

WINONA
STATE UNIVERSITY

1991-93
Graduate
Catalog

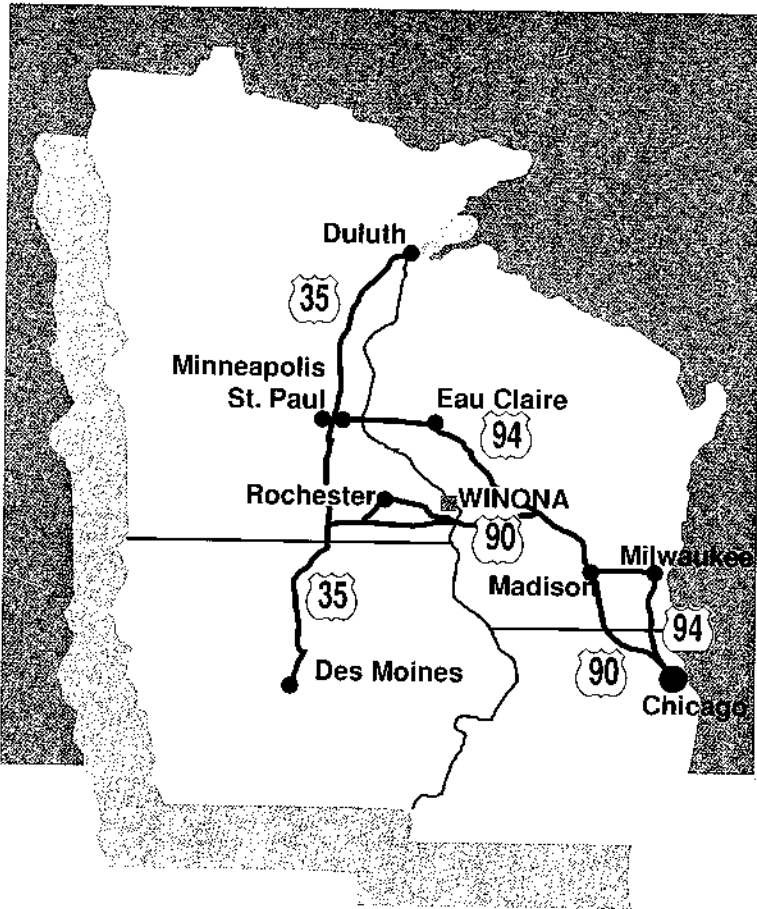


WINONA

STATE UNIVERSITY

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1991-1993 Graduate Catalog

WINONA STATE UNIVERSITY

Winona, Minnesota
Telephone (507) 457-5000

In compliance with Section 438 of the General Education Provisions Act (Title IV of Public Law 90-247 as amended) and generally known as the Privacy Rights of Parents and Students, effective November 19, 1974, Winona State University gives notice that the following directory of information will be released upon request: student's name, address (permanent or local), telephone listing, date and place of birth, major field of study, class schedule, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

Any student who objects to the release of all or any part of the directory information on file in his or her name must notify the Registrar's Office, in writing, that he or she does not wish to have such information released. This request will be honored, and all or any portion of the information which the student requests to be withheld will be held confidential.

The provisions of this publication are not to be regarded as an irrevocable contract between the student and Winona State University. 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, religion, color, veteran's status, national origin, sex, sexual preference, age, marital status, physical and mental disability, status due to receipt of public assistance, or any other group or class against which discrimination is prohibited by Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Minnesota Statutes Chapter 363, and other applicable state or federal laws. Inquiries regarding compliance should be referred to the Affirmative Action Office, Somsen Hall.

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1991-92 ACADEMIC CALENDAR

WINONA STATE UNIVERSITY

Last day to notify the Office of Graduate Studies of intent to take Fall comprehensive examinations, Wednesday July 31, 1991

FALL QUARTER - 1991 (IFO/MEA - 56 Duty Days)

Last day for new undergraduate students to complete application for Fall Quarter, Wednesday	Aug. 7, 1991
Last day for new graduate students to complete application for Fall Quarter, Friday	Aug. 23, 1991
Last day for former undergraduate students to file intent to return for Mass Registration, Wednesday	Aug. 7, 1991
Last day for former graduate students to file intent to return for Mass Registration, Friday	Aug. 23, 1991
New faculty meeting and orientation, Tuesday	Sept. 3, 1991
General faculty meeting, Tuesday	Sept. 3, 1991
Mass Registration, Tuesday evening and Wednesday	Sept. 3, 4, 1991
Evening classes begin, Wednesday	Sept. 4, 1991
Day classes begin, Thursday	Sept. 5, 1991
Class schedule change (Drop/Add), Thursday, Friday, Monday, Tuesday, Wednesday, Thursday	Sept. 5, 6, 9, 10, 11, 12, 1991
Last day to drop on-campus classes with tuition refund, Monday	Sept. 9, 1991
Evening Class Registration - Evening Graduate and Undergraduate Students ONLY, Wednesday, Thursday, Monday, Tuesday ..	Sept. 4, 5, 9, 10, 1991
Last day for former students to file intent to return for Winter Preregistration, Thursday	Sept. 12, 1991
Last day to apply for graduation Fall Quarter, Monday	Sept. 23, 1991
Midterm Day, Thursday	Oct. 10, 1991
Last day to notify the Office of Graduate Studies of intent to take Winter comprehensive examinations, Thursday	Oct. 10, 1991
Last day to withdraw from classes, Friday	Oct. 18, 1991
Veterans' Day Holiday, Monday	Nov. 11, 1991
Study Day, Friday	Nov. 15, 1991
Final Examinations, Monday, Tuesday, Wednesday	Nov. 18, 19, 20, 1991
Grading Day, Thursday	Nov. 21, 1991
Quarter Break begins, Thursday, 4:30 p.m.	Nov. 21, 1991

WINTER QUARTER 1991-92 (IFO/MEA - 56 Duty Days)

Last day for new undergraduate students to complete application for Winter Quarter, Monday	Nov. 4, 1991
Last day for new graduate students to complete application for Winter Quarter, Friday	Nov. 15, 1991
Last day for new undergraduate students to file intent to return for Mass Registration, Monday	Nov. 4, 1991
Last day for new graduate students to file intent to return for Mass Registration, Friday	Nov. 15, 1991
Mass Registration, Monday evening	Dec. 2, 1991
Evening classes begin, Monday at 8:00 p.m.	Dec. 2, 1991
Day classes begin, Tuesday	Dec. 3, 1991
Class schedule change (Drop/Add), Tuesday, Wednesday, Thursday, Friday, Monday, Tuesday	Dec. 3, 4, 5, 6, 9, 10, 1991
Last day to drop on-campus classes with tuition refund, Thursday	Dec. 5, 1991
Evening Class Registration - Evening Graduate and Undergraduate Students ONLY, Tuesday, Wednesday, Thursday	Dec. 3, 4, 5, 1991
Last day for former students to file intent to return for Spring Preregistration, Tuesday	Dec. 10, 1991
Last day to apply for graduation Winter Quarter, Friday	Dec. 6, 1991
Last day to make application for Student Teaching All Quarters 1992-1993, Thursday	Dec. 19, 1991
Christmas/New Year break begins, Friday, 10:00 p.m.	Dec. 20, 1991
Classes reconvene, Monday	Jan. 6, 1992
Martin Luther King Day, Holiday, observed, Monday	Jan. 20, 1992
Midterm Day, Thursday	Jan. 23, 1992
Last day to notify the Office of Graduate Studies of intent to take Spring comprehensive examinations, Thursday	Jan. 23, 1992
Last day to withdraw from classes, Wednesday	Jan. 29, 1992
Study Day, Wednesday	Feb. 26, 1992
Final Examinations, Thursday, Friday, Saturday	Feb. 27, 28, 29, 1992
Grading Day, Monday	March 2, 1992
Spring Break begins, Monday, 4:30 p.m.	March 2, 1992

SPRING QUARTER - 1992 (IFO/MEA - 56 Duty Days)

Last day for new undergraduate students to complete application for Spring Quarter, Thursday	Feb. 13, 1992
Last day for new graduate students to complete application for Spring Quarter, Friday	Feb. 21, 1992
Last day for former undergraduate students to file intent to return for Mass Registration, Thursday	Feb. 13, 1992
Last day for former graduate students to file intent to return for Mass Registration, Friday	Feb. 21, 1992
Mass Registration, Wednesday evening	March 11, 1992
Evening Classes begin, Wednesday at 8:00 p.m.	March 11, 1992
Day Classes begin, Thursday	March 12, 1992
Class schedule change (Drop/Add), Thursday, Friday, Monday, Tuesday, Wednesday, Thursday	March 12, 13, 16, 17, 18, 19, 1992
Last day to drop on-campus classes with tuition refund, Monday	March 16, 1992
Last day to apply for graduation Spring Quarter, Tuesday	March 17, 1992
Evening Class Registration - Evening Graduate and Undergraduate Students ONLY, Thursday, Monday, Tuesday	March 12, 16, 17, 1992
Last day for former students to file intent to return for Fall Preregistration, Thursday	March 19, 1992
Midterm Day, Thursday	April 16, 1992
Last day to notify the Office of Graduate Studies of intent to take Summer comprehensive examinations, Thursday	April 16, 1992
No classes, Friday, Monday	April 17, 20, 1992
Last day to withdraw from classes, Friday	April 24, 1992
Memorial Day Holiday, Observed, Monday	May 25, 1992
Study Day, Tuesday	May 26, 1992
Final Examinations, Wednesday, Thursday, Friday	May 27, 28, 29, 1992
Grading Day, Saturday	May 30, 1992
Commencement, Saturday	May 30, 1992

FIRST SUMMER SESSION - 1992 (IFO/MEA - 24 duty days)

Last day to apply for graduation First Summer Session, Tuesday	March 17, 1992
Last day for new undergraduate students to complete application for First Summer Session, Monday	May 18, 1992
Last day for new graduate students to complete application for First Summer Session, Friday	May 22, 1992
Last day for former undergraduate students to file intent to return for Mass Registration, Monday	May 18, 1992
Last day for former graduate students to file intent to return for Mass Registration, Friday	May 22, 1992
Mass Registration, Monday	June 15, 1992
Classes begin, Monday	June 15, 1992
Class schedule change (Drop/Add), Monday, Tuesday, Wednesday, Thursday	June 15, 16, 17, 18, 1992
Last day to drop on-campus classes with tuition refund, Monday	June 15, 1992
Midterm Day, Wednesday	July 1, 1992
Independence Day, Holiday, Observed, Friday	July 3, 1992
Last day to withdraw from classes, Friday	July 10, 1992
Final Examinations, Friday	July 17, 1992

SECOND SUMMER SESSION - 1992 (IFO/MEA - 25 duty days)

Last day to apply for graduation Second Summer Session, Tuesday	March 17, 1992
Last day for new undergraduate students to complete application for Second Summer Session, Monday	June 22, 1992
Last day for new graduate students to complete application for Second Summer Session, Friday	May 22, 1992
Last day for former undergraduate students to file intent to return for Mass Registration, Monday	June 22, 1992
Last day for former graduate students to file intent to return for Mass Registration, Friday	May 22, 1992
Mass Registration, Monday	July 20, 1992
Classes begin, Monday	July 20, 1992
Class schedule change (Drop/Add), Monday, Tuesday, Wednesday, Thursday	July 20, 21, 22, 23, 1992
Last day to drop on-campus classes with tuition refund, Monday	July 20, 1992
Midterm Day, Wednesday	August 5, 1992
Last day to notify the Office of Graduate Studies of intent to take Fall comprehensive examinations, Wednesday	August 5, 1992
Last day to withdraw from classes, Friday	August 14, 1992
Final Examinations, Friday	August 21, 1992

1992-93 ACADEMIC CALENDAR

WINONA STATE UNIVERSITY

FALL QUARTER - 1992 (IFO/MEA - 56 Duty Days)

