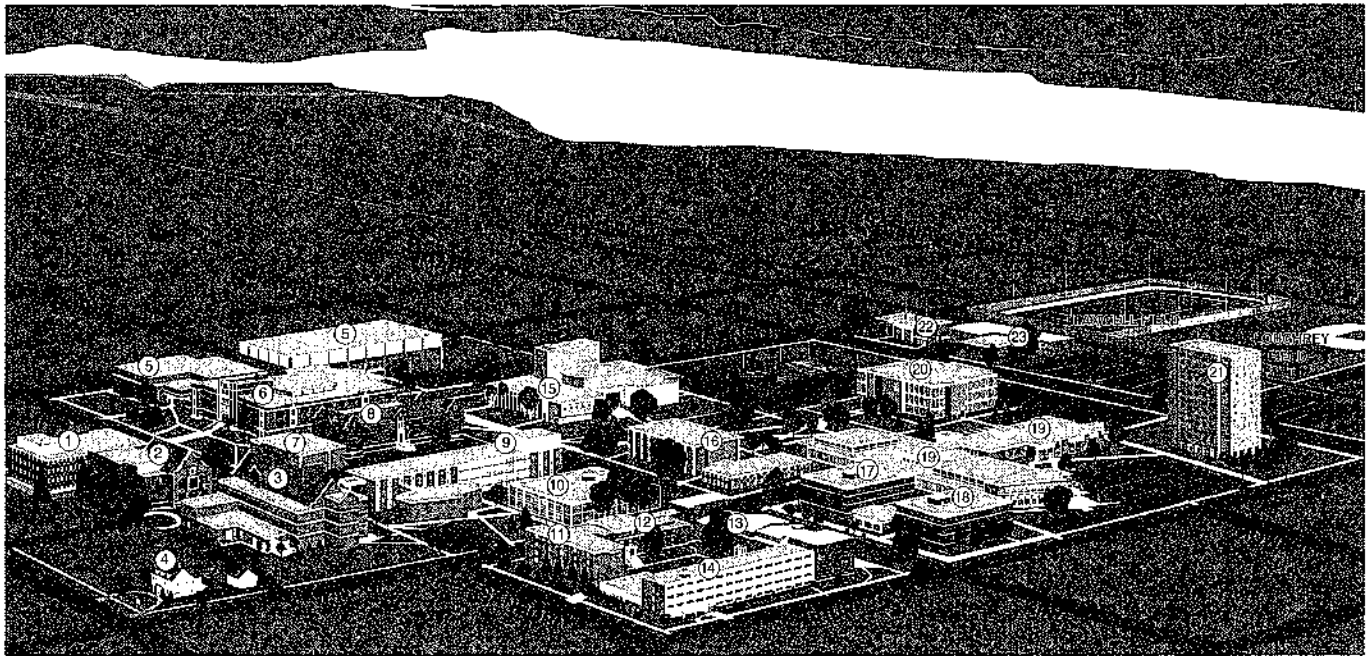
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The provisions of this publication are not to be regarded as an irrevocable contract between the student and WSU. The University reserves the right to change any provision or requirement at any time.

Winona State University is committed to providing equal education and employment opportunities to all persons and does not discriminate on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, disability, or any other group or class against which discrimination is prohibited by Title IX of the Education Amendments, 1972, Minnesota Statutes Chapter 363, Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act, 1974, and other applicable state and federal laws. Inquiries regarding compliance should be referred to the Affirmative Action Officer at 1-(507)-457-5008.

Visit us on the world wide web at:
<http://www.winona.msus.edu>

Campus Map

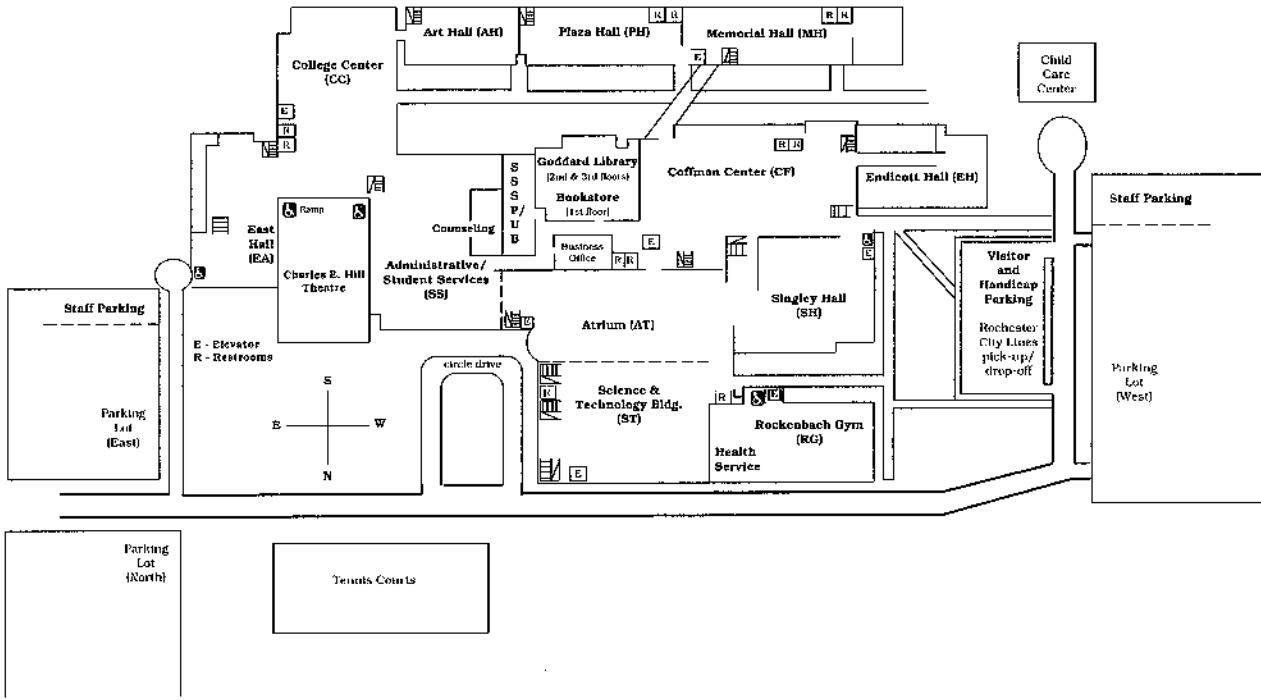


1. *Maxwell Library* — contains the University's library holdings
 2. *Student Health Services* and University Archives
 3. *Stark Hall* — houses the College of Nursing and Health Sciences, the College of Science and Engineering, the Departments of Nursing and Engineering, as well as the Composite Materials 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 (JRC) 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. *Lourdes Hall* — co-ed residence hall, houses Residential College (not pictured)
- 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.*

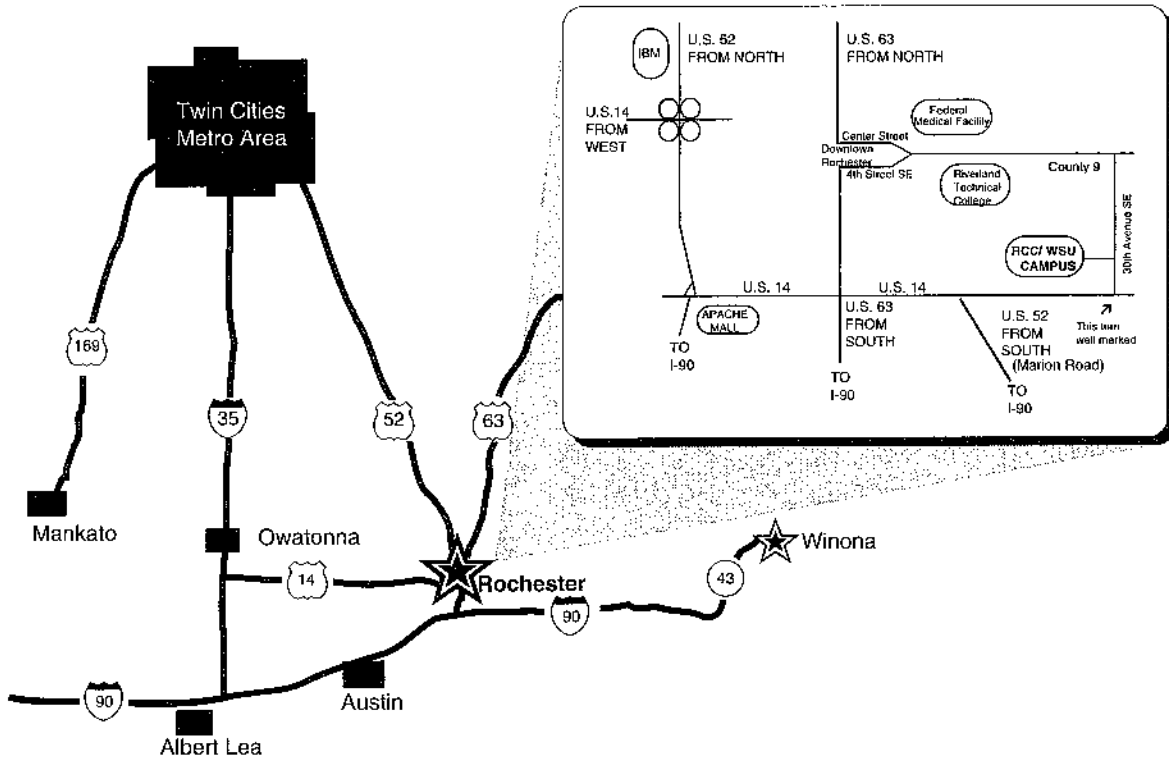
University Center Rochester (UCR)

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

Building Codings			
AH	Art Hall	PH	Pizza Hall
AT	Atrium	RG	Rockenbach Gym
CC	College Center	SH	Singley Hall
CF	Coffman Center	SS	Administration/Student Services
CH	Child Care Center	MH	Memorial Hall
EA	East Hall	ST	Science/Technology Hall
EH	Endicott Hall		
GL	Goddard Library		
HT	Hill Theatre		



Rochester Area Map



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Administration

Office of the President

Darrell W. Krueger, President
Theresa Arrick-Krueger, Affirmative Action Officer, Human Resources Director, Sexual Harassment Office
Dennis Martin, Director, Institutional Research/Planning
James Mootz, Director, Admissions

Office of Vice President for Academic Affairs

Dennis Nielsen, Vice President of Academic Affairs
Carol Anderson, Dean, College of Education
Peter Henderson, Dean, College of Liberal Arts
Tim Gaspar, Dean, College of Nursing and Health Sciences
Kenneth Gorman, Dean, College of Business
Richard Bazillion, Dean, Library and Information Services
Robert J. Herickhoff, Dean, College of Science & Engineering
Russell Lohmann, Director, Rochester Center
Shelly Allen, Director, Interactive Television
Barbara Brown, Director, Advising & Retention
Pauline Christensen, Chair, Adult, Continuing Education & Extension and Graduate Director
Dan Eastman, Director, Residential College
Larry Holstad, Director, Athletics
Daniel Pecarina, Director, Academic and Administrative Computing
Nancy Kay Peterson, Director, Grants and Sponsored Research
Joanne Rosczyk, Director of Telecommunications and Safety
Judy Routhe, Director, Audio Visual Services
Stewart Shaw, Registrar

Office of Dean of Student Affairs

Cal Winbush, Dean of Student Affairs
Charles Bentley, Director, Counseling Center
John Burros, Director, Facilities Management
Darrin Dahl, Director, Lourdes Hall
Ryan Yonkers, Director, Morey-Shepard Residence Hall
Marc Spieler, Director, Prentiss-Lucas Residence Hall
Licinia Barrueco, Director, Sheehan Residence Hall
John Ferden, Director, Residence Life
Richard Lande, Superintendent, Plant Operations
Gregory Peterson, Director, Student Financial Aid
Terri Markos, Director, International Student Program
Vicki Decker, Director, Student Placement
Joe Reed, Director, Student Union/Student Activities

Office of Comptroller

Fred Naas, Comptroller/Director, Major Gifts
Marie Bush, Budget Director
Karen Krause, Bookstore Director

Office of Development and University Relations

Gary Evans, Vice President for Development and University Relations
Richard Davis, Director Publications/Print Shop
Tom Grier, Director, Public Information
Gloria Miller, Director, Alumni Affairs
Linda Wood, Director of Major Gifts