Last day for new undergraduate students to complete application for Fall Quarter, Wednesday	Aug. 12, 1992
Last day for new graduate students to complete application for Fall Quarter, Friday	Aug. 21, 1992
Last day for former undergraduate students to file intent to return for Mass Registration, Wednesday	Aug. 12, 1992
Last day for former graduate students to file intent to return for Mass Registration, Friday	Aug. 21, 1992
New faculty meeting and orientation, Tuesday	Sept. 8, 1992
General faculty meeting, Tuesday	Sept. 8, 1992
Mass Registration, Tuesday evening and Wednesday	Sept. 8, 9, 1992
Evening classes begin, Wednesday	Sept. 9, 1992
Day classes begin, Thursday	Sept. 10, 1992
Evening Class Registration - Evening Graduate and Undergraduate Students ONLY, Wednesday, Thursday, Monday, Tuesday	Sept. 9, 10, 14, 15, 1992
Class schedule change (Drop/Add), Thursday, Friday, Monday, Tuesday, Wednesday, Thursday	Sept. 10, 11, 14, 15, 16, 17, 1992
Last day to drop on-campus classes with tuition refund, Monday	Sept. 14, 1992
Last day for former students to file intent to return for Winter Preregistration, Thursday	Sept. 17, 1992
Last day to apply for graduation Fall Quarter, Monday	Sept. 28, 1992
Midterm Day, Thursday	Oct. 15, 1992
Last day to notify the Office of Graduate Studies of intent to take Winter comprehensive examinations, Thursday	Oct. 15, 1992
Last day to withdraw from classes, Friday	Oct. 23, 1992
Veterans' Day Holiday, Wednesday	Nov. 11, 1992
Study Day, Friday	Nov. 20, 1992
Final Examinations, Saturday, Monday, Tuesday	Nov. 21, 23, 24, 1992
Grading Day, Wednesday	Nov. 25, 1992
Quarter Break begins, Wednesday, 4:30 p.m.	Nov. 25, 1992

WINTER QUARTER 1992-93 (IFO/MEA - 56 Duty Days)

Last day for new undergraduate students to complete application for Winter Quarter, Monday	Nov. 9, 1992
Last day for new graduate students to complete application for Winter Quarter, Friday	Nov. 13, 1992
Last day for former undergraduate students to file intent to return for Mass Registration, Monday	Nov. 9, 1992
Last day for former graduate students to file intent to return for Mass Registration, Friday	Nov. 13, 1992
Mass Registration, Monday evening	Dec. 7, 1992
Evening classes begin, Monday at 8:00 p.m.	Dec. 7, 1992
Day classes begin, Tuesday	Dec. 8, 1992
Evening Class Registration - Evening Graduate and Undergraduate Students ONLY, Tuesday, Wednesday, Thursday	Dec. 8, 9, 10, 1992
Class schedule change (Drop/Add), Tuesday, Wednesday, Thursday, Friday, Monday, Tuesday	Dec. 8, 9, 10, 11, 14, 15, 1992
Last day to drop on-campus classes with tuition refund, Thursday	Dec. 10, 1992
Last day for former students to file intent to return for Spring Preregistration, Tuesday	Dec. 15, 1992
Last day to apply for graduation Winter Quarter, Friday	Dec. 18, 1992
Last day to make application for Student Teaching All Quarters 1993-94, Thursday	Dec. 17, 1992
Christmas/New Year break begins, Friday, 10:00 p.m.	Dec. 18, 1992
Classes reconvene, Monday	Jan. 4, 1993
Martin Luther King Day, Holiday, observed, Monday	Jan. 18, 1993
Midterm Day, Thursday	Jan. 28, 1993
Last day to notify the Office of Graduate Studies of intent to take Spring comprehensive examinations	Jan. 28, 1993
Last day to withdraw from classes, Wednesday	Feb. 3, 1993
Study Day, Monday	March 1, 1993
Final Examinations, Tuesday, Wednesday, Thursday	March 2, 3, 4, 1993
Grading Day, Friday	March 5, 1993
Spring Break begins, Friday, 4:30 p.m.	March 5, 1993

SPRING QUARTER - 1993 (IFO/MEA - 56 Duty Days)

Last day for new undergraduate students to complete application for Spring Quarter, Thursday	Feb. 18, 1993
Last day for new graduate students to complete application for Spring Quarter, Friday	Feb. 19, 1993
Last day for former undergraduate students to file intent to return for Mass Registration, Thursday	Feb. 18, 1993
Last day for former graduate students to file intent to return for Mass Registration, Friday	Feb. 19, 1993
Mass Registration, Wednesday evening	March 17, 1993
Evening Classes begin, Wednesday at 8:00 p.m.	March 17, 1993
Day Classes begin, Thursday	March 18, 1993
Class schedule change (Drop/Add), Thursday, Friday, Monday, Tuesday, Wednesday, Thursday	March 18, 19, 22, 23, 24, 25, 1993
Last day to drop on-campus classes with tuition refund, Monday	March 22, 1993
Last day to apply for graduation Spring Quarter, Tuesday	March 23, 1993
Evening Class Registration - Evening Graduate and Undergraduate Students ONLY, Thursday, Monday, Tuesday	March 18, 22, 23, 1993
Last day for former student to file intent to return for Fall Preregistration, Thursday	March 25, 1993
No classes, Friday, Monday	April 9, 12, 1993
Midterm Day, Wednesday	April 28, 1993
Last day to notify the Office of Graduate Studies of intent to take Summer comprehensive examinations, Wednesday	April 28, 1993
Last day to withdraw from classes, Wednesday	May 5, 1993
Memorial Day Holiday, Observed, Monday	May 31, 1993
Study Day, Tuesday	June 1, 1993
Final Examinations, Wednesday, Thursday, Friday	June 2, 3, 4, 1993
Grading Day, Saturday	June 5, 1993
Commencement, Saturday	June 5, 1993

FIRST SUMMER SESSION - 1993 (IFO/MEA - 24 duty days)

Last day to apply for graduation First Summer Session, Tuesday	March 23, 1993
Last day for new undergraduate students to complete application for First Summer Session, Monday	May 17, 1993
Last day for new graduate students to complete application for First Summer Session, Friday	May 21, 1993
Last day for former undergraduate students to file intent to return for Mass Registration, Monday	May 17, 1993
Last day for former graduate students to file intent to return for Mass Registration, Friday	May 21, 1993
Mass Registration, Monday	June 14, 1993
Classes begin, Monday	June 14, 1993
Last day to drop on-campus classes with tuition refund, Monday	June 14, 1993
Class schedule change (Drop/Add), Monday, Tuesday, Wednesday, Thursday	June 14, 15, 16, 17, 1993
Midterm Day, Wednesday	June 30, 1993
Independence Day, Holiday, Observed, Monday	July 5, 1993
Last day to withdraw from classes, Friday	July 9, 1993
Final Examinations, Friday	July 16, 1993

SECOND SUMMER SESSION - 1993 (IFO/MEA - 25 duty days)

Last day to apply for graduation Second Summer Session, Tuesday	March 23, 1993
Last day for new undergraduate students to complete application for Second Summer Session, Monday	June 21, 1993
Last day for new graduate students to complete application for Second Summer Session, Friday	May 21, 1993
Last day for former undergraduate students to file intent to return for Mass Registration, Monday	June 21, 1993
Last day for former graduate students to file intent to return for Mass Registration, Friday	May 21, 1993
Mass Registration, Monday	July 19, 1993
Classes begin, Monday	July 19, 1993
Last day to drop on-campus classes with tuition refund, Monday	July 19, 1993
Class schedule change (Drop/Add), Monday, Tuesday, Wednesday, Thursday	July 19, 20, 21, 22, 1993
Midterm Day, Wednesday	August 4, 1993
Last day to notify the Office of Graduate Studies of intent to take Fall comprehensive examinations, Wednesday	August 4, 1993
Last day to withdraw from classes, Friday	August 13, 1993
Final Examinations, Friday	August 20, 1993

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 re-scheduled. Refunds will be made to eligible students in accordance with State University Board policy.

Winona State University

MISSION OF THE UNIVERSITY

Winona State University was founded on September 3, 1860, as the first college in the present system of state universities and the first teacher preparation institution west of the Mississippi. The university serves the citizens of southeast Minnesota and is located among the bluffs of the beautiful Hiawatha Valley of the Mississippi River. Its mission is to serve the broad educational needs of the people of the region and others who are attracted to its complement of high-quality programs. The university is committed to preserving, extending, and disseminating knowledge. Through this commitment it fosters a love for learning in an atmosphere of intellectual excitement. It acknowledges the great benefits gained from a free and open discussion of all ideas within the academic setting and encourages respect for others and tolerance for opposing points of view.

GENERAL GOALS OF WINONA STATE UNIVERSITY

To realize its mission, Winona State University will:

- Provide high-quality and affordable undergraduate and selected graduate programs.
- 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.
- Provide pre-professional programs that are coordinated with professional programs at other universities.
- Offer undergraduate programs and degrees which provide direct entry into graduate programs or employment opportunities that require significant educational preparation.
- Maintain a special commitment to life-long learning by meeting off-campus instructional and continuing educational needs of the citizens of the service region.
- Provide for the educational, personal, and social development of students through effective academic advising, counseling, and through high-quality, cultural, recreational and extracurricular programs.
- Provide public service to the region and serve as a cultural center and a source of problem-solving expertise.
- Support a commitment to research and to scholarly and creative activities which enhance instructional programs and teaching excellence.
- 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.
- Provide educational opportunities for all individuals including minorities, the disadvantaged, handicapped, and non-traditional students.
- Provide and evaluate all programs to meet the needs of a changing educational and technical environment.



SPECIFIC GOALS OF THE UNIVERSITY

By virtue of its location within the state and because of its unique strengths, the university will:

- Provide continuing leadership and excellence in preparing out-standing professional educators and by delivering services to the public and private schools of the region.
- Provide programs in health sciences and human services utilizing unique and extensive opportunities afforded by cooperative relations with outstanding regional health and human service facilities.
- Support a growing commitment to serving the educational needs of the citizens of southeastern Minnesota by establishing regional university centers.
- Provide courses, seminars, research, and management assistance to government units and businesses in the region through a variety of undergraduate and graduate programs and consulting services.
- Provide a comprehensive program of environmental testing and monitoring using chemical, physical, biological, and geological techniques in order to help ensure the environmental welfare of citizens within the region.
- Provide applied research and analytical services relating to the biological, physical, and social environments of the region.

ACCREDITATION AND MEMBERSHIP

Winona State University is accredited for undergraduate and graduate programs by the North Central Association of Colleges and Secondary Schools. Its programs in education are additionally 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. Programs for preparing elementary and secondary principals, school superintendents and guidance counselors are approved additionally by the Minnesota Department of Education.

Winona State University is a member of the American Association of Colleges for Teacher Education, the American Council on Education, the Midwest Association of Graduate Schools, and the American Assembly of Collegiate Schools of Business.

LOCATION AND COMMUNITY

Winona State encompasses some 40 acres of a residential area in the heart of Winona. This community of about 28,000, situated on the banks of the Mississippi River and one of the most scenic areas of Minnesota, is noted for its educational resources. Winona is a city filled with history, folklore, and tradition. The university reflects its community while maintaining its historical beginnings as a teacher education institution. The university continues to change—meeting the new educational challenges presented by today's society.

The campus is a few blocks from the city's center—convenient for shopping, recreation, and the use of community resources as part of academic programs. Resources of the metropolitan centers of the upper midwest are readily accessible through excellent transportation connections, particularly to the Twin Cities. To supplement and enrich educational offerings, students and faculty develop field trips, attend concerts and lectures, visit museums, and seek internships in the numerous business firms and government agencies in those centers.

CAMPUS FACILITIES

Although Winona State is one of the nation's oldest universities west of the Mississippi River, the majority of the campus buildings have been constructed since 1960. The campus affords students ample facilities for their educational activities on a "walking campus" that combines traditional charm with modern convenience.