Minnesota State College and Universities (MnSCU) Board of Trustees

Morris Anderson, Chancellor

Nancy Brataas, Congressional District #1,
Legislative District #30B
839 10 1/2 Street SW, Rochester, MN 55902
Term expires June 30, 2002

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Legislative District #34
Term expires June 30, 1998

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Legislative District #8A
509 Chestnut Street, Cloquet, MN 55720
Term expires June 30, 2000

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Legislative District #24A
Term expires June 30, 2002

David Erickson, Congressional District #6,
Legislative District #56A
West Publishing Company, 610 Opperman, Eagan, MN 55123
Term expires June 30, 2000

Robert O. Erickson, Congressional District #3,
Legislative District #41A
Term expires June 30, 2002

Christine Fritsche, Vice Chair
Congressional District #2, Legislative District #21A
Route 4, Box 79, Marshall, MN 56258
Term expires June 30, 2000

Stephen L. Maxwell, Treasurer
Congressional District #4, Legislative District #65A
882 Carroll Avenue, St. Paul, MN 55104
Term expires June 30, 1998

Gary W. Mohrenweiser, Immediate Past Chair
Congressional District #3,
Legislative District #42B,
Eden Prairie, MN
Term expires June 30, 1998

Michael Nesdahl, Congressional District #2,
Legislative District #21A
State University Student Member
Southwest State University
Term expires June 30, 1999

Denise Stephens, Secretary
Congressional District #6, Legislative District #56A
Community College Student Member
Metropolitan State University
Term expires June 30, 1998

William Ulland, Chair
Congressional District #8
Legislative District #7B
Duluth, MN
Term expires June 30, 1998

Michael M. Vekich
Congressional District #5
Legislative District #44B
St. Louis Park, MN
Term expires June 30, 2002

Jane Wafler, Congressional District #4,
Legislative District #54B
Little Canada, MN
Term expires June 30, 2000

Administrative and Service Faculty

Admissions Office

- Kim Carlson, Admission Counselor; B.A., Winona State University; 1996 -
Margaret Gernes, Admissions Counselor; B.A., College of St. Teresa; 1995 -
Jon P. Kosidowski, Admissions Counselor; B.S., Winona State University; M.S., Bemidji State University; 1984 -
Kathryn Parsi, Admissions Counselor; B.A., Winona State University; 1995 -
Carl Stange, Assistant Director, Admissions; B.A., Winona State University; 1984 -
Carol Ziehlsdorf, Associate Director of Admissions; B.S., M.S., University of Wisconsin-La Crosse; 1986 -

Advising and Retention Office

- Nancy Dumke, Assistant Director of Learning Center; B.A., St. Olaf College; M.S.A., University of Notre Dame; August, 1989 -

Child Care Center

- Karen Holte, Infant Teacher; B.S., Winona State University; 1991 -
Maria Langowski, Child Care Teacher; B.A., College of St. Teresa; 1990 -
Barbara Nagel, Director, Child Care Center; B.A., College of Saint Teresa; 1988 -
Scott Smedberg, Child Care Teacher; B.A., University of Minnesota; 1988 -

Counseling Center

- Elizabeth Burke, Counselor; M.A., St. Mary's College; 1979 -
Patricia Ferden, Assistant Professor, Counseling Center; B.S., M.S., Winona State University; March, 1988 -

Financial Aid

- Charlene Kreuzer, Financial Aid Counselor; B.S., Winona State University; 1991 -
Sandra R. Roraff, Associate Director, Financial Aid; B.A., College of St. Teresa; 1976 -

Library

- Russell F. Dennison, Associate Professor; B.A., Central College; M.S., University of Wisconsin-Madison; 1980 -
Connie Braun, Electronic Resources; B.A., Athabasca University; M.S., Mercer University; 1997 -
Joe Jackson, Assistant Professor; B.A., University of Minnesota; M.S., Simmons College; M.A., Arizona State University; 1997 -
Richard Hastings, Automation Librarian; B.S., M.S., Wayne State University; 1967 -
H. Vernon Leighton, Government Documents Librarian; B.S., Bucknell University; M.S., University of Illinois; 1990 -
Joe D. Mount, Assistant Professor; B.A., Wake Forest University; M.A., Ohio University; M.S., Indiana University-Bloomington, 1994 -
Helen Neavill, Interlibrary Loans; B.A., College of St. Teresa; M.S., Catholic University of America; 1987 -
William Palzer, Reference Librarian; B.A., College of St. Teresa; M.A., University of Minnesota; 1970 -
Kathryn A. Sullivan, Professor, Library; B.A., M.A., Northern Illinois University; D.S., Ph.D., Nova University; 1978-

Registrar's Office

- Sandra Benning, Assistant Registrar; B.S., Winona State University; 1985 -
Donna Heyer, Assistant Registrar; B.S., Winona State University; 1985 -
Joanne Landers, Associate Registrar; B.S., Winona State University; 1982 -

Rochester Center

- Janice Stephenson, Associate Director; B.A., University of Northern Iowa; 1984 -
Ronald Butterfield, Professor, Counselor; B.S., M.S., Winona State University; Ed.D., Ball State University; 1967 -

Student Support Services

- Karen Owen, Director, Student Support Services; B.S., Winona State University; M.S., University of Wisconsin-La Crosse; 1987 -

Sports

- Michael Herzberg, Sports Information Director; B.A., Winona State University; 1992 -
Mark Bambenek, Intramural Director, Assistant Men's Basketball Coach; B.S., M.S., University of Wisconsin-La Crosse; 1988 -

Emeriti

- Amanda B. Aarestad, Education; B.E., Moorhead State University; M.A., University of Minnesota
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
Aimyra 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. Behnke, Health, Physical Education and Recreation; B.S., Winona State University; M.A., Northern Michigan University; P.E.D., Indiana University
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Margaret P. Boddy, English; B.A., M.A., Ph.D., University of Minnesota
Raymond Brooks, Mass Communications; B.S., Valley City State College; M.S., Moorhead 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; 1967 -
George Christensen, Counseling Center; B.S., M.A., Ph.D., University of Minnesota
Betty Darby, Nursing; B.S., University of Minnesota; M.S., Winona State University; M.S.N., University of Wisconsin, Madison
Marion F. 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 Dison, 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 E. Dukes, Professor, Computer Science; B.S., M.S., Ph.D., Iowa State University of Science and Technology; 1969 -
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; 1965 -
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; 1967 -
Don Fick, Chemistry; B.S., University of North Dakota; Ed.D., Oregon State University
Gertrude Finch, Business; B.A., University of Iowa; M.A., Columbia University
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 Gratiaa, Mathematics/Computer Science; B.S., M.S., St. Louis University

Robert Gunner, 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 Communications; B.S., University of Wisconsin, La Crosse; M.S., University of Wisconsin, Stout

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

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

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Robert Hungerford, Professor, Music; B.S., M.S., Juilliard School of Music; Conservatoire National Superiere 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

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

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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; 1978 -

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 State University

Richmond McCluer, Music; B.A., Westminster College; M.F.A., Princeton University

Helen E. McGrath, Education; B.E., M.S., Winona State University

Robert W. Meinhard, History-Education; B.A., Buena Vista College; M.A., State University of Iowa; Ed.D., Montana State University

Madeo Molinari, Health Physical Education and Recreation; B.A., Ripon College; M.S., University of Wisconsin-Madison

Marjorie Moravec, Health, Physical Education, and Recreation; B.S., College of St. Scholastica; M.A., University of Iowa

Frank Morello, Political Science; B.S., Fordham University; M.A., Ph.D., St. John's University

Leo Morgan, Sr., Industrial Education; B.S., St. Cloud State University; M.A., University of Minnesota; Ed.D., University of Northern Colorado

Howard Munson, Education; B.S., University of Minnesota-Duluth; M.Ed., Macalester College; Ed.D., Washington State University

Floretta M. Murray, Art; B.S., Winona State University; M.A., University of Minnesota

Frederick M. Olson, Mathematics and Statistics; B.S., St. Cloud State University; M.S., Northern State College, South Dakota; Ed.D., University of Northern Colorado

Ivan Olson, Music; B.M.E., M.M., Northwestern University; Ed.D., University of Michigan

Sandra Olson, Mathematics and Statistics; B.S., Colorado State University; M.N.S., Arizona State University; Ed.D., University of Northern Colorado

Marvin Palecek, History; B.A., Northwestern Schools; M.A., Ph.D., University of Minnesota

Doris Pennell, Education; B.S., Iowa State Teachers College; M.A., University of Northern Colorado; Ed.S., Southern Illinois University

Hosea Perry, Sociology/Social Work; A.B., Allen University; M.A., North Carolina Central University; M.S.W., University of Iowa

M. R. Raymond, Administration; B.A., Michigan State Normal School; M.A. Ph.D., University of Michigan

Robert Raz, English; B.A., University of Michigan; M.A., Wayne State University; Ph.D., University of Michigan

Jacque Reidelberger, Communication Studies; A.B., Beloit College; M.A., St. Louis University

Cleo Reiter, Education; B.A., University of Minnesota; M.A., Winona State University

Ruby Richardson, Business Education & Office Administration; B.A., Valley City State College; M.S., Winona State University

Eugene Ridings, History; B.S., Davidson College; M.A., University of North Carolina; Ph.D., University of Florida

Marguerita Ritman, Administration; Ph.B., University of Chicago; M.A., Ohio University

Wayne Sanford, Education; B.S., M.A., Ph.D., University of Minnesota

Verlie Sather, Education; B.E., Winona State University; M.A., University of Minnesota

Ann R. Sawyer, Administration; B.S., University of Minnesota; M.S., Winona State University; Ed.D., University of Northern Colorado

Dolores Schiller, Nursing; B.S., M.N.A., University of Minnesota

Judy Schlawin, Art; B.S., University of Minnesota; M.S., Winona State University

Robert Sheehan, Philosophy; A.B., Merrimack College; M.A., Ph.D., The Catholic University of America

Curtis Siemers, Communication Studies; B.A., University of Omaha; Ed.D., Ph.D., University of Nebraska

Lois A. Simons, Administration; B.E., Winona State University; M.S., Wellesley College

Myron Smith, Health, Physical Education & Recreation; B.S., Mankato State University; M.S., Colorado State University

Richard Sovince, Music; B.Mus., M.Mus., D.Mus., Northwestern University

Jacob Steigerwald, Foreign Languages; B.A., Columbia College; B.A., M.A., University of Illinois; Ph.D., University of Cincinnati

Magda Talle, Education; B.S., M.A., University of Minnesota

Frank L. Van Alstine, Administration; B.S., Southwestern State Teachers College; M.S., Oklahoma A & M; Ph.D., University of Minnesota

Virginia H. Vint, Art; B.D., M.A., University of Michigan; Ed.D., Stanford University

Everett Walden, Educational Administration; B.A., M.A., University of Iowa; Ed.D., University of Colorado

Robert Wilson, Library; B.A., Nebraska Wesleyan University; M.L.S., Kansas State Teachers College

Dan L. Willson, Science & Technology; B.S., M.S., Kansas State College-Pittsburg; Ph.D., University of Oklahoma
Duane W. Wolfe, Professor, Mathematics and Statistics; B.S., Winona State University; M.A., Central Michigan University;
Sandra Wunderlich, Nursing; B.S.N., University of Wisconsin-Madison; M.S., Winona State University; M.S.N., University of Wisconsin-Eau Claire

Martys Youngck, Curriculum Laboratory Librarian; B.S., M.S., Mankato State University; M.A., Indiana University
Ronald Zwonitzer, Biology, B.S., M.S., Ph.D., University of Wyoming

Additional Graduate Faculty

Carol Anderson, Dean, College of Education; B.S., M.S., University of Minnesota-Twin Cities; Ph.D., Utah State University; 1987 -

Pauline Christensen, Professor, Adult, Continuing Education & Extension and Director of Graduate Studies; B.S., Iowa State University of Science and Technology; M.S., Winona State University; Ph.D., University of Minnesota-Twin Cities; 1973 -

Timothy Gaspar, Dean, College of Nursing; B.S.N., South Dakota State University; M.S.N., University of Nebraska Medical Center-Omaha; Ph.D., University of Utah; 1995 -

Kenneth L. Gorman, Dean, College of Business; B.S., M.S., Ed.D., Northern Illinois University; 1980 -

Peter V. N. Henderson, Dean, College of Liberal Arts; B.A., J.D., Vanderbilt University; Ph.D., University of Nebraska-Lincoln; 1989 -