In addition to the academic classroom buildings, exceptional facilities are provided for students' social, cultural and recreational interests. The newly constructed Performing Arts Center contains "state of the art" facilities for musical performances, theatre productions, and studio work. Memorial Hall is one of the finest physical education/athletic facilities in Minnesota. Its swimming pool, six full-sized gymnasiums, indoor track and tennis facilities, handball/racquetball courts, weight training room, and physiology of exercise laboratory make it the center of the 15 men's and women's athletic teams.

Highlighting the educational facilities is the Maxwell Library which contains over 180,000 volumes, 632,026 units of microfilm documents, and a wealth of public documents and periodicals.

CAMPUS LIVING

In addition to its modern academic facilities, the university also has excellent facilities for student living and activities. There are six residence halls that can accommodate 1400 students. The University Center (Kryzsko Commons) is complete with student lounges, dining facilities, bowling alley, student organization offices, conference rooms, and various other accommodations for student activities and relaxation. While emphasis has been placed on providing students with exemplary facilities for academic work, due consideration also has been given to providing students with comfortable, satisfying living accommodations.

ORGANIZATION

Winona State University is one of the seven state-funded, coeducational universities which make up the Minnesota State University System. The principal purpose of the university is to open opportunities for its students to develop their abilities and to become constructive members of society.

A variety of programs are offered by highly qualified faculty in an environment which stimulates educational endeavors. More than 80 academic programs are provided by the university's five colleges:

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

Approximately 330 faculty serve students and implement the colleges' programs while maintaining a "small school closeness" to individual students.

ADULT, CONTINUING EDUCATION AND EXTENSION

Winona State University offers a wide range of off-campus learning experiences for the residents of Southeastern Minnesota in addition to the on-campus program. The Extension Program offers credit courses from university departments throughout the year in many regional communities. These courses may be undergraduate or graduate classes for degree-oriented people and/or for personal enrichment. Credit offerings may also be developed which provide specialized learning experiences to industries, schools, agencies, and interested groups. Instruction for extension courses includes evening, weekend and daytime classes taught by university faculty; special offerings by other professionals; specially scheduled workshops and seminars; plus programmed classes available on video and audio tape.

For more information contact:

Adult, Continuing Education and Extension
Somsen Hall Room 109
Winona State University
Winona, MN 55987

(507) 457-5080, or from Rochester call 285-0111

WSU-ROCHESTER CENTER

General Information

For more than 60 years, Winona State University has delivered higher education courses in Rochester. Beginning in the 1970's and leading into the 1980's, the number of offerings in Rochester increased significantly. During the five years between 1983 and 1988, programs and credit production doubled. Currently, the WSU-Rochester Center (RC), located on the campus of Rochester Community College (RCC), serves over 2,000 students a year.

Location and Community

The growing community of Rochester now has about 70,000 population. Home of the Mayo Clinic and IBM, Rochester residents have a high level of educational attainment and are highly receptive to the life-long learning opportunities offered by Winona State University.

Winona State University - Rochester Center cooperates with the Mayo Clinic in the area of health career training. In addition, WSU faculty work with IBM to provide staff training. As Rochester continues to grow, Winona State University continues to respond to the higher education needs of the community.

Degrees/Programs at WSU-RC

Winona State University - Rochester Center (WSU-RC) now offers 14 undergraduate and three graduate programs in Rochester. Forecasts indicate that the number of students and programs at WSU-RC will continue to grow.

Undergraduate Programs (2 + 2)

Winona State University-Rochester Center cooperates with Rochester Community College to offer complete educational programs to the area. Through the 2 + 2 program, students can complete 14 baccalaureate degree programs by transferring lower division credits from Rochester Community College, and completing upper level courses at WSU-RC. Students can also complete 3 undergraduate minors and 3 graduate programs totally in Rochester.

Graduate Programs

Master of Business Administration
Master of Science in Counselor Education
Master of Science in Nursing

Special Programs

Certification Programs in Special Education

Certification programs include two special education licensure programs offered by the Department of Special Education. These programs can be taken at the undergraduate and at the graduate level. They include licensure in the following areas: Mild/Moderate Mental Handicaps and Learning Disabilities. Emotional/Behavioral Disorders is available at the graduate level only in conjunction with the University of Minnesota.

National Technological University (NTU)

Through a cooperative agreement with IBM, Winona State University is administering graduate courses in engineering disciplines. All NTU classes are taught through satellite delivery, and the courses originate from 29 participating universities. NTU courses were first offered in January, 1988.

Non-Credit Programs

WSU-Rochester Center cooperates with community and professional groups to provide non-credit continuing education programs in areas of interest.

Campus Facilities

A new building for the WSU-Rochester Center was completed in 1986. Located on the campus of the Rochester Community College, the new facility provides access to all the resources of the Community College. State of the art classroom design provides exceptional facilities for academic activities. Interactive television centers in Rochester and Winona allow courses to be taught at both locations simultaneously with immediate interaction between faculty and students.

Faculty

The number of residential faculty at the Rochester Center continues to grow. Currently, 33 faculty members live and work in the Rochester area. Courses are also taught by 60-80 Winona faculty who commute from the main campus.

WSU-Rochester Center Student Profile

The more than 2200 students who attend Winona State University-Rochester Center come from a variety of backgrounds. Typically, Rochester Center students work and/or have families: 56 percent work more than 20 hours per week, and 33 percent work full-time. Approximately 60 percent of Rochester Center students are married and own their own homes.

Day/Evening Classes

Although more than 50 percent of students take classes in the evening, the trend is toward more day classes.

Student Profile

In 1989-90, 900-1100 students enrolled each term at the Rochester Center. The majority of students attend classes part-time, but over 30 percent are now full-time. More than half of the students are over the age of 29, and about 70 percent are women.

Undergraduate/Graduate

About 70 percent of the students are enrolled in undergraduate degree programs that will prepare them to enter the occupation of their choice. Reflecting Rochester's business and high-tech environment, over 30 percent of Rochester Center students are enrolled in graduate programs.

Student Services

Counseling

Counseling services are regularly available through Winona State University-Rochester Center. Staff members are professional counselors with extensive academic experience in counseling.

Career Planning

Both undergraduate and graduate students receive personalized career testing and planning, as well as job search assistance from counselors who are frequently available in Rochester on a weekly basis.

Financial Aid

Counseling is available for students concerning long and short-term plans for financing their education. An application for financial aid should be requested at the time the student applies for admission. Representatives from the WSU Financial Aid Office are available at the Rochester Center on a weekly basis. Preliminary information is available at the Rochester Center continuously.

Joint WSU/RCC Services

Various facets of student support are coordinated by Winona State University and Rochester Community College staff members.

Computer Facility

In the Academic Computing Center, there are four main computing areas comprising 100 work stations. In addition, two laboratories allow students to access any one of three mainframes on site. Two microcomputer classrooms accommodate computer-based classes. Individual micros are available for in-class activities.

Library

Winona State University-Rochester Center's library holdings are integrated into the RCC library. This arrangement provides students with an extensive resource of reference and research material. Currently, library holdings number over 57,000 volumes.

Campus Visits

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

Graduate Programs and Degrees

Specialist Degree

Elementary School Administration
Secondary School Administration
General School Administration

Sixth Year Certification Program

Elementary School Administration
Secondary School Administration
General School Administration

Master of Arts in English

Master of Business Administration

Master of Science

Business Education
Counselor Education
Education
Educational Administration
English
Health, Physical Education and Recreation
History
Nursing

Advanced Licensure Programs

Mild to Moderate Mentally Handicapped
Principal/Assistant Principal - Elementary
Principal/Assistant Principal - Secondary
Learning Disabilities
Superintendent and Assistant Superintendent

Fifth Year Program

General Information:

OFFICE OF GRADUATE STUDIES

Mary Zeise, Office Manager
Somsen 114C: (507) 457-5038
Bonnie Smith-Dahl, Assistant Vice President
Somsen 209A: (507) 457-5198

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

Graduate programs are coordinated by the Assistant Vice President for Academic Affairs for Graduate Studies. The Graduate Council provides advice and recommendations on graduate programs. Inquiries on specific program requirements should be addressed to the department chairperson of the degree-sponsoring department which assigns the graduate student's advisor.

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

STUDENT HEALTH SERVICE

Pre-Enrollment Medical Examination

A medical examination form is provided to all new students at registration or by mail upon request. Entering students schedule a medical examination through their own physicians and submit the completed medical examination form supplied by the University in time for clearance by the health office before their first quarter begins. The physical examination shall be completed within six months prior to registration and shall include certification of up-to-date immunization, including measles. The medical examination is requested for all students.

Facilities

The Health Service is located in the west wing of Maxwell Library. On site physicians' services provide for the type of preventive and curative needs met in general practice medicine. Also, three full-time registered nurses, one part-time registered nurse, a medical technologist, and a part-time dietician staff this facility.

Most of the service provided during regular office hours is completely covered by the student health fee. There is a minimal charge for medications and laboratory tests. Emergency care is

available evenings and weekends at the community hospital, but at the student's own expense. A student health insurance plan, underwritten by Commercial Travelers Mutual Insurance Company, also is available. The University contracts with a local orthopedic surgeon for medical services to athletes.

CAREER PLANNING AND PLACEMENT SERVICE

Students who want assistance in securing employment upon graduation should register with the WSU Placement Office during their senior year. This office, located in 110 Gildemeister Hall, provides employment information for positions in business, industry, government, education, and non-profit organizations. Both undergraduate and graduate students receive personalized job search assistance.

Placement Office career information and resources are available Monday - Friday, 8:00 am to 4:30 pm during the academic year and 7:30 am to 4:00 pm during June through August.

SPECIAL SERVICES PROGRAM

The Special Services Program is a federally funded program to provide support services to eligible students. Services provided include tutoring, academic advising, assistance in filing for financial aid, and cultural activities. Information about the program can be obtained by contacting the Project Director in 123 Gildemeister Hall.

INTERNATIONAL STUDENT SERVICE

The International Student Office, located in 128 Kryzsko Commons, provides assistance to international students who hold F-1 and F-2 visas. The Director of International Students is available for information and advice regarding admission of international students, immigration matters, discrimination concerns, laws, travel, employment, personal concerns, the Friendship Family Program, and other questions of students who are not familiar with the campus, community and American way of life.

There is no intensive English program for international students at WSU. However, the English Department offers three specialized courses for non-native speakers. Students are

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assigned to these courses on the basis of their scores on the WSU English Test for Non-Native Speakers. This test must be taken prior to registration for the initial quarter of attendance at WSU. The test is normally given at 9:00 a.m. in Room 338A, Minne Hall on the day of registration.

CHILD CARE CENTER

The WSU Child Care Center serves 6-week to 5 year old children. Hours of operation are 7:30 a.m. to 5:00 p.m., Monday through Friday. Children can be enrolled on an hourly, part-time, or full-time basis.

The purpose of the program is to enable parents of preschool children to take classes and study during the day while providing their children with quality care in an enriching, stimulating environment. The child care center also serves as a model program for students of early childhood education and related fields, for purposes of observation and participation.

NURSERY SCHOOL

Winona State University's Nursery School is for children three to five years old. There is a Monday, Wednesday, Friday group and a Tuesday - Thursday group. Each session starts at 9:00 a.m. and ends at 11:00 a.m.

The purpose of these programs is to provide quality pre-school experiences for young children, to allow parents of preschoolers to take morning classes, and to provide students in early childhood education with a laboratory setting where they can observe children and participate in a structured program.

For more information contact Dr. Jean Billman, Education Department.

VETERANS' ASSISTANCE

Winona State University is on the list of institutions approved by the State Approving Agency for Veterans Training. Eligibility certificates should be presented at the time of enrollment to the Veterans Assistance Office.

Procedures:

1. Application for veterans benefits can be submitted through the county Veterans Service Office or through Winona State University. Students must have a certified copy of their DD-214 Form or a notice of basic eligibility to submit with the application.

2. Students who have received a Certificate of Eligibility for Winona State University should submit both copies at time of application for admission.

3. Following admission to the university, students must present their DD-214 Form to the Veterans Office and enrollment will then be certified. Enrollment for full-time students is normally for the academic year. Summer sessions and/or workshops are separate enrollment periods. Date of enrollment is based on the school calendar, workshop dates, or contract periods. Note: A mixture of graduate and undergraduate credits will be allowed only under special arrangements.

4. Students must report each change in academic load to the Veterans Assistance Office.

5. Payments of benefits: Allowances are paid on a monthly basis conditional on satisfactory progress in approved course and conduct. Payments to veterans are released upon certification furnished by the school. When a student completes, drops out or interrupts his/her course of training, notification to the Registrar's Office and the Veterans Assistance Office is required.

6. Veterans with Dependents: Before a veteran can receive payments based on his/her marriage and dependents, the Veterans Administration requires that the veteran submit

certified copies of marriage certificates, birth certificates and/or adoption papers for any dependents. Until these documents are on file with the VA, the veteran will be paid at the single rate. The WSU Veterans Assistance Office and the county Vets Services Officer can help expedite this procedure.

7. Re-enrollment. Re-enrollment may be accomplished without a new certificate of eligibility. Notify the Office of Admissions Veterans Assistance Office, show credit hour load, and give your correct address.

8. Change of education program or place of training: Complete and mail Form 22-1995 to the Veterans Administration, St. Paul. New certificates are required in any transfer to another school.

9. Academic Load: Full time training requires 12 q.h. of undergraduate credit or 9 q.h. of graduate credit. Three-fourths time training requires 9-11 q.h. of undergraduate credit or 7-8 q.h. of graduate credit. Half time training requires 6-8 q.h. undergraduate credit or 6 q.h. of graduate credit. Less than half time training requires 1-5 q.h. of undergraduate credit or 1-5 q.h. of graduate credit.

10. Tutorial assistance: This program provides special help to overcome a marked deficiency in a subject required for the satisfactory pursuit of an educational objective. It is available to Vietnam era vets. See the Veteran's Office for detailed information.

11. Credit for military schools: Service schools and training will be evaluated according to the recommendations of the American Council on Education, Guide to the Evaluation of Educational Experience in the Armed Services when an official DD-214 Form has been presented to the Office of Admissions. A maximum of 15 quarter hours of USAFI credits may be accepted and applied toward a degree. Credit will be granted to persons holding CCAF transcripts.

12. Veterans from other than Minnesota: Anyone who has served in the Armed Forces of the United States of America for a period in excess of 190 days for purposes other than training, and who has been released from such service within 2 years of date of registration, providing legal residence was not claimed in any other state or the District of Columbia, may obtain Minnesota resident tuition rates by completing the Statement of Residence form and submitting a copy of Form DD-214 to the Office of Admissions.

13. Waiver of physical education activity requirements: Veterans who have been on active duty for more than one year, and who are pursuing non-teaching degrees, can waive this requirement by providing the Admissions Office with an official copy of their DD-214.

14. Veterans who are eligible for Chapter 106-"New GI Bill" benefits must obtain and submit an original DD2384 Form. Selected Reserve Educational Program Notice of Basic Eligibility. This copy can be obtained from your reserve unit with the required signatures. The Veteran's Office will forward this copy along with other pertinent forms to the Veteran's Administration.

SUMMER AND EVENING OFFERINGS

In addition to the academic year, two five-week sessions are offered each summer. Students may complete a full quarter of course work by attending both sessions. Special workshops carrying appropriate graduate or undergraduate credit also are offered during the summer.

Evening classes are scheduled both on campus and off campus during the academic year. These classes are open to full-time and part-time students and are part of the regular campus program. Refer to the regular quarterly class schedules to determine the locations of graduate level course offerings.

Financial Information

All financial information is subject to change by action of the Minnesota State University Board.

A non-refundable fee of \$15.00 is required with the Application for Admission. Persons who have been admitted to Winona State University and have paid the \$15.00 fee will not be subject to this fee for subsequent enrollments.

TUITION

REGULAR ACADEMIC YEAR

	1991-92 Tuition Per Credit Hour	1992-93 Tuition Per Credit Hour
Undergraduate - on-campus and extension courses:		
Resident	\$38.10	\$40.00
Non-Resident	\$65.40	\$68.70
Graduate - on campus and extension:		
Resident	\$54.60	\$57.30
Non-Resident	\$78.80	\$82.70

SUMMER SESSION:

	Summer 1991	Summer 1992
Undergraduate:		
Resident	\$38.10	\$40.00
Non-Resident	\$65.40	\$68.70
Graduate:		
Resident	\$54.60	\$57.30
Non-Resident	\$78.80	\$82.70

FEES

ACTIVITY FEE

The Activity fee is assessed to all students attending classes on the Winona and Rochester campuses. The rates are determined by a committee consisting of members of the Student Senate and University Administration. The committee also determines the distribution of funds. Areas receiving funds include the health service, student senate, university clubs, and the Winonan. The Activity Fee is \$4.25 per credit hour..\$51.00 maximum per quarter.

UNION FACILITY FEE

The Union Facility Fee is assessed to all students attending classes on the Winona campus. The rate is determined by the University Administration and the State Board Office. Funds are used to finance the construction, maintenance, and daily operation of the student union building. The Union Facility Fee is \$3.25 per credit hour..\$39.00 maximum per quarter.

MSUSA FEE

The MSUSA Fee is assessed to all students attending classes for college credit. The rates are determined by the Minnesota State University Student Association and the State Board Office. Funds are used by the Minnesota State University Student Association. The MSUSA Fee is \$.10 per credit hour..\$1.60 maximum per quarter.



COURSE FEES

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

INSURANCE

Health insurance is available to all full-time students. The cost is approximately \$122.00 per quarter for single coverage for medical and hospitalization insurance. This coverage is available for all full-time students who do not have their own coverage. The insurance is available for full-time summer session students. Payment must be made during registration periods. Further details are available in the Counseling Center.

INCIDENTAL FEES

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

PROGRAM CHANGE FEE

The University also assesses a fee to students who change part of their program after classes have started. A \$5.00 fee is assessed each day a student utilizes the "drop/add" procedure. The "drop/add" procedure is intended only for students who must correct errors in their initial programs.

LATE PAYMENT FEE

Payment in full for all tuition, fees and residence hall must be made during the regularly scheduled registration period. Any payment accepted after such registration period will be assessed a late fee of \$10.00 for the first day payment is late and an additional amount for each succeeding instructional day.

Students are expected to pay all accounts to the University when they are due. Due dates are published in the quarterly class schedule. Failure to receive a fee statement does not release the

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student from payment obligations. The University is authorized to withhold the issuance of diplomas and official transcripts or credits and to deny students further registration until all monies due the University have been paid.

REFUND POLICY

Students who withdraw from the University should obtain Application for Refund forms from the Registrar's Office, first floor Somsen Hall.

Students dropping courses must obtain the appropriate forms from the Registrar's Office.

Students who withdraw from the university or who drop one or more credits shall receive tuition refund, according to the following schedule:

REGULAR SCHOOL YEAR:	Withdrawing	Credit Drops
Up to and including 3rd instructional day	100%	100%
4th through 8th instructional day	75%	None
9th through 13th instructional day	50%	None
14th through 18th instructional day	25%	None
After 18th instructional day	None	None

EVENING AND SATURDAY CLASSES	Withdrawing	Credit Drops
1st course meeting but before the 2nd	100%	100%
2nd course meeting but before the 3rd	75%	None
3rd course meeting but before the 4th	50%	None
4th course meeting but before the 5th	25%	None
5th course meeting and later	None	None

SUMMER SESSION:	Withdrawing	Credit Drops
1st instructional day	100%	100%
2nd through 4th instructional day	75%	None
5th through 7th instructional day	50%	None
8th through 10th instructional day	25%	None
After 10th instructional day	None	None

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

RESIDENT STATUS

As a state supported institution, Winona State University has a primary function of making higher education available to residents of the State of Minnesota. For that reason a higher tuition rate is charged to residents of other states or nations.

Regulations and criteria regarding the determination of resident status can be obtained through the Admissions Office, Somsen Hall, Room 106. Any student having been initially classified a nonresident and having decided that residency has been achieved, may initiate action to effect a change by filing with the Admissions Office a "State of Residence" form.

WISCONSIN/NORTH DAKOTA/ SOUTH DAKOTA

TUITION RECIPROCITY

Any undergraduate or graduate Wisconsin/North Dakota/South Dakota student who submits the "Student Application for Resident Fee Status" form will be subject to a similar tuition rate as charged by the state of home residence. Application forms are available in the Office of Admissions and all Wisconsin, North Dakota and South Dakota high schools. Approval is granted for one year, and students must submit renewal forms at the start of each academic year.

FINANCIAL ASSISTANCE

Application for need-based financial assistance requires the completion of a Family Financial Statement (FFS) which is processed through American College Testing (ACT). To be considered for aid, students must be enrolled or accepted as a regular student in an eligible program for the purpose of obtaining a degree and must maintain good standing and meet satisfactory progress standard at the university. Inquiries about financial assistance programs should be directed to the Director of Financial Aid, Winona State University, Somsen Hall, Room 108, Winona, Minnesota 55987. Phone (507) 457-5090

LOANS

The Perkins Loan (formerly NDSL) is a 5% interest loan available to students demonstrating financial need. The Federal Government pays the interest while the student is enrolled at least half-time and during the grace period. Students who borrowed under the old NDSL program on or after October 1, 1980, have a grace period of six months after leaving school before repayment begins. Other borrowers have a nine month grace period. Partial cancellation of the loan is provided for teaching in certain areas or certain subject matters. These loans are made through the Financial Aid Office.

The Stafford Loan Program (formerly GSL) provides loans of up to \$7,500 per year for graduate students. Students borrow through a commercial lending institution. The Federal Government pays the interest while the student is enrolled at least half-time and during the grace period. For new borrowers the interest rate is 8% for the first 4 years of repayment and 10% after that. For students who currently have a 7%, 8% or 9% GSL, the interest rate for any Stafford loan will remain at that rate. Repayment begins after the appropriate six month or longer grace period after the student leaves school. Financial need is required and applications must be approved through the Financial Aid Office.

The SLS Program is a loan program which provides an opportunity for graduate students to borrow funds, at 12% or lower interest, for their educational costs. Borrowers do not have to show need, however, eligibility for Stafford Loan must be determined before borrowing under the SLS program. Borrowers also may have to undergo a credit analysis. Application is made through a commercial lending institution. Repayment generally begins 60 days after the loan check is disbursed.

Student Educational Loan Fund (SELF): The Minnesota Higher Education Coordinating Board provides loans of up to \$6,000 per year for graduate students. This loan is available for any student enrolled at least half-time in a Minnesota school or for a Minnesota resident attending an eligible school in another state. A student is eligible for SELF loans regardless of income, but must have a credit-worthy co-signer. Students make interest payments on the loan while they are in school. The interest rate is variable. Applications are approved through the Financial Aid Office.

Emergency Loans are short term WSU loans available for emergency expenses. Applications and information are available in the Financial Aid Office.

EMPLOYMENT

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



Academic Information

POLICY CHANGES

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

The colleges within the university which offer graduate programs are the College of Business, College of Education, College of Liberal Arts and College of Nursing and Health Sciences. In addition to Master of Science, Master of Arts, Master of Business Administration, and Specialist degrees, a fifth year teacher preparation program, a sixth year educational administration program, and various advanced licensure programs are available.

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

UNDERGRADUATE STUDENTS

Undergraduate students who have twelve quarter hours or less to complete all baccalaureate degree requirements may request permission from the Office of Graduate Studies to take courses for graduate credit to complete a regular course load during the quarter of graduation. However, undergraduate students may not enroll in courses at the 500 level or 600 level. Appropriate 400-level courses for graduate credit are designated with a "G."