James Mootz, Director of Admissions; B.S., M.Ed., Ed.D., University of North Dakota; 1968 -

Dennis N. Nielsen, Vice-President for Academic Affairs; B.S., Gustavus Adolphus College; M.A., Ph.D., University of North Dakota; 1970 -

Kathryn A. Sullivan, Professor, Library; B.A., Northern Illinois University; M.A., North Illinois University; D.S., Nova University; 1991 -

1998-99 Academic Calendar Winona State University

FALL SEMESTER - 1998-99

Registration begins, Thursday	April 30, 1998
Last day for new and former Graduate and Undergraduate students to complete application and file intent to return for Fall Semester, Monday	July 27, 1998
New Student Orientation Experience, Wednesday, Thursday, Friday	Aug. 19, 20, 21, 1998
Final application deadline for Arranged Classes, Internships, Independent Studies (GRADUATE and UNDERGRADUATE), Friday	Aug. 21, 1998
Mass Registration, Friday	Aug. 21, 1998
Day classes begin, Monday	Aug. 24, 1998
Evening classes begin, Monday	Aug. 24, 1998
Evening Class Registration - Evening Graduate and Undergraduate students ONLY, Monday, Tuesday, Wednesday, Thursday	Aug. 24, 25, 26, 27, 1998
** Class schedule change (Drop/Add), Monday, Tuesday, Wednesday, Thursday, Friday, Monday	Aug. 24, 25, 26, 27, 28, 31, 1998
Last day to drop on-campus classes with tuition refund, Wednesday	Aug. 26, 1998
Labor Day Holiday, Monday	Sept. 7, 1998
Midterm Day, (Last day for undergraduates to make up work from Spring and Summer Terms, Wednesday)	Oct. 14, 1998
* Last day to notify the Office of Graduate Studies of intent to take Spring Semester Comprehensive Examinations, Wednesday	Oct. 14, 1998
Last day to withdraw from classes, Friday	Oct. 30, 1998
Registration for Spring Semester begins on Thursday	Nov. 12, 1998
Veterans' Day Holiday, (observed) Friday	Nov. 13, 1998
Thanksgiving break begins at 10 p.m., Tuesday	Nov. 24, 1998
Classes resume, Monday	Nov. 30, 1998
Final Examinations, Monday, Tuesday, Wednesday, Thursday	Dec. 14, 15, 16, 17, 1998
Fall Semester Commencement, Friday	Dec. 18, 1998
Fall Semester Break begins at 6 p.m., Friday	Dec. 18, 1998
Grading Days, Friday and Saturday	Dec. 18, 19, 1998

SPRING SEMESTER - 1998-99

Registration begins, Thursday	Nov. 12, 1998
Last day for new and former Graduate and Undergraduate students to complete application and file intent to return for Fall Semester, Wednesday	Dec. 9, 1998
Final application deadline for Arranged Classes, Internships, Independent Studies (GRADUATE and UNDERGRADUATE), Monday	Jan. 11, 1999
Mass Registration, Monday	Jan. 11, 1999
Evening classes begin, Monday	Jan. 11, 1999
Evening Class Registration - Evening Graduate and Undergraduate students ONLY, Monday, Tuesday, Wednesday, Thursday	Jan. 11, 12, 13, 14, 1999
Day classes begin, Tuesday	Jan. 12, 1999
** Class schedule change (Drop/Add), Tuesday, Wednesday, Thursday, Friday, Tuesday, Wednesday	Jan. 12, 13, 14, 15, 19, 20, 1999
Last day to drop on-campus classes with tuition refund, Thursday	Jan. 14, 1999
Martin Luther King Holiday (no classes), Monday	Jan. 18, 1999
February Break Day, Friday	Feb. 19, 1999
Spring Break begins at 10 p.m., Friday	March 5, 1999
Midterm Day, (Last day for undergraduates to make up incompletes from Fall Semester), Friday	March 5, 1999
* Last day to notify the Office of Graduate Studies of intent to take Summer Semester Comprehensive Examinations, Friday	March 5, 1999
Classes resume, Monday	March 22, 1999
Last day to withdraw from classes, Friday	April 9, 1999
Registration for Fall Semester, 1999-2000 begins, Thursday	April 29, 1999
Final Examinations, Monday, Tuesday, Wednesday, Thursday	May 17, 18, 19, 20, 1999
Spring Semester Commencement, Friday	May 21, 1999
Grading Days, Friday and Saturday	May 21, 22, 1999

* Pertains to Graduate students ONLY

** No refund for reduction in credits during the last 3 days of Drop/Add

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.

1999-2000 Academic Calendar Winona State University

FALL SEMESTER - 1999-2000

Registration begins, Thursday	April 29, 1999
Last day for new and former Graduate and Undergraduate students to complete application and file intent to return for Fall Semester, Monday	July 26, 1999
Freshman Orientation Experience, Wednesday, Thursday, Friday,	Aug. 18,19,20, 1999
Final application deadline for Arranged Classes, Internships, Independent Studies (GRADUATE and UNDERGRADUATE), Friday	August 20, 1999
Day classes begin, Monday	Aug. 23, 1999
Evening classes begin, Monday	Aug. 23, 1999
Evening Class Registration - Evening Graduate and Undergraduate students ONLY, Monday, Tuesday, Wednesday, Thursday	Aug. 23,24,25,26, 1999
** Class schedule change (Drop/Add), Monday, Tuesday, Wednesday, Thursday, Friday, Monday	Aug. 23,24,25,26,27,30, 1999
Last day to drop on-campus classes with tuition refund, Wednesday	Aug. 25, 1999
Labor Day Holiday, Monday	Sept. 6, 1999
Midterm Day, (Last day for undergraduates to make up work from Spring & Summer Terms), Wednesday	Oct. 13, 1999
* Last day to notify the Office of Graduate Studies of intent to take Spring Semester Comprehensive Examinations, Wednesday	Oct. 13, 1999
Last day to withdraw from classes, Friday	Oct. 29, 1999
Registration for Spring Semester begins on Thursday	Nov. 11, 1999
Veterans' Day Holiday, (observed) Friday	Nov. 12, 1999
Thanksgiving break begins at 10:00 p.m., Tuesday	Nov. 23, 1999
Classes resume, Monday	Nov. 29, 1999
Final Examinations, Monday, Tuesday, Wednesday, Thursday,	Dec. 13,14,15,16, 1999
Fall Semester Commencement, Friday	Dec. 17, 1999
Fall Semester Break begins at 6:00 p.m., Friday	Dec. 17, 1999
Grading Days, Friday and Saturday	Dec. 17,18, 1999

SPRING SEMESTER - 1999-2000

Registration begins, Thursday	Nov. 11, 1999
Last day for new and former Graduate and Undergraduate students to complete application and file intent to return for Spring Semester, Wednesday	Dec. 8, 1999
Final application deadline for Arranged Classes, Internships, Independent Studies, (GRADUATE and UNDERGRADUATE), Monday	Jan. 10, 2000
Evening classes begin, Monday	Jan. 10, 2000
Evening Class Registration - Evening Graduate and Undergraduate students ONLY, Monday, Tuesday, Wednesday, Thursday	Jan. 10,11,12,13, 2000
Day classes begin, Tuesday	Jan. 11, 2000
** Class schedule change (Drop/Add), Tuesday, Wednesday, Thursday, Friday, Tuesday, Wednesday	Jan. 11,12,13,14,18,19, 2000
Last day to drop on-campus classes with tuition refund, Thursday	Jan. 13, 2000
Martin Luther King Holiday (no classes), Monday	Jan. 17, 2000
February Break Day, Friday	Feb. 18, 2000
Spring Break begins at 10:00 p.m., Friday	March 3, 2000
Midterm Day (Last day for undergraduates to make up incompletes from Fall Semester), Friday	March 3, 2000
* Last day to notify the Office of Graduate Studies of intent to take Summer Comprehensive Examinations, Monday	March 20, 2000
Classes resume, Monday	March 20, 2000
Last day to withdraw from classes, Friday	April 7, 2000
Registration for Fall Semester, 2000-2001 begins, Thursday	April 27, 2000
Final Examinations, Monday, Tuesday, Wednesday, Thursday,	May 15,16,17,18, 2000
Spring Semester Commencement, Friday	May 19, 2000
Grading Days, Friday and Saturday	May 19,20, 2000

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.

** No refund for reduction in credits during the last 3 days of Drop/Add.

In general election years, no classes may be held after 6:00 p.m. on the first Tuesday in March due to the precinct caucus.

Winona State University

Winona State University, established in 1858 as the first teacher preparation institution west of the Mississippi River, is one of seven state universities that are part of the 53-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

Winona State University is a dynamic learning community that provides rigorous, high-quality baccalaureate and graduate educational opportunities to students. We believe learning is the liberating force in human development. An information-based society is better served when individuals function at higher level of learning, thinking and doing. Our mission is to serve the people of Minnesota and the world by developing human capacity for excellence in learning, service and leadership.

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 life long 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 of Schools of Music, and the North American Association of Summer Sessions.

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 or to the MBA faculty review committee. 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 or MBA faculty review committee, 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 or the MBA director 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, 550 for M.S. and M. A. graduate students and 575 for MBA 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 by the Office of Graduate Studies by midterm day of the semester preceding 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.

Master of Business Administration

For degree requirements, see College of Business.

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

Degrees Offered

Master of Business Administration
Master of Science in Training and Development

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.

Master of Business Administration

The Master of Business Administration (M.B.A.) is a professional degree that has become an important factor in many hiring and promotion decisions for business, government, and other organizations. WSU's M.B.A. is designed as a general management degree, developing competence for managerial and administrative positions in either the public or private sector. Students who enter the program should already possess substantial knowledge of management and administration as taught in undergraduate business schools or should acquire that mastery by completing prerequisites to the M.B.A. courses. The M.B.A. curriculum will include work in the essential tools of management, mastery of the functional areas of business and management (accounting, finance, marketing, organization and production), and practice in

managerial policy and decision-making. The program also allows for electives that may be selected by the student, subject to the approval of an advisor.

Admission Requirements

1. Completion of the application for admission, including a one-page statement of interest and objectives in pursuing the M.B.A. This form is available in the graduate catalog on page 63 and from the WSU Office of Graduate Studies, (507) 457-5038, and must be returned to the Office of Graduate Studies with two official transcripts of all previous undergraduate and graduate credits.
2. Transcripts must show that the student has received a bachelor's degree from an accredited college or university.
3. The student must take the Graduate Management Admissions Test (GMAT). For further information on the GMAT, write or call the Office of Graduate Studies (457-5038).
4. The formula used to determine admission status is: 200 x undergraduate grade point average + GMAT score = 1100.
5. The applicant should have at least two years of work experience.
6. The student must demonstrate competency in special areas listed below by successful completion of course work at Winona State University or elsewhere, by examination or, in a few instances, by appropriate and documented experience.

Winona State University undergraduate credit equivalents are:

ACCT 211	Financial Accounting Principles
DIS 320	Intermediate Business Statistics
BUSA 291	Legal Environment of Business
DIS 362	Management Information Systems
ECON 201	Principles of Microeconomics
ECON 202	Principles of Macroeconomics
FIN 360	Corporate Finance
MGMT 315	Principles of Management
MRKT 315	Principles of Marketing
POM 334	Production and Operations Management
7. Based on the above criteria, the student will be: a) Admitted to graduate study and to the M.B.A. Program or b) Denied admission to the M.B.A. Program. * (See Graduate Level Appeals Process on page 19 of the catalog.)
8. International students must have a TOEFL score of at least 575.
9. Courses in the M.B.A. Program cannot be taken on a pass/no credit (P/NC basis).

Requirements for the Master of Business Administration Degree

The student must have completed the following requirements:

1. All deficiencies must have been removed and all prerequisites must be completed.
2. Within seven (7) years of initial enrollment in graduate level courses, the student must have successfully completed the required core courses and elective courses with a minimum grade point average of at least 3.0; no courses may be counted if the grade is below a C.
3. Capstone writing experience.

MBA (30 s.h.)

Required Courses (24 s.h.)

Accounting

- 615 Accounting for Management (3)
- Business Administration**
- 600 Research Methodology (3)
- 604 Production Management and Inventory Control (3)
- 605 Organizational Behavior and Development (3)
- 695 Strategic Management (3)

Economics and Finance

- 625 Managerial Economics (3)
- 660 Studies in Financial Decision Making (3)

Marketing

- 625 Market Analysis (3)

Electives (6 s.h.)

Accounting

323A Somsen Hall, 457-5860
 Chairperson: 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 micro computer 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: Manrique
 Graduate Faculty: Gallegos, Hyle, Kauffman, Manrique, Murray, Pevas, Rieder, Salyards, Wrolstad

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

Matthew Hyle, Associate 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 -

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 -

Murk Wrolstad, Associate 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: Safarian

Graduate Faculty: Astani, Barbor, BJORKE, Dewan, Foegen, Gander, Gernander, Godfrey, Kung, Schmid, Sinkiewicz, M. Wolfmeyer, Zhang

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 -

JoEH 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 -

Michael Godfrey, Assistant Professor, Business Administration; B.A., M.S., Northern Illinois University; Ph.D., University of Nebraska-Lincoln; 1995 -

Shang-Kuang Kung, Assistant Professor, Business Administration; B.S., Chung-Yuan University, Taiwan; M.S., Ph.D., University of Kentucky; 1995 -

H. Giles Schmid, Professor, Business Administration; B.A., St. Mary's College of Minnesota; M.B.A., DePaul University; Ph.D., University of Minnesota-Twin Cities; 1979 -

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 -

Ruidong Zhang, Assistant Professor, Business Administration; B.A., Beijing University of Posts & Telecommunications, China; M.A., People's University of China; Ph.D., University of Nebraska-Lincoln; 1995 -

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 - 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.

626 Dispute Resolution - 3 S.H.

Study of a variety of methods of dispute resolution including litigation, negotiation, mediation, minitrials, and arbitration. Applications to business management problems emphasized. Grade only.

656 Problems in Business - 3 S.H.

This course gives the graduate student the opportunity to continue the study of selected topics in business or economics which have been introduced in other courses. Prerequisite: Consent of the instructor. Grade only.

676 Seminar in Business - 3 S.H.

The study and analysis of current practices and major problems of business. Prerequisite: Admission to MBA. Grade only.

696 Research or Thesis in Business - 3 S.H.

The report must show evidence of ability to carry on independent study and to employ scientific methods and procedures in the solution of an approved topic in the area of business. 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.

620 Quantitative Business Analysis - 3 S.H.

A survey of the quantitative methods in managerial decision making. This course emphasizes the foundations, tools, and applications of the quantitative modeling process. The construction and use of mathematical models in analyzing and solving complex business quantitative issues are presented. A major focus is on solving techniques for decision-making support. Prerequisites: DIS 220 and DIS 362. Grade only

640 Decision Analysis - 3 S.H.

The objective of this course is to present quantitative decision methods and concepts for business decision making under uncertainty. It covers the basics of decision modeling, decision diagrams, subjective probability assessments, preference assessment, and preference theory and choice. The foundations and assumptions of models are discussed. Grade only.

652 Management of Distributed Intelligence - 3 S.H.

The emphasis of this course is on the managerial issues of distributed intelligence. The trade-off between efficiency and effectiveness of such a system is discussed. A brief review of fundamentals of distributed processing and networks is presented. A number of readings will be assigned to the students in order to facilitate the understanding of business issues. Prerequisites: Graduate standing. 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.

692 Corporate Information Systems Management - 3 S.H.

This course introduces the theoretical concepts of information systems management and discusses the perspectives and conceptual frameworks for adaptation of information systems technology for effective management of corporate information systems resources and information services activities. The strategic impact of information technology on organization and its competitive boundaries are addressed. Prerequisite: MGMT 605. Admitted MBA students only. 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.

664 Advanced Studies in POM - 3 S.H.

This is an advanced course in production and operations management. Students are exposed to the latest studies and trends in the field. A great deal of emphasis is placed on comparing American production control systems with those of Japanese and other industrial nations. Prerequisite: POM 604. 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, Newberry, Smith, Young

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

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; 1995 -

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. William Murphy

Graduate Faculty: S. Eiken, J. Karjala, J.W. Murphy, B. Smith

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 -

J. William Murphy, Professor, Business Education & Office Systems Administration; B.S.Ed., M.S.Ed., Arkansas State University; Ed.D., Memphis State University; 1989 -

Bonnie Smith, Professor, Business Education and Office Systems Administration; B.S., University of Illinois; M.S.T., Ed.D., Portland State University; 1982 -

The Master of Science degree offered by the AIS Department is designed to provide advanced preparation for teaching/training. AIS graduate education promotes intellectual development, content mastery, and expertise for professional growth. The M.S. program's flexibility allows each student to pursue a program of study suited to an individual's interests, needs, and professional objectives in teaching/training.

Program Guidelines

1. A maximum of 6 credits of independent study will apply to the total credits required for Plan A and Plan B.
2. At least fifty percent of the credits required for the Master of Science degree must be in courses numbered at the 600 level or above.
3. A maximum of 6 credits of pass/no credit course work will apply to the M.S. degree, including the internship. A student pursuing the M.S. degree in the AIS department must take all AIS course work (excluding the Internship and the Thesis) for a grade.
4. A capstone writing experience is required. Details will be provided by advisor.
5. A final written comprehensive examination will include AIS course work and may include course work taken from other departments. All departmental graduate faculty will evaluate student performance on the examination.

Admission Requirements

For admission to the Department of Administrative Information Systems' Master of Science in Training and Development degree program, including alternate admission:

1. The candidate must have a composite undergraduate GPA of 2.5. If the composite GPA is less than 2.5, the candidate must earn a combined GRE score of 1,000 (verbal and quantitative)

in order to be admitted.

2. If the candidate does not meet these criteria, the candidate may enroll as a graduate special student. After completing 9 Graduate credits at WSU, the candidate may reapply if the GPA for the 9 credits is 3.0 or higher.

The Administrative Information Systems Department requires that all Student Applications for admission must follow this procedure:

1. Submit a completed Application for Admission to Graduate Study and two official transcripts of all previous undergraduate and graduate credits to the Office of Graduate Studies at least one month prior to registration.
2. The Application for Admission to Graduate Study must be accompanied by a personal statement of goals and two recommendations. Following department approval, an advisor will be appointed by the department. The advisor will review all transcripts and determine eligibility.
3. In consultation with the advisor, complete and file the Application for Admission to Candidacy for the Master's degree before the completion of 15 graduate credits with a grade point average of at least 3.0. The Application for Admission to Candidacy is filed in the Office of Graduate Studies.

Master of Science Training and Development (formerly Business Education)

30-34 S.H.

Plan A and Plan B Requirements

Professional Requirements

- 510/410 Administrative Communication (3)
- 540/440 Training and Employee Development (3)
- 541/441 Training Techniques and Media (3)
- 613 Research, Measurement and Evaluation (3)
- 652 Managing Training and Development Programs (3)
- 655 Internship (3)

Professional Electives

- 512/412 Team Building (3)
- 570/470 Seminar in Training (1-3)
- 653 Current Training Issues and Trends (3)
- 680 Independent Study (1-3)
- 695 Instructional Trends for Training and Development (1-3)
- 699 Thesis in Training and Development (3)

Other professional electives may be taken with advisor approval.

Plan A Thesis Option (30 s.h.)

Professional Requirements (18 s.h.)
 Professional Electives (9 s.h.)
 699 Thesis (3 s.h.)

Plan B Non-Thesis Option (34 s.h.)

Professional Requirements (18 s.h.)
 Professional Electives (12 s.h.)
 General Electives (4 s.h.)

Course Descriptions

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 to 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 to 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
Elementary School Counseling
Secondary School Counseling
Education
Education (K-12)
Mild to Moderate Mentally Impaired Concentration
Learning 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
Mild to Moderate Mentally Impaired Learning Disabilities
Prekindergarten
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 teacher 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
U212 WSU-Rochester, 285-7488
Chairperson: Tim Hatfield
Graduate Faculty: Borrer, T. Hatfield, Maher, Ruiz, Speltz

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

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

Marie Maher, Associate Professor, Counselor Education; 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, Assistant Professor, Counselor Education; B.A., Ph.D., University of Minnesota; 1989 -

Charlotte Speltz, Assistant Professor, Counselor Education; B.A., Duke University, M. Ed., Ed.D., North Carolina State University; 1992 -

The major purpose of the department is to provide quality graduate education to persons seeking advanced study in counseling and related professions. 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.

School Counseling (Elementary, Middle/Junior High, Secondary)

This program prepares effective school counselors for work in K-12 settings, and emphasizes developmental guidance, individual and group work, and consultation. Successful completion of the program leads to recommendation for licensure as a school counselor in Minnesota, Wisconsin, and other states.

Professional Development (A Non-Counseling Degree)

This program provides practicing professionals with a non-counseling graduate degree. The program emphasizes personal and professional growth and development through a curriculum designed to enhance understanding of self and others while promoting more effective work in students' respective fields. Upon completion of the degree, graduates may apply for admission into the counseling programs offered by the department.

Admission Requirements

The department's three stage developmental admissions process (described in more detail in Counselor Education's *Student Guide*) has been established to ensure the identification and retention of uniquely qualified students. All student applications for admission must follow this sequence:

1. Application and admission to Graduate Study. An undergraduate GPA of 2.75 is the basic standard for admission to Graduate Study for Counselor Education applicants.
2. Completion of departmental admissions application, including a personal statement and three (3) recommendation forms.
3. Notification of department office manager (507/457-5335) of intent to enroll in CE 601 Foundations of Counseling. All prospective 601 students must attend a 3-hour screening session on a Friday morning in the semester prior to the semester when they wish to take the course, and the top qualified candidates will be approved to take the course. All persons admitted to the course will be assigned a preadmission advisor. Screening dates are available through the department offices.
4. A maximum of twelve (12) credits may be taken before being accepted into Counselor Education programs (6 of which must include CE 601, Foundations of Counseling, and CE 605, Theories of Personality). These two courses will provide an opportunity for the applicant to become acquainted with the program and the field of counseling and must be taken before departmental admission is considered.
5. Departmental applications for admission will be processed three (3) times a year. To be considered for admission, applicants must have fulfilled the above requirements prior to the admission date (see #7 below). Admission folders must be completed before an application can be processed. When admitted to a degree program, each student will be assigned an advisor and notified in writing of the department's decision.
6. All persons admitted will be accepted into the Professional Development program (a non-counseling program). A decision whether to admit a student into a counseling program will be made by the Counselor Education faculty based on all subsequent CE course work up to and including CE 660, Counseling Procedures.
7. Admission deadline dates are Midterm Day fall, spring and summer sessions.
8. All students must complete Candidacy forms with their advisor, to be filed with the Office of Graduate Studies, before the completion of twenty-four (24) graduate credits OR after the completion of CE 660, Counseling Procedures (CE 658, Microskills, for Professional Development students).
9. Admission to candidacy is not complete until Candidacy forms are signed by the student's advisor, the department chairperson, and the Director of Graduate Studies. Students will be required to meet the program requirements, as stated in the university's Graduate Catalog that is in effect when candidacy is approved. Any subsequent departmental program changes also may affect a student's program.

Graduation Requirements

1. In addition to successfully completing all required courses, candidates must complete a final written comprehensive examination.
2. Students must complete a capstone writing project as part of the Master's Portfolio course. Information about this and other program requirements is available in the department's *Student Guide*.
3. Students may elect to complete a Master's thesis, an extensive project requiring the use of scientific methods and procedures. The thesis must be approved by the candidate's advisor and an oral examination committee.

Community Counseling (48 S.H.)

Required Courses (44 S.H.)

- 591 Crisis Intervention (3)
- 601 Foundations of Counseling (3)
- 605 Theories of Personality (3)
- 610 Child / Adolescent Dev. (3) OR
- 612 Adult Dev. (3)
- 615 Group Process & Dynamics (2)
- 620 Tests, Meas., & Res. Design (3)
- 625 Career Dev. & Appraisal (3)
- 640 Orientation to Community Counseling (3)
- 650 Diagnosis & Treatment Planning (3)
- 658 Microskills (2)
- 660 Counseling Procedures (3)
- 665 Program Synthesis (.5)
- 675 Pre-Internship I (.5)
- 676 Pre-Internship II (.5)
- 680 Individual Practicum (3)
- 685 Group Practicum (2)
- 690 Internship (3,3)
- 695 Master's Portfolio (.5)

Electives (4 S.H.)

School Counseling (48 S.H.)