GRADUATE SPECIAL STUDENTS

A student who has completed a baccalaureate degree from an accredited university and who wishes to enroll in graduate courses, but does not intend to pursue a graduate degree at

Winona State University, may register as a graduate special student. Prospective graduate special students must complete a graduate special application form and be admitted to the university but need not be formally admitted to graduate study. Graduate special students will receive graduate credit for all courses satisfactorily completed.

A graduate special student who later wishes to enter a graduate degree program at Winona State must meet all requirements for admission to graduate study and complete an Application for Admission to Graduate Study. A maximum of sixteen (16) graduate credits earned as a graduate special student may be transferred to a degree program upon recommendation of the major department.

GRADUATE ASSISTANTSHIPS

Graduate assistantships are awarded to provide graduate students with additional study and experience in their field through the interaction with faculty. Graduate assistants may be assigned to instructional, laboratory, research, and/or other professional duties. A graduate assistant works under the direct supervision of a graduate faculty member who is jointly responsible for the academic integrity and quality of the assistant's performance.

Graduate assistantships are available to highly qualified graduate students in several departments. WSU Regulation 3-10 governs the allocation, requirements, responsibilities and hiring procedures for graduate assistants. Graduate assistants receive a stipend and tuition assistance. Applicants should submit applications for assistantships to the appropriate department chairperson. Anyone who has been appointed to a graduate assistantship prior to the first day of classes shall be granted resident tuition status for the period of time of the appointment.

GENERAL ACADEMIC REGULATIONS

The following regulations are applicable to all graduate programs unless otherwise stated. Academic departments may establish more stringent requirements.

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TIME LIMITATION

All degree requirements including credits to be earned, final examinations, thesis, required research papers, and all other program requirements must be completed within seven (7) years of initial graduate enrollment, except for the Specialist degree and Sixth Year Certification programs in Educational Administration wherein the limitation is eight (8) years.

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

COURSE CREDIT

Courses offered for graduate credit during the regular school day carry the amount of credit listed in this catalog. Courses 500 and above are for graduate credit only and no undergraduate may enroll in them. Courses numbered 400G are for either graduate or undergraduate credit. Graduate students registered in the G-numbered courses will be required to do additional work to meet course requirements. All courses will be graded A, B, C, D, E unless indicated otherwise in the specific course description.

Graduate credit will not be given for courses at the 400G level to students who have already received credit for an equivalent undergraduate course.

CREDIT LIMITATIONS AND OVERLOADS

No graduate student is permitted to enroll for more than 12 credits per academic quarter or 9 credits per summer session without approval from the Office of Graduate Studies. This regulation applies to any combination of courses, workshops, weekend seminars, institutes, and other special offerings.

TRANSFER CREDITS

Fifteen (15) graduate credits may be transferred to meet the requirements of Winona State University graduate programs. The credits must be from a regionally accredited graduate institution and their acceptance is contingent upon the approval of the advisor and chairperson/program director of the student's major department and the Office of Graduate Studies. Requests for transfer credits must be accompanied by two official transcripts.

Transfer credits must have been earned within the seven-year time limit and will not be posted on Winona State University transcripts until they have been approved as part of the student's advanced degree program and recorded on the application for candidacy. Only grades of A and B will be accepted for transfer and may not be used for computation of the required grade point ratio. Graduate credit earned through correspondence study will not be accepted. P/NC credits may be accepted in transfer and applied to a graduate program, but in no case may the credits exceed the limits set forth in the section entitled PASS/NO CREDIT COURSES.

After the student has applied for admission to candidacy for an advanced degree, he/she must not enroll at another college or university without the prior approval of the advisor and the Office of Graduate Studies if expecting to transfer these credits for fulfilling graduate degree requirements at Winona State University.

INCOMPLETES

An "Incomplete" is permitted for special cases where unusual circumstances beyond a student's control prevent the student from completing some important assignment by the end

of the quarter, although the student is passing the course in all other respects.

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

AUDITED COURSES

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

PASS/NO CREDIT COURSES

The pass/no credit basis of course credit enables a student to enroll in unfamiliar or difficult academic subjects without jeopardizing grade point average. The program is intended to introduce students to the life-long context of education in which learning does not have to include the traditional graded evaluation.

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

A student may be allowed to count eight (8) credits of P/NC coursework on the master's degree. The P/NC limit for the Sixth Year Program and Specialist degree is 16 credits. Consult the academic department for additional restrictions.

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

INDEPENDENT STUDY

Projects beyond the scope or range of regular graduate courses may be pursued on an independent study basis. Arrangement must be made with the instructor concerned and approved by the advisor, department chairperson, college dean and the Office of Graduate Studies. Application for independent study must be completed according to announced deadlines.

ARRANGED CLASSES

Requests for a regular course to be given by arrangement on an individual basis should be submitted to the advisor for special consideration. The application must be approved by the instructor of the arranged course, advisor, department chairperson, college dean, and the Office of Graduate Studies. Arranged courses may only be pursued during those quarters when not offered through the regular schedule. Application for arranged classes must be completed according to announced deadlines.

INTERNSHIPS

Internship programs are available in many departments by arrangement with the department chairperson/program director. The conditions and requirements of internships are determined by the department supervising the internship experience. Applications must be completed according to announced deadlines specified in the quarterly registration schedules. For internship descriptions and limitations, see departmental course descriptions.

Application forms for independent study, arranged classes and internships may be obtained from the department office.

DROP/ADD POLICY

In the event a student must drop and/or add a course after registration has been completed, contact the Registrar's Office, Somsen Hall, for instructions on how to process a drop/add.

COURSE AND UNIVERSITY WITHDRAWAL

If a student withdraws either from a class or from the University, he/she is required to report to the Registrar's Office to complete the appropriate forms. Withdrawals must be processed at least ten class days preceding final examinations of each quarter. If a student processes the withdrawal by the deadline date he/she will receive a mark of withdrawal (W) on his/her transcript. Withdrawals will not be authorized during the period of ten class days immediately preceding final examinations.

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

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

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

TRANSCRIPT REQUESTS

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

GRADUATION

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

ADMISSION TO GRADUATE STUDIES

APPLICATION

To apply for admission, the student must submit a completed Application for Admission to Graduate Study, two official transcripts of all previous undergraduate and graduate credits, and entrance test scores to the Office of Graduate Studies. Application materials should be sent to the Office of Graduate Studies far enough in advance to allow complete processing prior to registration. When all materials are complete, the Office of Graduate Studies conducts an initial evaluation. The applications of students who meet the requirements for graduate study are sent to the appropriate department for a recommendation. Following receipt of the departmental recommendation, the Office of Graduate Studies notifies the applicant of the action taken on the application. Transcripts must show that the student has received a Bachelor's degree from an institution accredited by an appropriate national accrediting body, a regional accrediting agency, or by the reporting state agency of the state in which the college or university is located. A student with a Bachelor's degree from a non-accredited college or university may be admitted as a Graduate Special. A fifteen dollar (\$15.00) non-refundable application fee is required with all first-time applications to Winona

State University.

Some coursework must be taken within two (2) years after admission to graduate study or the admission will be invalid and must be renewed.

TEST REQUIREMENTS

To be considered for admission, the Graduate Record Examination (GRE) General Test is required of all students seeking graduate degrees with the exception of the MBA. Students seeking the MBA degree are required to take the Graduate Management Admissions Test (GMAT). Information concerning these tests may be obtained through the Office of Graduate Studies.

GRADE POINT AVERAGE

To be considered for admission, students must meet a minimum grade point average of 2.5 on a scale of 4.0. However, departments may require a grade point average greater than 2.5. Students should contact the appropriate department for grade point average requirements.

Students who do not meet the 2.5 GPA requirement or obtain a combined GRE verbal and quantitative score of 900 or above, may apply for admission as a graduate special. After the completion of twelve (12) graduate credits and a 3.0 GPA as a graduate special, students may reapply for admission to graduate study.

PREREQUISITES

To be considered for admission, the student must have an undergraduate major or thirty-six (36) undergraduate quarter hours of credit in the field of specialization for the Master's degree (except in educational administration, special education and counseling). Prerequisites should be completed as soon as possible. The credits earned for meeting prerequisites will not be applicable to the required work for completion of the Master's degree.

Some departments may require a teaching certificate based on a Bachelor's degree from an accredited teacher preparation institution. The student who does not have such a certificate should consult with his/her advisor to determine whether it is required, and, if so, what courses must be taken to meet this requirement.

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. 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. Specific financial support forms for this purpose will be supplied by the university. 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 around the world, Winona State is unable to assume responsibility for emergency situations which arise while a foreign student is in attendance at the university.

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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, P.O. Box 5838 Winona, Minnesota 55987-5838.

ADMISSION TO CANDIDACY

Before the student has completed 24 graduate credits with a grade point average of at least 3.0, the student in consultation with the advisor must submit a completed Application for Admission to Candidacy to the Office of Graduate Studies. Any courses taken beyond 24 credits will not apply to the degree program, unless a petition for waiver of the 24 credit requirement is approved by the Assistant Vice President for Academic Affairs for Graduate Studies.

The application must include a detailed proposed program of coursework, must indicate a thesis plan or other capstone writing experience, and must be approved by the advisor, the chairperson or the program director of the major department, and the Assistant Vice President for Academic Affairs for Graduate Studies. Any proposed changes to the approved candidacy must be requested **in advance** of course enrollment on the Supplement to the Application for Admission to Candidacy form and be approved by the advisor, the department chairperson or program director, and the Assistant Vice President for Academic Affairs for Graduate Studies.

The University graduate bulletin in effect at the time of admission to candidacy governs student program requirements.

RESEARCH AND WRITING REQUIREMENTS

All graduate degree programs must contain at least one 3-4 credit course in research methodology, statistics, or the equivalent.

All graduate degree programs must 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 to Candidacy form and the final product must be submitted to the Office of Graduate Studies.

M.S. AND M.A. DEGREE REQUIREMENTS

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

GENERAL REQUIREMENTS

1. The student must meet all academic prerequisites.
2. The student must complete a minimum of twenty-four (24) graduate quarter 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 500 level or above.
3. All degree candidates must pass a final comprehensive examination to be prepared by the major department. A Notifica-

tion of Intent to Take the Comprehensive Exam form must be received by the Office of Graduate Studies by midterm day of the quarter preceding the quarter the exam will be taken.

Students must have completed all coursework or be enrolled in their last course 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. The department will post the place and date of this examination at least three (3) days in advance. 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 which requires a thesis, the thesis must be completed and approved by the advisor not 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.

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 one week prior to the last day of the quarter.

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

MASTER OF BUSINESS ADMINISTRATION

For degree requirements, see College of Business.

FIFTH YEAR PROGRAM

For program requirements, see College of Education, Education Department.

SIXTH YEAR PROGRAM

For program requirements, see College of Education, Educational Administration Department.

SPECIALIST DEGREE

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

STUDENT GRIEVANCE PROCEDURE

1. PURPOSE:

The purpose of this administrative procedure is to describe the method of processing a student grievance. This procedure does not apply to disputes between students and does not substitute for procedural due process in student disciplinary cases nor the systemwide procedures as stated in the collective bargaining agreements between the State University System and the various exclusive bargaining agents representing employees of Winona State University. Authoritative reference is State University Board Rule, Article II, 2.2 Subd. 8.

2. DEFINITIONS

- a. Grievance - "Grievance" means a dispute or disagreement between a student and the university.
- b. Academic Calendar - "Academic Calendar" delineates the academic schedule of the university as beginning on the first day of fall quarter and ending on the last day of the second summer session.

- c. **Academic Calendar Day** - "Academic Calendar Day" is a day when the university is in session during the academic year as indicated on the academic calendar.
- d. **Investigative Committee** - The "Investigative Committee" shall consist of six full-time students, none of whom are on academic or disciplinary probation. Members shall be appointed by the Student Senate. The Vice President for Student Affairs, the Vice President of the Student Senate, and the appropriate vice president shall serve as ex officio members.