Required Courses (45 S.H.)

- 591 Crisis Intervention (3)
- 601 Foundations of Counseling (3)
- 605 Theories of Personality (3)
- 610 Child / Adolescent Dev. (3)
- 615 Group Process & Dynamics (2)
- 620 Tests, Meas., & Res. Design (3)
- 625 Career Dev. & Appraisal (3)
- 635 Orientation to School Counseling (3)
- 645 Consultation in the Schools (2)
- 655 Primary Prevention (2)
- 658 Microskills (2)
- 660 Counseling Procedures (3)
- 665 Program Synthesis (.5)
- 675 Pre-Internship I (.5)
- 676 Pre-Internship II (.5)
- 680 Individual Practicum (3)
- 685 Group Practicum (2)
- 690 Internship (3,3)
- 695 Master's Portfolio (.5)

Electives (3 S.H.)

Note: Minnesota and Wisconsin school counselor licensure requirements include coursework in curriculum, exceptional children, human relations, and other directed topics. Students should check with the CE Department about specific courses needed to meet licensure requirements.

Professional Development (34 S.H.)

(A non-counseling degree)

Required Courses (25-26 S.H.)

- 591 Crisis Intervention (3)
- 601 Foundations of Counseling (3)
- 605 Theories of Personality (3)
- 610 Child / Adolescent Dev. (3) OR
- 612 Adult Dev. (3)
- 615 Group Process & Dynamics (2)
- 620 Tests, Meas., & Res. Design (3)
- 625 Career Dev. & Appraisal (3)
- 658 Microskills (2)
- 665 Program Synthesis (.5)
- 695 Master's Portfolio (.5)

Plus at least one (1) of the following:

1. An additional lifespan development course (610 or 612) (3)
2. 532 Stress Management (2)
3. 534 Human Relations (3)
4. 635 Orientation to School Counseling (3)
5. 640 Orientation to Community Counseling (3)
6. 655 Primary Prevention (2)

Electives (8-9 S.H.)

Chemical Dependency Course Offerings

Students interested in chemical dependency issues and practice may avail themselves of the several courses noted below and described in more detail in the Course Descriptions section of this catalog. Courses with an asterisk (*) address subject matter required for certification as chemical dependency practitioners in Minnesota and Wisconsin, and courses without the asterisk are additional related courses.

- 532 Stress Management
- 591 Crisis Intervention
- *592 Chemical Dependency: Assessment
- *593 Chemical Dependency: Special Populations
- *596 Chemical Dependency: Causes & Symptoms
- *597 Chemical Dependency Counseling

Note: These courses alone do not automatically lead to certification as a chemical dependency practitioner. For further information on this issue, contact the Counselor Education Department.

Course Descriptions

532/432 Stress Management - 2 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.

536/436 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.

591/491 Crisis Intervention - 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.

592/492 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.

593/493 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.

594/494 Multicultural Issues for Helping Professionals - .5-2 S.H.

This course is designed to aid professionals in exploring and working through such concepts as oppression, cultural assimilation and cultural pluralism. The emphasis is on American minorities from a cross-cultural perspective. P/NC or letter grade.

595/495 Workshop: Counseling Specialties - .5-2 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.

596/496 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.

597/497 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.

598/498 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 the field of counseling will also be addressed. Throughout the course, major emphasis will be placed on the learning and practice of basic helping skills in a supervised setting. Grade only.

605 Theories of Personality - 3 S.H.

This course explores the development of personality as it relates to counseling clients. The major theoretical approaches discussed in this course include Psychoanalytic, Behavioristic, Cognitive-Behavioral, and Humanistic. Feminist theories also will be included. 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 Process & Dynamics - 2 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 group work. 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, or consent of instructor.

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 Issues - .5-2 S.H.

This course looks at the professional and ethical issues that most affect the practice of counseling and psychotherapy, providing information and also teaching students a process of raising and thinking about the basic issues they will face as practitioners. P/NC or letter grade.

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 Consultation in the Schools - 2 S.H.

This course presents an overview of consultation theory, techniques and processes for school counselors and others working in the school setting. 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.

655 Primary Prevention - 2 S.H.

This course identifies important applications of cognitive developmental theories relevant to developmental or primary prevention counseling in all school counseling settings. The content is

applicable to teachers and health care professionals. Grade only.

658 Microskills - 2 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 Procedures - 3 S.H.

This course exposes students to a wide variety of counseling techniques and theories. Practice is done in a laboratory setting with simulated situations. Students are encouraged to identify and develop an effective personal counseling style. A strong emphasis will be placed on the Ethical Standards of our profession. Grade only.

665 Program Synthesis - .5 S.H.

The focus of this course is to synthesize the knowledge and understanding acquired in the program. An emphasis is on beginning the Capstone Writing Project required for graduation. Grade only.

675 Pre-Internship I - .5 S.H.

This focus of this course is the completion of pre-internship paperwork and the internship set-up process. Issues commonly encountered at the onset of internship will be addressed. P/NC only.

676 Pre-Internship II - .5 S.H.

This course covers topics of interest to interns as they begin their practice. The focus is on hands-on interventions. P/NC only.

680 Individual Practicum - 3 S.H.

This course provides an opportunity for the student counselor to gain practical experience, and develop a personal counseling style which is effective for the client and rewarding for the counselor. Ethical practice will be a focus of this course. Classroom opportunities will be provided for school counseling students. Grade only.

685 Group Practicum - 2 S.H.

This course will focus on helping the student develop an effective group facilitation style. The course provides an opportunity for the student to practice skills learned in 615 within a school or clinical group setting. 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 as early as the beginning of the practicum sequence, with supervision coordinated through the CE Internship Coordinator and an on-site supervisor. Grade only.

695 Master's Portfolio - .5 S.H.

This course provides the student with the opportunity to develop a professional portfolio or representative student accomplishments. It is meant to serve 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, 457-5350

Chairperson: Robert Clay

Graduate Faculty: Billman, Bowman, R. Clay, Helble, Hermann, Leicester, Matthews, Reineke, J. Sherman, T. Sherman, Tolmie, Williams

Jean Billman, Professor, Education; B.A., Wittenberg University; Ed.M., Ed.D., Temple University; 1976 -

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 -

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

Robert Hermann, Assistant Professor, Education; M.A., University of South Dakota; Ed.D. University of South Dakota; 1990 -

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

Celeste Matthews, Assistant Professor; 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-

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 -

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.

For 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 8 semester credits, the student must re-apply for admission through submission of a professional portfolio. 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 as a graduate special student.

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 Educational 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 Model (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.)

- 583 Multicultural Children, Youth & Families (2)
- 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 Educational Issues (3)
- 650 Teacher Induction and Curriculum Orientation (3)
- 651 Induction Practicum (8)
- 675 Action Research: Assessment of Classroom Learning (3)
- 698 Seminars/Workshops in Education (2)

Winona State University

Master of Science

Learning Community Model (32 S.H.)

The WSU/High Success Consortium Learning Community for a Master of Science in Education consists of a cohort of 45-65 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 Educational Issues (3)
- 675 Action Research: Assessment of Classroom Learning (3)

Prescribed Courses (9-11 S.H.)

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

- 690 Developing Culture for Learning (3)
- 691 Constructivist Learning Theory (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 Model do not constitute specialization or endorsement in a given content area.

Winona State University

Teaching Licensures

Graduate students in the Master of Science in Education program who hold a current Minnesota teaching license may apply elective credits toward fulfilling requirements for the following endorsements or certifications:

Elementary Licensed Teachers:

- Prekindergarten Licensure
- Kindergarten Endorsement
- Early Childhood Family Education-Parent Educator Licensure
- Early Childhood Family Education-Family Educator Licensure
- Middle School Licensure

Secondary Licensed Teachers:

- Middle School Licensure

Graduate students should consult with a graduate advisor in the WSU Education Department to determine specific licensure requirements.

Course Descriptions

510/410 Foundations of Early Childhood Education - 2 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 - 4 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.

517/417 Early Childhood Education II: Curriculum and Methods - 3 S.H.
Introduction to philosophies, goals, teaching strategies, and content of programs for young children with emphasis on the kindergarten and primary years. Includes observations in school settings. Graduate project required. Offered yearly. Grade only.

523/423 Young Children With Special Needs - 3 S.H.
Prepares early childhood teachers to meet the special needs of young children with disabilities and/or developmental lags. Includes a practicum and case study. 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 - 3 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. Students 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 prekindergarten children. Offered each semester. P/NC.

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 Professional Topics and Issues - 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.

569/469 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.

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 - 2 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 Problems 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.

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. P/NC 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 resident teachers 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 resident teacher 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.

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 out 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, 457-5345, FAX: 457-5476

Chairperson: Roy Nasstrom

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

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

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

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

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

Degrees Offered:

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

Concentrations:

Elementary School Leadership

Secondary School Leadership

General School Leadership

Educational Specialist in Educational Leadership (Ed.S.)

Concentrations:

K-12 Leadership

General School Leadership (Superintendency)

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 particular 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 specially designed for individuals not interested in licensure as a K-12 principal or superintendent. Students who choose this option can also 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) provides a course of study that can lead to initial licensure in Minnesota as a principal, assistant principal, or superintendent. This degree also meets licensure requirements in virtually every other state in the nation.

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

- 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.
- Complete an approved program of study.
- Complete 300 clock hours of field experience as an administrative aide to an appropriately licensed educational administrator.

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:

- 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.
- 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) your vision of the purpose for education in American Society.
 - (2) your 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 educators in K-12 schools 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)
- 626 Educational Assessment (3)
- 635 Public Relations for Leaders (3)
- 670 Research and Writing (3)

Specialization (Required)

General (does not lead to licensure)

- 655 Phil & Soc Connections for Educational Leaders (3)
- Elective Credits (18)

Elementary School

- 604 Elem Sch Ldrshp: Curriculum and Instruction (3)
- 610 School Law(3)
- Elective Credits (15)

Secondary School

- 620 Sec Sch Ldrshp: Curriculum and Instruction (3)
- 610 School Law(3)
- 627 School Business Management (3)
- 628 Human Resources and Collective Bargaining (3)
- Elective Credits (9)

Field Experience

(M.S. level only and for states other than Minnesota)

- 680 Practicum in Educational Leadership (3) or
- 681 Internship in Educational Leadership (3)

(Prerequisite: 501)

The internship or practicum is a capstone experience. A practicum is served in the capacity of an administrative aide. A student employed as a full or part-time educational leader may serve an internship. As a guideline for registering for an internship or practicum, a minimum of 75% of program credits should be completed. Students planning to register for an internship or practicum should secure an information packet from the department. The Practicum/Internship Agreement Form should be completed with a cooperating administrator and returned to the practicum/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 in the area of school leadership. 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.

With Thesis:

Candidate must complete a thesis for six (6) credits demonstrating their ability to use research 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 or secondary leadership, or the superintendency. Completion of the degree meets 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)
- 610 School Law (3)
- 635 Public Relations for Leaders (3)
- 670 Research and Writing (3)
- 704 Supervision and Curriculum Development (3)

Specialization

K-12 Principal

- 604 Elementary School Leadership (3)
- 620 Secondary School Leadership (3)

General

- 604 Elementary School Leadership (3)
- 620 Secondary School Leadership (3)
- 626 Educational Assessment (3)
- 627 School Business Management (3)
- 628 Human Resources and Collective Bargaining (3)
- 665 Politics of Education (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 meet the interests, needs, and the minimum of 63 semester credits beyond the bachelor's degree or 30 semester credits beyond the master's.

Writing Requirements (4 S.H.)

- 789 Writing Seminar: Specialist Degree Field Study (2)
- 799 Specialist Degree Thesis/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.

Field Experiences (Ed.S. Level)

780 Practicum in Educational Leadership (9) or

781 Internship in Educational Leadership (9)

(Prerequisite: 601 and 704. Concurrent enrollment in 704 acceptable.)

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

Examinations

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

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 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 Elementary School Leadership: Curriculum and Instruction - 3 S.H.

Grade Only. A reflective practice, teacher/researcher approach will be emphasized under core topics such as supervision, curriculum development, program, and child development. Grade Only.

610 School Law - 3 S.H.

Public school law provides a comprehensive treatment of the evolution and current status of law governing public schools. Topics emphasize the legality of daily decisions practitioners must make in the operation of public schools and are explored using the case method. 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 Secondary School Leadership: Curriculum and Instruction - 3 S.H.

Students will explore the nature of secondary school leadership 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.

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 evalua-

tion 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. Grade Only.

635 Public Relations for Leaders - 3 S.H.

Purpose, techniques and problems of school-community relations, including means of 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 with special attention to the ethics of educational leadership. Topics include the theory and application of human relations practices; world views, values, lifestyles, and contributions of women and various racial, ethnic, and cultural groups. [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.

665 Politics of Education - 3 S.H.

An examination of political issues involved in K-14 education at the local, state, and national levels with particular attention to controversies with which contemporary educational administration must deal. 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.

680 Practicum in Educational Leadership - 3 S.H.

The student will function in an administrative capacity under an experienced administrator with supervision from the Department of Educational Leadership. (Master's degree) P/NC Only.

681 Internship in Educational Leadership (Master's Level) - 3 S.H.

The student will function under an experienced administrator while functioning in an administrative capacity with supervision by the Department of Educational Leadership. P/NC 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 Theory and Practice of Collaborative Leadership - 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: Policy, Problems and Trends - 3 S.H.

The development and implementation of current educational pol-

icy; how legislation and regulations are translated into actual school district policy; the politics of policy creation. 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 - The Supt. - 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. Grade Only.

780 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 practicum for aspiring principals. For aspiring superintendents, Educational Leadership 627 or 628 must precede or accompany the practicum; EL 604 and/or 620 are recommended. P/NC Only.

781 Internship 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 are recommended. P/NC Only.

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

A seminar devoted to writing the field study 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: Grob, Juaire, Olson

Gary Grob, Professor, Physical Education and Recreation; B.S., M.S., Winona State University; Ph.D., University of Utah; 1965 -

Stephen Juaire, Professor, Physical Education and Recreation; B.S., M.S., Winona State University; Ph.D., Florida State University; 1975 -

Lorene Olson, Associate Professor; 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

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.

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 Workshop - 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 Education - 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.

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 and Recreation- 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: Carol Long, Chairperson

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 serve as consultants and teachers who provide curriculum and instruction 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, including serving students with disabilities as regular classroom teachers. Persons completing the master's degree are able to serve as consultants, coordinators, and lead teachers for special education programs.

Programs Available:

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

(1) As a Masters degree candidate with an LD and/or MMMH licensure concentration.

(2) As a Graduate Special Student (Licensure only candidate) for licensure LD and/or MMMH (The Masters degree is not available with this program).

(3) As a Post-Baccalaureate Undergraduate candidate for licensure in LD and/or MMMH. (This program is for graduates of four year institutions who wish to continue their training as undergraduate students and obtain licensure in LD and MMMH. This is not a graduate program. (See undergraduate catalog.)

All three 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 of that year.

Other Programs Available

Secondary Teacher-Coordinator of Work Experience Programs for the Handicapped - A licensure sequence offered through the WSU Administrative Information Systems Department (AIS)

Department and supervised independent study through Bemidji State or Mankato State Universities for license issued directly by the Minnesota Board of Teaching.

Adapted Physical Education - A licensure sequence offered by the PER Department; for details refer to PER program descriptions in the undergraduate catalog.

Emotional Behavioral Disorders - A licensure sequence offered in cooperation with the University of Minnesota. See below for procedures.

Admission

Apply for admission to graduate study at WSU through the Graduate Office one semester in advance of enrollment and two sets of transcripts; a second, separate application is made directly to the Department of Special Education for admission to a program. An Admission Packet that contains forms and information is available at the department office.

Advising is necessary at the earliest possible time in order to assure the most effective and economical schedule of course work. Advising may also reveal the need to enroll in prerequisite courses. Summer entrance to the program is generally advised with admission file completion due at the beginning of second semester.

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 Mild to Moderate Mentally Handicapped and/or in Learning Disabilities.

Admission File Requirements - Master's Degree

1. Application Form for a particular program
2. Evidence of Minnesota Teaching License (See department if licensed in another state; if unlicensed, see Classroom Teacher License Exemption requirements).
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.

Procedures:

1. Submit "Application for Admission to Graduate Study" to the Winona State University Office of Graduate Studies. (No more than fifteen (15) credits earned before being officially admitted to graduate study may be applied to any program.) Request that two transcripts of all college work be sent to the Office of Graduate Studies.
2. Submit "Special Education Application for Admission to Graduate Study" to the Special Education Department. Applicants not holding a current, valid Minnesota teaching license must meet with a special education advisor to determine options.
3. Submit an "Application for Admission to Candidacy for the Master's Degree" prepared in cooperation with the assigned advisor after completion of six credits and before completion of 18 credits. Candidacy forms are available from the Office of Graduate Studies. Proposed changes in the program after admission to candidacy will require filing a Supplement to Candidacy form.

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 undergraduate 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; if unlicensed see the department regarding the Classroom Teaching Licensure Exemption requirements).
3. Transcripts of all previous undergraduate course work documenting an accredited bachelor's degree (See GPA above).
4. Three letters of professional recommendation.
5. Applications for Field Experience and Internship.

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 Department of Special Education 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.

Master of Science

Learning Disabilities Concentration

56 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 (or other behavior management course) (3)*

Core Courses (In Licensure Sequence):

- 510 Introduction to Assessment/Methods (3)
520 Special Education 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

- ED 623 Foundations of Education (3)
660 Collaborative Consultation (3)
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.

Mild to Moderate Mentally Handicapped Concentration

56 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 (or other behavior management course) (3)*

Core Courses (In Licensure Sequence):

- 510 Introduction to Assessment/Methods (3)
520 Special Education Administrative Procedures (3)*
530 Characteristics of Students with Mild Disabilities (3)
540 Assessment/Methods for Students with Mental Retardation (3)
631 Field Experience A (3)
655 Internship MMMH (15)

Additional Course Work

- ED 623 Foundations of Education (3)
660 Collaborative Consultation (3)
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

* Enrollment permitted prior to admission to program.

Graduate Research and Writing Requirement

A data-based graduate research and writing project is required of all master's degree candidates. This project 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. Three copies of the thesis or research paper are required to be 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 should 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). A second reader, in addition to the student's advisor, and a public presentation of the project are required.

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 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.

Program Requirements - Licensures Only

Learning Disabilities (LD) Licensure Program

(33 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 Special Education 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

Mild to Moderate Mentally Handicapped (MMM) Licensure Program

(33 Q.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 Special Education 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 MMMH (15)

* Enrollment permitted prior to admission to program

Emotionally/Behaviorally Disordered (EBD) Licensure Program (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.

Course requirements/advisement are available from:

Frank Rocco, EBD Program Advisor
206 Gildemeister Hall
Winona State University
Winona, MN 55987
(507) 457-5535

Course Descriptions

500/400 Education of Exceptional Children and Youth - 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. Grade only.

505/405 Student Management Systems - 3 S.H.
A study of management systems used in modern preschool through high school education settings with emphasis upon preventive, proactive techniques. The course has an additional video laboratory component of four hours per week wherein students are given guided practice in the use of each technique learned. Both regulated and unregulated management systems for regular education and special education students are taught. Enrollees may choose to obtain certification from the National Crisis Prevention Institute as a result of course completion. Offered twice yearly. Grade only.

510/410 Introduction to Assessment/Methods - 3 S.H.
An introduction to the basic components of Special Education assessment, curriculum, instruction, and IEP development. Standardized and informal assessment procedures and their relationship to direct instruction are emphasized. Prerequisites: SP ED 500, 505, ED 334 or MATH 110, ED 328 and ED 306. Concurrent enrollment in SP ED 631. Grade only.

520/420 Special Education Administrative Procedures - 3 S.H.
An overview of special education delivery models including finances, legislation, philosophic considerations, least restrictive approaches, parent involvement and due process safeguards. Local, state and federal rules and regulations are studied as are federal legislation including: IDEA, ADA and Section 504. Prerequisite: SP ED 500. Offered twice yearly. Grade only.

525/425 Inclusion in Regular Classrooms - 3 S.H.
Procedures for modification of the regular classroom curriculum and instruction to meet the individual needs of students with disabilities. Special emphasis is on professional collaboration with regular educators. Prerequisites: SP ED 500 and 511 or ED 302. Offered yearly. Grade only.

530/430 Characteristics of Students with Mild Disabilities - 3 S.H.
This course is designed to provide the student with an understanding of the characteristics of students who are mentally retarded, learning disabled, or emotionally/behaviorally disturbed. Implications for planning instruction and issues related to field of Special Education are identified. Prerequisites: SP ED 500, 505, & 520. Grade only.

540/440 Assessment/Methods for Students with Mental Retardation - 3 S.H.
Knowledge and skills for professional entry-level assessment and program development/adaptation for students with mild to moderate mental impairment including transition and paraprofessional supervision. Prerequisite: Prac. A. Grade only.

545/445 Assessment/Methods for Students with Learning Disabilities - 3 S.H.
Advanced skills and understanding of academic, processing and behavioral assessments, curriculum and instruction for planning the least restrictive educational programs for students with learning disabilities. Prerequisite: Prac. A. Offered twice yearly. Grade only.

631 Field Experience A - 3 S.H.
Practical application and guided practice in effective teaching procedures for students with disabilities. Involves placement in a special education classroom or inclusive setting daily for three to four hours. Prerequisites: Admission to the Special Education program; SP ED 500 & 505, ED 105 & 301; concurrent enrollment in SP ED 510; advance application, departmental permission to enroll.

655 Internship LD/MMMH - 15 S.H.
Demonstration of competencies by the student teacher in professional entry-level knowledge and skills in assessment and program development/adaptation for students with disabilities in day long, supervised school settings. Student teaching experience is full-time for a full semester. P/NC.

660 Collaborative Consultation - 3 S.H.
Overview of consultation methods utilized by special education and other professionals with teachers, related service personnel, parents and students including the education, legal and ethical factors involved in case management. Specific focus on and development of collaborative consultation skills. Grade only.

661 Research Design - 2 S.H.
Overview of research methods in special education including: Research design and applications, basic statistical procedures for the analysis of data in multiple and single subject design. Offered alternate years. Grade only.

662 Research Seminar - 2 S.H.
A seminar in which student research and selected examples of research reported in the literature are critically evaluated. Students will have an opportunity to design data-based research projects and submit them for peer/faculty critical review. Prerequisite: SP ED 661. Offered alternate years with SP ED 661.

690 Independent Study - 1-3 S.H.
The independent pursuit of a topic in research, project development or selected readings, in consultation with the instructor. Offered on a semester basis. Application during preceding semester required. May be repeated for credit. Advisor approval required.

695 Workshop - 1-3 S.H.
Subject matter arranged by the department on special topics. The course may be repeated when offered with different subject matter and title. Offered according to demand.

698 Professional Paper - 2 S.H.
The course is a capstone research project for the master's degree serving as a culminating experience that integrates the knowledge and skills of the graduate program in a way that produces new information or organizes and presents existing information in a new way. The student must work closely with the advisor from the earliest stages of exploring the possibility for a topic and receive periodic feedback as the various phases of the project are encountered and addressed. A formal proposal is to be submitted for the project and a second graduate faculty member is to serve as a reader during the project.

699 Master's Thesis - 4 S.H.
A scientific research project showing evidence of the candidate's ability to plan a study, prepare a research proposal, review literature, gather information, and prepare a formal, written report of findings followed by an oral report to the thesis committee. Offered as needed on an individual basis only. Prerequisites: Advisor approval, application during preceding quarter.

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.

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:

- I. To develop a depth of knowledge in a primary discipline.
- II. To develop breadth through knowledge and appreciation of the arts, humanities, and social sciences beyond one's primary discipline.
- III. To provide an intellectual, social and cultural atmosphere for the development of self-education and lifelong learning.
- IV. To make individuals aware of the rights and responsibilities they have to themselves and to society.
- V. To prepare individuals to meet the career challenges of a rapidly changing society.
- VI. 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 sixty 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: Dominic Ricciotti
Graduate Faculty: Park, Ricciotti

Soho 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: Susan Hatfield
Graduate Faculty: Hatfield, Herold, Kelley

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 -

English

302 Minne Hall, 457-5440
Chairperson: David Robinson
Graduate Faculty: Bennett, Carducci, Cowgill, DeGrazia, Dorner, Eddy, Forsythe, Grawe, P. Johnson, Lund, Meeker, A. Nichols, J. Nichols, Robinson, Shi.