3. PROCEDURE:

STEP I

Whenever any student or group of students has a grievance, he/she or they shall first meet on an informal basis with the faculty, staff member, or university administrator directly involved in the dispute in an attempt to resolve the grievance.

STEP II

Whenever any student or group of students has a grievance which remains unresolved after consultation with the faculty, staff member, or university administrator involved, they shall file a written account of their grievance with the appropriate academic dean in cases where the dispute involves teaching faculty, or the appropriate supervisor in cases where the dispute involves other university employees or the university. The notification shall contain a concise statement indicating the intention of the party to proceed with the grievance, and the relief requested. Within five (5) academic calendar days of receiving the written grievance, in cases of disputes with a teacher, there shall be a meeting of the student(s), the faculty member directly involved, the department chairperson, and the appropriate academic dean. In cases of disputes with other employees or the university, the student, staff member involved, and the appropriate university administrator shall meet. The responsible parties for resolving the grievance at this level are the student (or students) and the dean or appropriate supervisor. (Note: The following steps in this process do not apply to grievances raised on questions of grading and other matters of classroom activity, which are under the control of the faculty member responsible for the class.)

STEP III

If the grievance is not resolved at the Step II meeting, the Investigative Committee shall be notified. Proceedings shall commence within ten (10) academic calendar days after the Step II meeting. The Investigative Committee shall make a recommendation in writing within seven (7) academic calendar days of the date of the hearing to the University President for his/her consideration and action.

STEP IV

The University President will notify both parties of his/her decision within seven (7) academic calendar days of receipt of the recommendation from the Investigative Committee. The President's decision shall be final.

THE STUDENT CITIZENSHIP STANDARDS PROCEDURE

Initiation of Complaint—Any member of the University community may initiate a complaint by contacting the Conduct Coordinator. Before action may be taken, the complaint must be in writing with the Conduct Coordinator.

Notification to the Student—A student accused of violating the Standards will be notified in writing of the nature of the allegation, the Citizenship Standard allegedly violated, and the possible sanctions.

Preliminary Conference—An accused student will meet with the Conduct Coordinator in an informal preliminary conference, the purpose of which is to ensure that the student understands the disciplinary process.

Coordinator Hearing Option—If the student elects an administrative hearing, the allegations will be heard by the Student Conduct Coordinator. Accused students who fail to appear for the hearing after proper notice will be deemed to have not contested the charges against them.

Student Judicial Committee Hearing Option—If a student elects the Student Conduct Committee hearing option, the allegations will be heard by a panel of the committee members in a formal, adversarial setting. Accused students who fail to appear for the hearing after proper notice will be deemed to have not contested the charges against them.

SANCTIONS

ACQUITTAL (Administrative or Committee Recommendation) may find in favor of the student or feel that the conduct does not warrant further action.

WARNING (Administrative or Committee Recommendation) consists of counseling. An interview will be conducted by a member of the Student Affairs Office staff. The student will remain in "good standing," but to disregard this warning could result in further action.

WORKHOURS (Administrative or Committee Recommendation) - Sanction imposed on student for violations. Number of hours depends on severity of offense and number of offenses.

PROBATION (Administrative or Committee Recommendation) is a status imposed on a student because of sub-standard conduct on campus. While this status exists, the student is retained at the University subject to periodic reevaluation. If the probationary status is imposed by an administrative officer of the University, the student has the right to appeal this decision to the Student Judicial Committee. A statement reading "see disciplinary record" may be attached to the student's permanent record. The attached notation will be removed at the time of graduation.

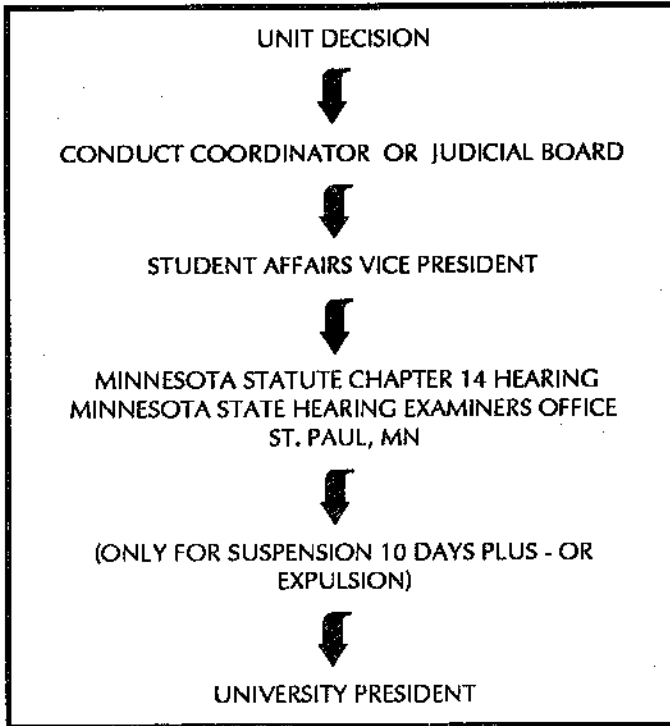
SUSPENSION (Committee Recommendation) is an involuntary separation of the student from the University; a time limit is established and standard withdrawal procedures will be followed. All rights and privileges of student status are withdrawn. Temporary notation of suspension will appear on the student's record, subject to removal at the time of graduation.

EXPULSION (Committee Recommendation) is an involuntary separation of the student from the University; separation is permanent. Standard withdrawal procedures will be followed. This action becomes a permanent part of the student's record.

NOTE: Students may appeal with or without counsel in an action affecting their status by filing a request in writing with the Vice President for Student Affairs. The decision of the Vice President shall be final.

APPEALS

Students wishing to appeal the decision of the hearing may do so as follows:



Appeal channels are as diagrammed above. The last step (Minnesota Statute Chapter 14 hearing) applies only if an individual is suspended for more than ten (10) days or expelled.

Appeals at each level are to be received in writing within five class days or, in the case of break periods, within five work days of receipt of the original or appellate decision. In the case of residence hall sanctions, the appeal must be filed by the deadline specified in the eviction or non-renewal notice. The appeal shall state the grounds for appeal and argumentation in support of the appeal.

GROUND FOR APPEAL

For suspension of more than ten (10) days or expulsion, appeal to the next level is a matter of right (Chapter 14 Hearing).

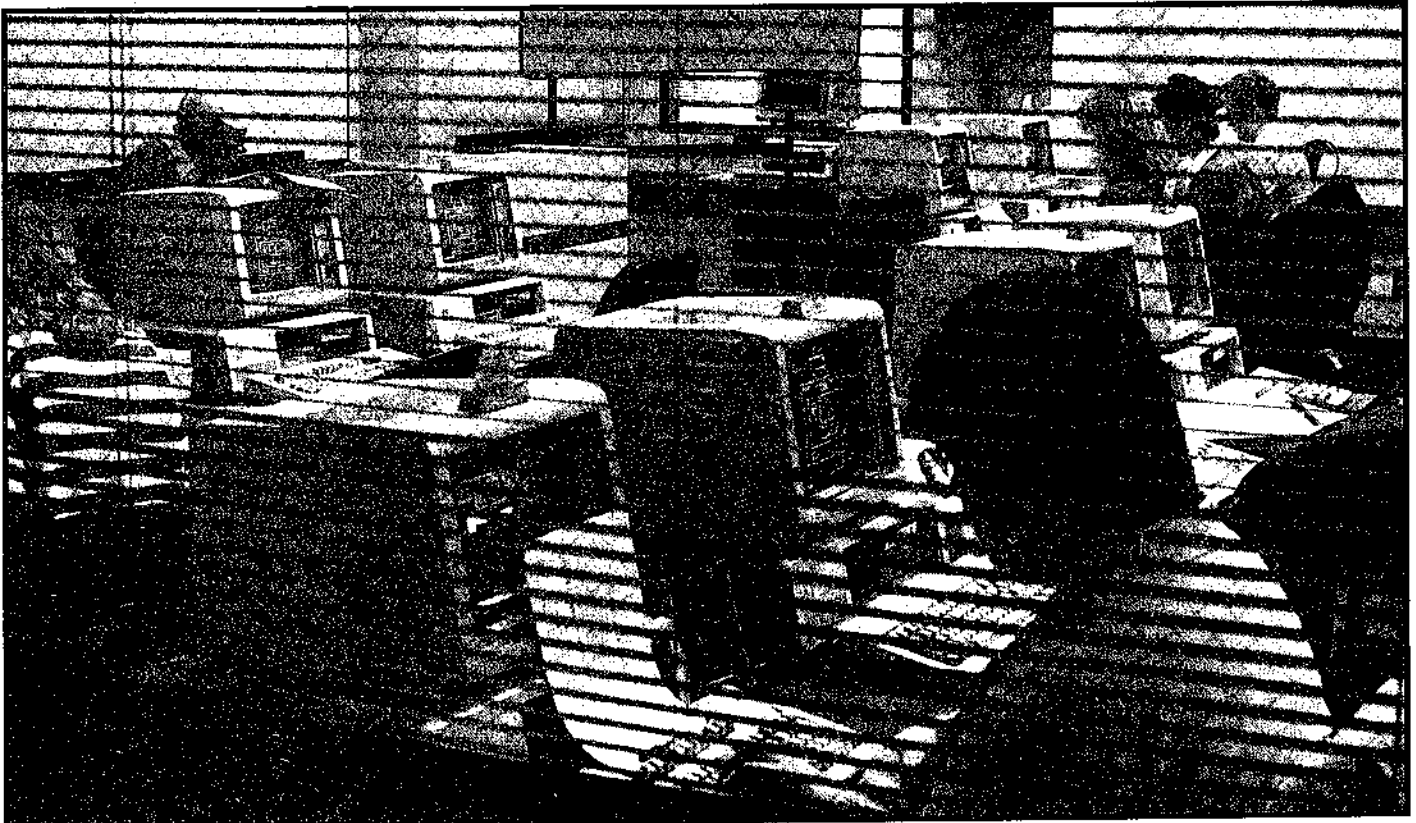
The following shall be allowed as grounds for appeal in all other cases:

1. New evidence not reasonably available at the time of the hearing
2. Violation of hearing procedures
3. Violation of student's due process rights
4. Inconsistency of the sanction relative to the severity of the violating behavior
5. Decisions contrary to the weight of evidence.

Appeals on grounds other than the above may be allowed if the grounds can be adequately documented or supported.

For additional information regarding the Student Citizenship Standards, contact the Office of the Vice President for Student Affairs, Winona State University, Kryzsko Commons 130, phone (507) 457-5300.

*STUDENTS MAY APPEAL DECISION MADE REGARDING ACADEMIC COURSE DISHONESTY ALLEGATIONS, IN SUCCESSION, TO THE DEPARTMENT CHAIR, COLLEGE DEAN, AND THE VICE PRESIDENT FOR ACADEMIC AFFAIRS.



COLLEGE OF BUSINESS

309 Somsen Hall, 457-5014

DEPARTMENTS

Accounting
Business Education and Office Systems Administration
Economics and Finance
Management and Marketing

DEGREES OFFERED

Master of Business Administration
Master of Science in Business Education

OBJECTIVES

The primary purpose of the College of Business is to prepare students for responsible professional careers in business, education, and public service. The college also seeks to prepare students to assume responsible leadership roles in society. Its faculty are committed to the concept that an education in business requires a firm foundation in the arts, sciences, and humanities.