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, Associate 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. Grawe, Professor, English; B.A., Carleton College; M.A., Ph.D., Northwestern University; 1968 -
J. Paul Johnson, Assistant Professor, English; B.S., Valley City State University; M.A., University of North Dakota; Ph.D., University of Minnesota-Twin Cities; 1987-
Orville 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.

Course Descriptions

561/461 Political Communication - 3 S.H.
History and analysis of great American speeches. Prerequisites: CMST 261, CMST 282 and CMST 283 or instructor's permission for non-majors. 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.

Master of Arts English

30 S.H.

Requirements for Admission to the English Department Program:

1. An undergraduate major in English equivalent to that required by Winona State University.
2. A "B" average (or 3.00 average, figured on a basis of 4.00 for "A") in undergraduate English courses.
3. An advisor chosen from the departmental graduate faculty (the department chair will advise new graduate students until they select a thesis advisor).
4. Formal petition to the English Graduate Committee:
 - At some time after completing their sixth hour of graduate English credit, but before completing their twelfth hour, students must write 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.
 - 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.

Requirements for Graduation include:

1. Admission to Candidacy: 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.
2. Thirty hours of graduate credit, at least twenty-four of which must be in English.
 - Students who have not taken an undergraduate course in criticism must take English 613: Teaching Literature: Theory and Practice.
 - Students who have not taken an undergraduate course in linguistics must take English 420 for undergraduate credit as early as possible.
 - The university requires that at least fifty percent of the credits counted towards the master's degree be in courses numbered 600 or above.

- Students may register for a maximum of five semester hours of English 699 to work on a thesis.
 - The grades for all course work must average at least "B."
3. A passing mark on the final comprehensive examination.
 - Students must request permission in writing from the Department of English to take the final comprehensive examination and file the "Notification of Intent to Take Comprehensive Examination" form with the Graduate Office. When permission is granted, the date and venue will be established. Students should consult the academic calendar for deadline dates to notify the Office of Graduate Studies of intent to take the comprehensive examination.
 - 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.
 4. Presentation of a satisfactory thesis, which may be a critical or historical study or a body of creative writing. The student will select a thesis advisor, who will convene a committee of readers. The thesis must be defended publicly.

Master of Science English

30 S.H.

Requirements for Admission to the Department Program:

1. An undergraduate major in English equivalent to that required by Winona State University.
2. A "B" average (or 3.00 average, figured on a basis of 4.00 for "A") in undergraduate English courses.
3. An advisor chosen from the departmental graduate faculty (the department chair will advise new graduate students until they select a thesis advisor).
4. Formal petition to the English Graduate Committee.
 - At some time after completing their sixth hour of graduate English credit, but before completing their twelfth hour, students must write the English Department Graduate Studies Committee requesting admission to the program. No credit for more than 12 hours toward the M.S. degree will be granted unless a student has been formally admitted to the program.
 - 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.

Requirements for Graduation include:

1. Admission to Candidacy: Before completing 16 graduate credits, students should submit an "Application for Admission to Candidacy" form, listing the courses which they have taken and plan to take, to the Office of Graduate Studies.
2. Thirty hours of graduate credit, of which six hours *must* be in professional education courses. In addition, up to six hours of electives *may* be in non-English areas.
 - Students who have not taken an undergraduate course in criticism must take English 613: "Teaching Literature: Theory and Practice."
 - Students who have not taken an undergraduate course in linguistics must take English 420 for undergraduate credit as early as possible.
 - The University requires that at least fifty percent of the credits counted towards the master's degree be in courses numbered 600 or above.

- Students may register for a maximum of five semester hours of English 699 to work on a thesis.
- The grades for all course work must average at least "B."

3. A passing mark on the final comprehensive examination.
 - Students must request permission in writing from the Department of English to take the final comprehensive examination. When permission is granted, the date and venue will be established. Students should consult the academic calendar for deadline dates to notify the Office of Graduate Studies of intent to take the comprehensive examination.
 - 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 before registering for the final examination.
4. Presentation of a satisfactory thesis, which may be a critical or historical study or a body of creative writing.

The student will select a thesis advisor, who will convene a committee of readers. The thesis must be defended publicly.

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.

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 nonfiction and to develop a literary aesthetic and philosophy. Application of various expressive, imitative, and experimental writing techniques. 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.

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 histories. 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.

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 - 4 S.H.

Questioning texts: theories and practice of teaching literature. Includes in-service work in a college classroom. Required of all graduate assistants and all Master of Science candidates. Offered every two years. 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: Gregory Schmidt

Graduate Faculty: S. Byman, Henderson, Higham, Hyman, Mishark, Schmidt, Sobiesk, Yard

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

Carol Higham, Assistant Professor, History; B.A. Wellesley College; M.A. Yale University; Ph.D. Duke University; 1992 -

Colette Hyman, Associate Professor, History; B.A., Brown University; M.A., Ph.D., University of Minnesota-Twin Cities; 1990 -

John W. Mishark, Jr., Professor, History; B.A., Wayne State University; M.A., University of California-Berkeley; Ph.D., University of Michigan; 1967 -

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 an 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, Mendyk,

Suzanne Collier Draayer, Associate Professor, Music; B.M. Furman University; M.S. Vanderbilt University; D.M.A. University of Maryland College Park; 1987 -

James S. Hoch, Professor, Music; B.M., University of the Pacific, Stockton (CA); M.M., D.M.A., University of Colorado; 1992 -

Harry Mechell, Professor, Music; B.M., M.M., Temple University; D.M.A., University of Illinois; 1989 -

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 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 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: Yogest Grover

Graduate Faculty: Csajko, Downs, El-Afandi, Grover, Lee,

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: Susan Sefkow

Graduate Faculty: Deyo, Kesler, Lane, Marmolejo, Miene, Sefkow, Soriano, J. Williams, K. Williams

Richard A. Deyo, Associate Professor, Psychology; B.S., Viterbo College; M.A., Ph.D., Bowling Green State University; 1990 -
Julie Haugen, Assistant Professor, Psychology; B.A., Bethel College, St. Paul; Ph.D., University of Minnesota - Twin Cities; 1992 -

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 -

Leodegario V. Soriano, Associate Professor, Psychology; B.A., M.P.A., University of the Philippines; Ph.D., University of Minnesota-Twin Cities; 1976 -

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 noneducation 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 and Social Work

228 Minne, 457-5420

Chairperson: R. Stephen Schwartz

Graduate Faculty: Aldrich, Bublitz, Collins, Gerlach, Lontz, 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, Assistant Professor, Social Work; B.A. Tarkio College; M.S. University of Minnesota; Ph.D. Saint Louis University; 1989 -

Jerry Gerlach, Professor, Geography; B.A., M.A., University of Nebraska; Ph.D., University of Oklahoma; 1988 -

Carole Lontz, Associate Professor, Sociology/Social Work; B.A. Washington University; MSSW University of Tennessee; Ph.D. Washington University; 1982 -

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.

514/414G Juvenile Delinquency - 3 S.H.

In-depth analysis of juvenile delinquency, its development, control, treatment, and prevention. Prerequisite: 150, 210, 315 and/or permission of instructor. Offered twice 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 or Social Work - 1-3 S.H.

A seminar course that analyzes selected topics and problems from the sociological or social work 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, Grimm, Castello, Miller

Dawn Anderson, Assistant Professor, Health and Human Performance; B.A., University of Minnesota; M.S., Iowa State University; Ph.D., Ball State University; 1992 -

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. Castello, Assistant Professor, Health and Human Performance; B.S., University of Wisconsin-LaCrosse; M.A., Ball State University; Ph.D., University of Wisconsin-Milwaukee; 1996 -

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.

Nursing

Chairperson: Jo Stejskal
Graduate Faculty: M.J. Smith (Program Director), Bautch, P. Gaspar, T. Gaspar, Groath, Harris, Hartkopf, Hatlevig, Miller, Nicholls, Olsen, Pilon-Kacir, Proksch, Seppanen, Sieger, Smith, Stejskal, Tucker, Welhaven, Weymiller, Zimmerman

Judith Bautch, Associate Professor, Nursing; B.S., University of Wisconsin-Madison; M.S. University of Washington; Ph.D., University of Wisconsin-Madison; 1997 -

Phyllis Gaspar, Associate Professor, Nursing; B.S.N., M.S.N., University of Nebraska Medical Center; Ph.D., Cass Wester Reserve University; 1995 -

Timothy Gaspar, Dean, College of Nursing and Health Sciences; B.S.N., 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.N., Winona State University; M.S.P.H., Ph.D., University of Minnesota-Twin Cities; 1980 -

Daniel Nicholls, Professor, Nursing; M.S.N., University of Texas-El Paso; M.Ed., Ed.D., Montana State University; 1988 -

Gayle Olson, 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 Prokech, 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 -

Janice Sieger, Assistant Professor, Nursing; B.S.N., University of Wisconsin - Milwaukee; M.P.H., University of Minnesota - Twin Cities; 1996 -

Marjorie J. Smith, Professor, Nursing; B.S., University of Wisconsin-Madison; M.S., Ph.D., University of Minnesota-Twin Cities; 1983 -

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 Jo Welhaven, Assistant Professor, Nursing; B.S., Winona State University; M.S.N. Ph.D., University of Minnesota - Twin Cities; 1981 -

Audry Weymiller, Assistant Professor, Nursing; B.S. University of Wisconsin - Eau Claire; M.S.N., F.N.P., University of Washington - Seattle, 1998 -

Faith Simmerman, Associate Professor, Nursing; B.S.N., Loretto Heights College; M.S.N., University of Colorado Medical Center; 1993 -

Adjunct Clinical Faculty

Debra Groath, M.S., F.N.P., Winona State University.

Debra Miller, M.S., University of Minnesota, P.N.P., College of St. Catherine; C.N.M., Medical University of South Carolina; F.N.P., Winona State University.

Degrees Offered

Master of Science

Major: Advanced Practice Nursing

Accreditation

The Master of Science Program in Nursing is accredited by the National League for Nursing.

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.

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 administra-

tion 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.

Applicants with a master's degree in nursing can complete the post master's NP focus in one year.

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 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, spread sheet, and data base programs (N525 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 of one year 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 that:
 - a. Commit to practice as primary health care providers in rural and/or underserved areas;
 - b. Applicants of ethnic/cultural minorities.

*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	Office of Graduate Studies
WSU-Rochester Center	Winona State University
859 30th Avenue SE	PO Box 5838
Rochester, MN 55904	Winona, MN 55987
507/285-7473	507/457-5038

Or available on the Internet at:
www.winona.edu

Departments - Nursing - Master's Program in Nursing.

Graduate Special Students:

Students may take up to 12 credits before acceptance into the program. Courses open to Grad Special Students include: Statistics 601, N504 Advanced Pathophysiology, N518 Informatics for the Advanced Practice Nurse, and electives. Other courses that can be taken, but require permission to register, include N502 Advanced Pharmacotherapy, N506 Psychosocial Interventions in Family Care, N508 Advanced Role Seminar, and N514 Health Care Policy and Finance.

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 501 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 COURSES (CNS, NE, NA)

- 621 Advanced Health Promotion (3)
- 623 Advanced Health Assessment Clinical (3)
- 624 Adv. Nursing Care of the Ill Client Sem. (2)
- 625 Adv. Nursing Care of the Ill Client Clin. (2)

FOCUS - CLINICAL NURSE SPECIALIST (CNS)

- 502 Clinical Pharmacology (3)
- 660 Clinical Nurse Specialist/Clin. Case Manager Sem. (3)
- 661 Clinical Nurse Specialist /Clin. Case Manager Clin. (3)

FOCUS - NURSE EDUCATOR (NE)

- 502 Clinical Pharmacology (3)
- 670 Nursing Education: Curricular Processes (2)
- 671 Nursing Education: Instruction and Evaluation (4)

FOCUS - NURSE ADMINISTRATOR (NA)

- 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)
- 656 Administrative Processes in Health Care and Nursing Services (3)

655 Nursing Administration Practicum (elective) (2)

Total credits: 39-43 Semester Hours

FOCUS - ADULT NURSE PRACTITIONER (ANP) or FAMILY NURSE PRACTITIONER (FNP)

CLINICAL CORE COURSES

- * 502 Clinical Pharmacology (3)
- * 623 Advanced Health Assessment (3)
- * 621 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 (3)
- * 633 Primary Health Care Mgmt II: Clinical (2)
- * 634 Primary Health Care Management III: Complex Health Problems Seminar (1-3**)
- * 635 Primary Health Care Mgmt III: Clinical (2)
- * 637 Primary Health Care Mgmt of Families Internship (3**)

Total Credits ANP: 42-43 Semester Hours

Total Credits FNP: 48-49 Semester Hours

* Courses required for Post Master's Students

**FNP takes larger no. of credits

CLINICAL HOURS:

- Nurse Administrator: 360
(*Elective* 120 administration practicum)
- Nurse Educator: 300 + 120 teaching practicum 420
- Clinical Nurse Specialist: 480
- Adult Nurse Practitioner: 600
- Family Nurse Practitioner: 780

(1 Credit = 4 Contact Hours)

Course Descriptions

N502/402 Clinical Pharmacology- 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. Grade only.