To accomplish these goals, its curricula are designed so that each student:

- Acquires the broad knowledge essential to understanding the environments within which businesses operate.
- Comprehends the bodies of knowledge and skills necessary to effective business administration and use of this knowledge in problem solving, i.e., business functions and operations, economic-social-legal environment, quantitative methods and information systems, organization theory and interpersonal behavior, and administrative policy and processes.
- Secures a basic education in the arts, sciences, and humanities.
- Develops an appropriate specialization within the College of Business.
- Comprehends and puts into practice standards of ethical professional conduct.
- Understands the ever-increasing rapidity with which social and technological change are occurring and is prepared to deal with that rate of change.
- Develops an inquisitive attitude about problems of society and business as well as actively seeks creative solutions to those problems.
- Recognizes that business and financial decisions must now be made within a world-wide frame of reference.
- Develops an appreciation of economic conditions and business practices in other parts of the world.

RESEARCH AND COMMUNITY SERVICE

To support its service obligation to area communities, to the faculty, and to enhance the general concept of research, the College of Business supports the following entities:



The Small Business Development Center (SBDC)

The SBDC provides consulting at no cost, and no-credit educational seminars at little or no cost to area small businesses. It is funded by the Federal Small Business Administration with matching state and grant monies. The main office is located on the WSU campus with branch offices in Red Wing and Rochester.

The Procurement Technical Assistance Center, Minnesota SURE Access, and Minnesota Project Outreach have recently been added to the WSU SBDC to further enhance services provided to businesses in our service area.

The Procurement Specialists are responsible for guiding and assisting manufacturers throughout Southern Minnesota with Department of Defense contracts.

Minnesota SURE Access is designed to match the resources — faculty, equipment, laboratories, specialized centers — at the seven Minnesota State Universities to the needs of Minnesota businesses, communities, entrepreneurs, and investors. It does so by serving as a "broker" linking university expertise to the needs of clients for consulting, research, training, education, new business development, technology, or product/service development and enhancement.

Minnesota Project Outreach is a new computer-based system designed to give small to medium sized Minnesota businesses immediate access to valuable information, expertise and technology.

The Small Business Institute (SBI)

The SBI is designed to provide students with hands-on experience under the supervision of a faculty member in developing strategies and problem solutions for area small businesses. There is no cost to the small business receiving SBI services and no compensation to the faculty member or student rendering the services.

Bureau for Business & Economic Research (BBER)

The center was created in 1986 to coordinate outreach activities between business programs at WSU and the business community in southeastern Minnesota. The director is responsible for developing a data base for the eleven county area of southeastern Minnesota, for developing and strengthening the relationship between the university and the area business community, and for preparing studies to assist government and business decision making in WSU's service region.

MASTER OF BUSINESS ADMINISTRATION

42-45 Q.H.

The Master of Business Administration (M.B.A.) is a professional degree which has become an important factor in many hiring and promotion decisions for business, government, and other organizations. Winona State University'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 schools of business 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 specialization or breadth by offering electives which may be selected by the student, subject to the approval of an advisor.

ADMISSION REQUIREMENTS

1. Completion of the application for admission form, including a one page statement of interest and objectives in pursuing the M.B.A. degree. This form is available from the Office of Graduate Studies, Winona State University, and must be returned to Office of Graduate Studies together 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, with a satisfactory undergraduate grade point average of 2.50 on a 4-point scale.
3. The student must achieve an acceptable score on the Graduate Management Admissions Test (GMAT). For further information on the GMAT, write or call the M.B.A. Director, Winona State University (phone 457-5188 in Winona or 285-0111 in Rochester) or the Office of Graduate Studies (457-5038).
4. The student must demonstrate competency in special areas listed below by successful completion of coursework at Winona State University or elsewhere, by examination or, in a few instances, by appropriate and documented experience. The competencies and their Winona State University course equivalents are:
 - Accounting: 201, 202 Financial Accounting I and II
 - Business Adm.: 207 Statistics for Business and Economics; 310 Business Law; 312 Computer Applications or 340 Microcomputer Applications in Business
 - Economics: 201, 202 Principles of Economics I and II
 - Finance: 360 Fundamentals of Business Finance
 - Management: 370 Business Organization and Management
 - Marketing: 315 Principles of Marketing

Written Communication: Competence will be judged by the statement of interest and objectives in the application for admission. Prior to the completion of all the above competencies, a student may take M.B.A. courses for which all prerequisites have been met; however, only 16 credits taken can count towards degree requirements.
5. Based on the above criteria, the student will be: a) Uncon-

ditionally admitted to graduate study and to the M.B.A. Program; or b) Denied admission to the M.B.A. Program.

6. International students must have a TOEFL score of at least 575.
7. Applicants with non-traditional transcripts must have a minimum GMAT score of 470.

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 prerequisite sites must be completed.
2. An acceptable score on the Graduate Management Admissions Test must have been achieved and on file with the M.B.A. Director and the Office of Graduate Studies.
3. Within seven (7) years of initial enrollment in graduate level courses, the student must have successfully completed the required core courses and the four 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.
4. At least 50 percent of coursework must be in 500-level courses.
5. Capstone writing experience.

REQUIRED COURSES (30 q.h.)

Accounting

535 Accounting for Management (3)

Economics and Finance

503 Macroeconomic Theory and Forecasting (3)

525 Managerial Economics (3)

560 Studies in Financial Decision-making (3)

Management and Marketing

501 Research Methodology (3)

531 Production Management (3)

541 Organizational Behavior and Development (3)

542 Marketing Analysis (3)

565 Small Business Administration Consulting Projects (3)

595 Business Policies (3)

ELECTIVES (12-15 q.h.)

Four elective courses complete the program of study, one of which must be at the 500 level. All graduate courses ("G" courses and 500 level) from the departments of accounting, economics and finance, and management and marketing qualify as electives. Selected courses from other departments may be taken if approved in advance by the M.B.A. Director.

COURSE DESCRIPTIONS

ACCOUNTING

323A Somsen Hall, 457-5860

Chairperson: Lawrence Bergin

Graduate Faculty: Hurley, Milacek

407G Introduction to Taxation - 4 Q.H.

A study of the history of taxation, tax bases, tax rates, tax law formation, modification, research, planning and appeal. Introduces the personal income tax, partnership, corporation, trusts, estates and transfer taxes. This course is also recommended for non-accounting majors. Prerequisites: Acct. 202, Econ. 202.

409G Advanced Taxation - 4 Q.H.

A study of the tax laws in effect during the course and operational techniques for filing including more complex research and planning techniques in federal and state taxes. Prerequisite: Acct. 407.

411G Auditing I - 4 Q.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. 303, BA 207, BA 340.

425G Tax Planning - 4 Q.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. 407 or consent of instructor.

429G International Taxation - 4 Q.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.

441G Cost Accounting II - 4 Q.H.

An in-depth study of advanced topics in cost planning and control. A review of cost accounting literature and research. Prerequisites: Acct. 440, BA 335, Econ. 201.

442G Advanced Accounting - 4 Q.H.

The course includes the study of business combinations resulting from acquisitions of assets or stock, foreign currency transactions and partnership accounting. Knowledge of the material covered in Accounting 301 and 302 is required and knowledge of the material covered in Accounting 303 is strongly recommended. Prerequisite: Acct. 302.

480G Independent Studies in Accounting - 1-6 Q.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 12.

535 Accounting for Management - 3 Q.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.

540 Accounting for Management and Control - 4 Q.H.

The study of how accounting information and mathematics techniques are used for decision-making related to planning and control. Prerequisite: Acct. 202.

ECONOMICS AND FINANCE

309 Somsen Hall, 457-5014

Chairperson: Daniel Kauffman

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

ECONOMICS**502 Economic Theory of the Firm - 3 Q.H.**

A study of the application of microeconomic concepts, such as supply and demand, money, interest capital and competitive situations, to specific problems of business firms.

503 Macroeconomic Theory and Forecasting - 3 Q.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: BA 207, BA 340, Econ. 202.

505 Business Conditions Analysis - 3 Q.H.

Study of the behavior of the U.S. economy over the business cycle. Combining macroeconomic theory with business cycle data to analyze the economic environment as it relates to business planning. Prerequisite: Econ. 503.

525 Managerial Economics - 3 Q.H.

An in-depth application of microeconomic theory and related decision/optimization theories to business planning and control functions. Prerequisites: Econ. 201, 202, and BA 207 or consent of instructor.

526 Economic Dimensions of Business Strategies - 3 Q.H.

Analysis of specific factors and constraints in the economic environment that affect the business strategies and operations of firms. Economic analysis of the costs and benefits to the firm and society associated with such factors. Prerequisites: Econ. 503, 525.

532 Economic Systems - 3 Q.H.

Origin and development of economic systems. Organization of production and distribution of output and income under conditions of competition, mixed capitalism and centrally planned economics. Prerequisite: Econ. 203.

FINANCE**560 Studies in Financial Decision Making - 3 Q.H.**

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

561 Real Estate Finance - 3 Q.H.

The real estate financing decision is analyzed in terms of the financing environment, specifically the real estate finance industry, the financing process and recent developments in the field of real estate financing. Additionally, the legal environment, borrower analysis and property valuation techniques are studied. Various financing methods and techniques are analyzed in detail, including variable-rate, wraparound financing, installment sale, participation mortgages, construction and development loans, joint ventures and syndications and sale-leaseback financing. Prerequisite: Fin. 360 or equivalent.

562 Real Estate Investment Analysis - 3 Q.H.

Analysis for real estate investment decisions including market analysis, cash flow forecasting, tax considerations, investment performance and risk analysis. Case studies and computer analysis included. Prerequisite: Fin. 360 or equivalent.

564 Securities Investments: Analysis and Strategies - 3 Q.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.

MANAGEMENT AND MARKETING

324 Somsen Hall, 457-5170

Chairperson: JoEll BJORKE

Graduate Faculty: Astani, Dewan, Duplaga, Foegen, Gander, Gernander, McDaniel, Najmaie, Rasch, Rodrigues, Schmid, Sinkiewicz, Steiner, Subhani, M. Wolfmeyer, Young

BUSINESS ADMINISTRATION**419G Fundamentals of Management Science - 4 Q.H.**

Quantitative analysis of management decision-making problems using a systematic and scientific approach, in particular, application of quantitative and decision models including Linear and Dynamic Programming, Distribution and Network Models, Inventory Models, Queueing Theory, Markov Analysis and Simulation. Prerequisites: BA 335, 370.

456G Labor Law and Legislation - 4 Q.H.

Examination of the legal framework of labor relations including common law, administration, and judicial interpretation of statutory law and equity applications. Prerequisite: BA 310.

460G Health Law Applications - 4 Q.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: BA 310.

462G Management Decision Support Systems - 4 Q.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: BA 362.

480G Independent Studies in Business - 1 - 6 Q.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 12.

491G Seminar in Business Law - 4 Q.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.

501 Research Methodology - 3 Q.H.

A study of research methods, including both subjective and objective information, with the goal of optimal decision-making. Prerequisites: BA 207, 312. Grade only.

505 Dispute Resolution - 3 Q.H.

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

510 Management Law - 3 Q.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: BA 310. Grade only.

522 Introduction to Decision Analysis - 3 Q.H.

The objective of this course is to present quantitative decision analysis 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.

531 Production Management & Inventory Control - 3 Q.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: BA 207, 370. Grade only.

570 Problems in Business - 3 Q.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 instructor.

590 Seminar in Business - 3 Q.H.

The study and analysis of current practices and major problems of business.

592 Advanced Studies in Production & Operations Management - 3QH

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.

593 Corporate Information Systems Management - 3 Q.H.

This course introduces the theoretical concepts of information systems management and discusses the perspectives and conceptual frameworks for adaption 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. 541.

595 Business Policies - 3 Q.H.

To integrate the major functional areas of business from the overall prospective 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. Prerequisites: BA 501, 531, 541, 542, Acct. 535, Fin. 560 or permission.

599 Research or Thesis in Business - 3-6 Q.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 or economics.

MANAGEMENT**463G Management Development - 4 Q.H.**

This course on management development and its applications in organizations covers the basics of development including determination 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. 370, 375.

467G Personnel Staffing and Evaluation - 4 Q.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. 370, 375, Acct. 201, Econ. 201, BA 207, or consent of instructor.