N504/404 Advanced Pathophysiology - 3 S.H.

Advanced physiology and pathophysiology at the cellular, organ and systemic level, will be explored as a basis for clinical assessment and management by the 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.

N506/406 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.

N508/408 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.

N510/410 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 or consent of instructor. Co- or pre-requisite: STAT 501.

N514/414 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.

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 208 or equivalent or consent of instructor.

N621 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.

N623 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, N621 or consent of instructor.

N624 Advanced Nursing Care of the Ill Client: Seminar - 2 S.H.

This course is an in depth study of selected topics related to the care and improved health status of acutely ill and chronically ill clients. An analysis and synthesis of the literature with an emphasis on theory and research will be included. Grade only. Must register for N625 at the same time. Co- or pre-requisite: N623.

N625 Advanced Nursing Care of the Ill Client: Clinical - 2 S.H.

This course offers an opportunity to implement the advanced practice role in care of the acutely and chronically ill client. Emphasis will be placed on the integration of theory and research into clinical practice. Focus will be on roles of clinician, advocate, educator, researcher. Pass/No Credit. Co-requisite: N624.

N630 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, N621. Pre-requisite: N623.

N631 Primary Health Care Management I: Common Presenting Concerns - Clinical - 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.

N632 Primary Health Care Management II: Reproductive Health Seminar - 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 multi-disciplinary practice as well as collaboration with community based resources/consultants. Grade only. Pre or Co-requisite: N630.

N633 Primary Health Care Management II: Reproductive Health Clinical - 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- or Co-requisite: N632.

N634 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.

N635 Primary Health Care Management III: Complex Health Problems Clinical - 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- or Co-requisite: N634.

N637 Primary Health Care Management of Families Internship - 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- or Co-requisite: N634.

N650 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, N585 or equivalent computer literacy, or consent of instructor.

N652 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.

N654 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 a 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.

N656 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, and 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.

N655 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 N652, N654, N656.

N660 Clinical Nurse Specialist/Clinical Case Manager Seminar - 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 peer 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. Prerequisites: N624 or consent of instructor.

N661 Clinical Nurse Specialist /Clinical Case Manager Clinical - 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. Pass/No Credit. Co- or pre-requisite: N660.

N670 Nursing Education: Curricular Processes - 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.

N671 Nursing Education: Instruction and Evaluation - 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.

N688 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 501, N510.

N689 Professional Study II - 1 S.H.

This course is an extension 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.

N690 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.

N698 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 501, N512. Pre-requisite: Permission of thesis advisor.

N699 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

N516 /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.

N517/417 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.

N518/418 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.

N595/495 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.

N610 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.

N611 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.

N685 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
Robert Herickhoff, Dean

Departments

Biology
Chemistry
Computer Science
Engineering
Geology
Mathematics & Statistics
Physics

The College of Science and Engineering offers no graduate degree programs.

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, Associate 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, Assistant 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, Foss, Fossum, Miertschin, Nalli, Ng, Pfaff, Rislove, Svingen

Mark A. Engen, Assistant Professor, Chemistry; B.S., Bemidji State University; Ph.D., Montana State University; 1997-

Frederick W. Foss, Jr., Professor, Chemistry; B.S., University of Michigan; M.S., University of Minnesota-Twin Cities; Ph.D., University of the Pacific; 1957-

Eric A. Fossum, Assistant Professor, Chemistry; B.S., University of Wisconsin-Stevens Point; Ph.D., Carnegie Mellon University; 1996-

Charla S. Miertschin, Associate Professor, Chemistry; B.S., Abilene Christian University; Ph.D. Texas A & M University; 1995 -

Thomas A. Nalli, Assistant 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-

Jeanne L. Pfaff, Assistant Professor, Chemistry; B.A. Augustana College; Ph.D., University of Minnesota-Twin Cities; 1996-

David J. Rislove, Professor, Chemistry; B.A., Winona State University; Ph.D., North Dakota State University; 1968 -

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 each semester.

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 - 1-2 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: Sudharsan Iyengar

Graduate Faculty: Bunce, Cichanowski, Debnath, Gegg-Harrison, Iyengar, Lin, Ouellette, Stroebel

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 -

Joyati Debnath, Professor, Mathematics/Statistics; B.Sc., M.Sc., Jadavpur University; M.S., Ph.D., Iowa State University of Science and Technology; 1989 -

Timothy Gegg-Harrison, Assistant Professor, Computer Science; B.A., University of Missouri, Columbia; M.S., Ohio State University; Ph.D., Duke University (NC); 1992 -

Sudharsan Iyengar, Associate 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 Pittsburg; 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., University of Minnesota; M.S., University of Minnesota; Ph.D., University of Minnesota; 1969 -

Course Descriptions

525/425 Numerical Analysis - 4 S.H.

Numerical solution of equations, numerical interpolation, differentiation, and integration, numerical linear algebra, and numerical solution of differential equations. Same as Math 420. Students may not receive credit for both CS 525/425 and Math 420.

Prerequisites: (CS 231 or CS 232 or CS 234) and Math 329.

Alternate years.

552/452 Computer Applications in Elementary Education - 3 S.H.

This course is specifically designed for pre-service and in-service elementary classroom teachers for the purpose of exploring selected areas of microcomputer applications in Elementary Education. The major goal of the course for each student will be the acquisition of a positive attitude in the use of the microcomputer as a teaching tool by developing confidence in using the microcomputer as a tool. To accomplish this goal, the student will have direct experiences with computer assisted instruction (CAI), computer managed instruction (CMI), information retrieval, programming languages, software evaluations, and elementary computer literacy curricula. Prerequisites: Educ. 300, 301, 302. Offered on demand.

580/480 Computer Workshop - 1-2 S.H.

The emphasis is on using microcomputers in education. Topics will be selected from multimedia, authoring languages, LOGO (including turtle graphics), computer assisted instruction (CAI), computer managed instruction (CMI), information retrieval, text editing, educational software/courseware packages, software evaluation, computer curriculums, classroom organization, and computer literacy. Prerequisite: Consent of instructor. Can be repeated for credit. Offered according to demand.

589/489 Special Topics - 1-4 S.H.

Experiences in computer science and computer science education for teachers of grades K-12. Prerequisite: Consent of instructor. Offered on demand.

600 Problems in Computer Science - 1- 4S.H.

This course is designed to allow post-baccalaureate students an opportunity to study computer science topics in depth under the supervision of a faculty member. Prerequisite: Consent of instructor. Offered on demand.

629 BASIC Programming on the Apple II with Applications - 3 S.H.

An in-service course for elementary and secondary teachers. An introduction to Applesoft BASIC. In addition to the usual BASIC commands, this course will also cover high and low resolution graphics, color output, sound generation, and use of the game paddles. Course does not count for major or minor elective credit. Offered summer session according to demand.

645 Design and Application of Knowledge Based Systems - 3 S.H.

Presents the structure and components of knowledge based systems in general and of expert systems in particular. Topics covered include knowledge representation, expert system shells, and explanation facilities. Through a set of case studies, previously developed systems will be studied for practice and appreciation. In addition small prototype systems will be developed by students. May be taken on a P/NC basis with instructor's permission only. Prerequisite: 445 or equivalent. Offered on demand.

675 Object Oriented Approach to Software Engineering - 3 S.H.

Introduces the essential concepts of object oriented design and software design using an object-oriented language. Topics discussed will include class hierarchy, inheritance, reusability, abstract data types and intermodule communication. May be taken on a P/NC basis with instructors permission only. Prerequisites: 410 or equivalent. Offered on demand.

699 Special Topics in Computer Science - 1-3 S.H.

This course is intended to cover special topics in computer science at the graduate level. The course will cover a new and changing area of computer science. May be repeated for credit. Course outline, textbook, reference, and prerequisite will be dependent on the topic. Offered on demand.

Geosciences

114 Pasteur, 457-5260

Chairperson: Nancy Jannik

Graduate Faculty: Donovan, Jannik, Meyers

John F. Donovan, Professor, Geology; B.Sc., St. Francis Xavier University; M.S., University of Iowa; Ph.D., Cornell University; 1968 -

Nancy Jannik, Professor, Geology; B.S., College of William & Mary; M.S., Rutgers State University; Ph.D., New Mexico Institute of Mining & Technology; 1986 -

James Meyers, Professor, Geology; B.A., Ph.D., Indiana University; 1980-

Course Descriptions

500/400 Directed Research - 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 6 credits. Prerequisite: Permission of Department Chairperson. Offered each semester.

505/405 Current Topics in Geosciences - 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, 457-5370

Chairperson: Ken Suman

J. Anderson, Arteaga, Blumberg, Bunce, J. Debnath, Jarvinen, Ouellette, Pascual, Sloan, M. Smith, Urion, VanDeWater

Jeffrey Anderson, Associate Professor, Mathematics/Statistics; B.A., University of Minnesota-Twin Cities; Ph.D., Iowa State University; 1992 -

Carmen Arteaga, Assistant Professor, Mathematics/Statistics; M.S., Colorado State University, Fort Collins; Ph.D., University of Iowa; 1992 -

Carol 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 of Science and Technology; 1989 -

Richard Jarvinen, Professor, Mathematics/Statistics; B.A., St. John's University; M.A.T., Vanderbilt University; Ph.D., Syracuse University; 1989 -

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 -

Felino G. Pascual, Assistant Professor, Mathematics/Statistics; B.A., Ateneo de Manila, Philippines; M.Sc., Ph.D., University of Minnesota-Twin Cities; 1992 -

Sally Sloan, Assistant Professor, Mathematics; 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 -

David K. Urion, Professor, Mathematics and Statistics; B.A., Culver-Stockton College; M.S., Miami University; Ph.D., University of Maryland; 1982 -

Arthur Van De Water, Jr., Professor, Mathematics and Statistics; A.B., Bowdoin College; M.S., Ph.D., University of South Carolina; 1967 -

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 I: 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

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.

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.

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: Danning Bloom

Graduate Faculty: Battaglini, Bolon, Bloom, Hamerski, Otto, Shields, Tobin

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 -

Frederick Otto, Associate 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 -

Gerald W. Tobin, Professor, Physics; B.S., M.S., University of Wisconsin-Stout; Ed.D., Utah State University; 1966 -

Course Descriptions

500/400 Seminars - 1-3 S.H.

This course consists of one or more seminars offered from time to time on a variety of topics in 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 in 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 222, 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: 451. 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, APPLICATION FOR ADMISSION — GRADUATE SPECIAL

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
 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 Credits Completed:

College / University	Dates Attended	Credits Earned
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(COMPLETE BACK OF PAGE)

WINONA STATE UNIVERSITY, APPLICATION TO GRADUATE STUDY - M.S. AND M.A. DEGREE PROGRAMS

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:

COLLEGE OF BUSINESS

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

Master of Arts in:

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.

(Signature of Applicant)

(Date)

*Application for Admission
to Graduate Study
Master of Business
Administration*

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

Official Transcripts and GMAT 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. **GMAT scores are required for admission.**

Statement of Interest and Objectives: All applications **must** include a one (1) page typed statement of interest and objectives in pursuing the MBA degree.

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 _____

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 Credits Completed:

College / University	Dates Attended	Credits Earned
_____	_____	_____
_____	_____	_____

Relevant work experience from the past five (5) years:

Employer(s)	Dates of Employment	Position
_____	_____	_____
_____	_____	_____

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.

WINONA STATE UNIVERSITY, APPLICATION FOR ADMISSION TO GRADUATE STUDY — BUSINESS DEGREE

**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	_____

WINONA STATE UNIVERSITY, APPLICATION FOR ADMISSION TO GRADUATE STUDY — SPECIALIST DEGREE

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
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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.

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WINONA

STATE UNIVERSITY

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