470G Theories of Management - 4 Q.H.

Study of various modern theories of management and organization. Application of these theories to actual management situations is also examined. Prerequisite: Mgmt. 370.

475G Problems in Management of Human Resources - 4 Q.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. 370, 375, Acct. 201, Econ. 201 or consent of instructor.

525 Administrative Decision-Making - 3 Q.H.

Survey of quantitative decision-making methods. Linear programming, break even analysis, simulation, PERT, cost analysis, marginal analysis and forecasting. College algebra is recommended as background for this course. Prerequisites: BA 207, 312.

526 Management Administration - 3 Q.H.

Study of basic ideas, concepts and values of management, supplemented with analysis of important problems. Prerequisite: Mgmt. 370.

530 Business Management Decision Making - 3 Q.H.

An interdepartmental seminar in which business cases are analyzed from the financial, personnel, marketing and production aspects just as top management would in a business. Prerequisites: Fin. 360, Mgmt. 370, Mktg. 315.

541 Organizational Behavior and Development - 3 Q.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. 370.

544 Issues in Private & Public Sector Collective Bargaining - 3 Q.H.

The 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.

545 Human Resource Administration - 3 Q.H.

Procedures used in managing the human resources in an organization so that the benefits to the organization and individual are maximized. Prerequisite: Mgmt. 370.

546 Compensation Administration - 3 Q.H.

The 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.

550 Dimensions of Leadership Management - 3 Q.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. 370, 541.

563 Entrepreneurship & Small Business Management - 3 Q.H.

Explore, investigate and analyze small businesses, and their

management practices. Develop 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. 541; BA 531, Fin. 560, Acct. 535, Mktg. 542 or consent of instructor.

571 Seminar In International Management - 3 Q.H.

A study of how managing global organizations differs from purely domestic operations of business, from a strategic perspective. Emphasis will be on latest readings and case studies carried out in the international business environment. Prerequisite: Mgmt. 541.

MARKETING**521 Industrial Marketing - 3 Q.H.**

A study of marketing decisions and practices as found in industry. Prerequisite: Mktg. 315.

542 Marketing Analysis - 3 Q.H.

To update the discussion of marketing problems, practices and principles, to deepen the discussion of marketing topics of increased importance, such as product concept development and testing, product positioning, marketing control, and new marketing philosophies, to provide an opportunity to apply marketing thinking to real marketing situations through cases. Prerequisite: Mktg. 315.

565 Small Business Consulting - 3 Q.H.

Student teams counsel small business firms and help them improve profits, reduce losses, or solve a business problem. The course is offered under the auspices of the Small Business Administration. Prerequisites: Fin. 560, Mgmt. 503, 531, 541, Mktg. 542, Acct. 535 or permission.



BUSINESS EDUCATION AND OFFICE SYSTEMS ADMINISTRATION

319 Somsen Hall, 457-5165

Chairperson: Kenneth Gorman

Graduate Faculty: S. Eiken, Gorman, Murphy

The Master of Science degree offered by the BEOSA Department is designed to provide advanced preparation for teaching/training. BEOSA 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 8 credits of independent study will apply to the total credits required for Plan A and Plan B.

2. Any independent study must be proposed in outline form to all departmental graduate faculty for approval.

3. At least fifty percent of the credits required for the Master of Science degree must be in courses numbered at the 500 level or above.

4. A maximum of 8 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 BEOSA department must take all BEOSA coursework (excluding the Internship) for a grade.

5. A final written comprehensive examination will include BEOSA coursework and may include coursework taken from other departments. All departmental graduate faculty will evaluate student performance on the examination.

MASTER OF SCIENCE BUSINESS EDUCATION 45-51 Q.H.

Plan A and Plan B Requirements

Professional Requirements (19 q.h.)

- 513 Measurement and Evaluation (4)
- 517 Curriculum and Program Development (4)
- 518 Research in Education for Business (3) OR Ed. Ad. 570 (3) OR BA 501 (3)
- 551 Learning/Instructional Systems Development (4)
- 555 Internship (4)

Professional Electives (20-23 q.h.)

College of Education and College of Business: Elect a minimum of 6 credits from each college, with the remaining 8-11 credits from either college.

Recommended Electives:

- 410G Administrative Communication (4)
- 440G Training and Employee Development (4)
- 441G Training Techniques and Media (4)
- *470G Seminar in Business Education and Training (1-4)
- 510 Trends in Office Technology (4)
- 511 Trends in Accounting (3)
- 512 Trends in Basic Business (2-3)
- 515 Administration and Supervision of Business Education (3)
- 550 Trends in Keyboarding and Information Processing (3)
- 552 Managing Training and Development Programs (4)
- 553 Current Training Issues and Trends (4)

*May be repeated.

General Electives/Thesis

Plan A (45 q.h.)

599 Thesis (3-6 q.h.)

General Electives (0-3 q.h.)

Plan B (51 q.h.)

General Electives (9-12 q.h.)

COURSE DESCRIPTIONS

410G Administrative Communication - 4 Q.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, communications technology, and communications management.

440G Training and Employee Development - 4 Q.H.

Application of theories of learning and instructional development to the education and training of employees in office systems. Topics include instructional design; strategy; technology; and the implementation, evaluation, and management of training in an organizational environment.

441G Training Techniques and Media - 4 Q.H.

Instructional techniques, methods, and 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.

470G Seminar in Business Education and Training - 1-4 Q.H.

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

510 Trends in Office Technology - 4 Q.H.

An examination of technological advances in the electronic office. The course includes lectures, discussions, and learning experiences based on research, literature, and legislation. Study will concentrate on how technology affects office procedures, equipment, and ergonomics.

511 Trends in Accounting - 3 Q.H.

Seminar analysis and evaluation of current trends in philosophy, content, methods, and materials, application to classroom problems.

512 Trends in Basic Business - 2-3 Q.H.

Critical study and evaluation of current philosophy, content, and curricular practices, applications to classroom problems, and materials.

513 Measurement and Evaluation - 4 Q.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.

515 Administration and Supervision of Business Education - 3 Q.H.

Problems of supervisor, department head, or teacher with administrative responsibility; local, state and federal programs; financial support; public relations and publicity.

517 Curriculum and Program Development - 4 Q.H.

Analysis and design of programs and courses to meet specific performance objectives. Topics include determining outcomes-based objectives, criteria for content selection, sequencing course coverage, and examining programming innovations and trends.

518 Research in Education for Business - 3 Q.H.

Survey of fields, trends, and publications; scope and limitations of research; techniques; types of research.

550 Trends in Keyboarding and Information Processing - 3 Q.H.

For teachers of keyboarding and information processing; recent research and literature in the field; materials and methods of instruction.

551 Learning/Instructional Systems Development - 4 Q.H.

Design of instructional systems based on an analysis of competency-based objectives and applied learning theory. Includes the examination of instructional technologies, innovative teaching-learning methods and techniques, alternative instructional strategies, and approaches to experiential learning.

552 Managing Training and Development Programs - 4 Q.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.

553 Current Training Issues and Trends - 4 Q.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.

555 Internship - 1-16 Q.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.

580 Independent Study - 1-4 Q.H.

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

599 Thesis in Education for Business - 3-6 Q.H.

COLLEGE OF EDUCATION

135 Gildemeister Hall, 457-5570
Otto J. Frank, Dean

DEPARTMENTS

Counselor Education
Education
Educational Administration
Health, Physical Education and Recreation
Special Education

DEGREES OFFERED

Master of Science

Counselor Education

- Professional Development
- Community Counseling
- Elementary School Counseling
- Secondary School Counseling

Education

- Education
- Early Childhood

Educational Administration

- Elementary School Administration
- Secondary School Administration

Health, Physical Education and Recreation

- Health Education
- Physical Education

Special Education

- Mild to Moderate Mentally Handicapped
- Learning Disabilities

Sixth Year Certificate

- Elementary School Administration
- Secondary School Administration
- General School Administration

Educational Specialist

- Elementary School Administration
- Secondary School Administration
- General School Administration

Advanced Licensure Programs

- EBD (Emotionally/Behaviorally Disordered) offered cooperatively with the University of Minnesota
- Mild to Moderate Mentally Handicapped
- Learning Disabilities
- Prekindergarten
- Principal/Assistant Principal
- Superintendent/Assistant Superintendent

Fifth Year Program



OBJECTIVES

The primary purpose of the College of Education is to prepare students for responsible professional careers in education, counseling, and the health and recreation fields. The faculty is committed to the serious study of education in concert with a foundation in the arts and sciences.

The College of Education has a responsibility to the public to establish and maintain standards of excellence in the education of its graduates. Students admitted to these programs are expected to evidence a high level of ability, achievement and motivation.

REGIONAL SERVICE

The College of Education supports research and involvement in regional educational activities and community service. The college supports an Education Alliance with public and private schools in southeastern Minnesota designed to provide a collaborative effort in meeting the districts' need for research, inservice, and educational services.

ACCREDITATION

Programs in the College of Education are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and by the Board of Teaching, State of Minnesota.

INTERNSHIPS

The following programs within the College provide field experience through internships and practica for students in schools, business, and other institutions:

1. Counselor Education Programs
2. Teacher Education Programs
3. Health, Physical Education & Recreation Program
4. Special Education Programs
5. Educational Administration Programs

COUNSELOR EDUCATION

132 Gildemeister Hall, 457-5335
U212 Rochester Center, 285-7120
Chairperson: Nicholas Ruiz

Graduate Faculty: Borrer, E. Eiken, Hatfield, Maher, Van Kirk
Adjunct Professors: Buhler, Fink, Garber, Gardiner, Gundry, Ollendick

The department's major purpose is to provide students in the helping professions and in education with a background in the behavioral sciences, learning, human development, personality, counseling, and group process. The department offers four concentrations leading to the Master of Science degree:

COMMUNITY COUNSELING

This program is designed to prepare graduates for employment in a variety of human services and mental health settings such as crisis counseling centers, substance abuse counseling centers, employment counseling agencies, pastoral counseling, corrections and community mental health centers. Graduates are eligible to take the Minnesota Board of Psychology licensure examination to become a licensed counseling psychologist.

ELEMENTARY SCHOOL COUNSELING (K-6)

Successful completion of this program leads to recommendation for licensure as an elementary school counselor in Minnesota, Wisconsin, and other states.

SECONDARY SCHOOL COUNSELING (7-12)

Successful completion of this program leads to recommendation for licensure as a secondary school counselor in Minnesota, Wisconsin, and other states.

PROFESSIONAL DEVELOPMENT (NON-COUNSELING)

This program provides a background in the behavioral sciences for persons in fields such as education, business, nursing and other health professions. The program offers an opportunity to develop psychological understandings and skills needed in professions that involve working with people. The Professional Development Program does not lead to a counseling degree and graduates from this option are not eligible for licensure as a psychologist in the State of Minnesota.

Admission Requirements:

In applying for admission, the student must follow this sequence:

- (1) Apply for admission to graduate study with the Office of Graduate Studies.
- (2) In addition to applying for admission to graduate study, applicants must complete an application for admission to the Counselor Education Department. This application will require a written statement from the student explaining the basis for his/her decision to enter this field. It also will request the names of three (3) persons who will write recommendations for the applicant. See item 5 below.
- (3) Students will notify the Counselor Education Department of their interest and be placed on a screening list for the class, Introduction to Counseling. The top qualified candidates at this half-day screening procedure will be given a class assignment. This will reserve a place for the student in that particular class. Successful candidates will be assigned a preadmission advisor. Contact the Counselor Education Office in Rochester or Winona for screening dates.
- (4) A maximum of sixteen (16) credits may be taken before

being accepted into CE programs, (eight of which must include the classes - Introduction to Counseling CE 507, and Theories of Personality CE 565). 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 application to Counselor Education is complete.

- (5) Applications for admission to Counselor Education will be processed four (4) times a year. To be considered for admission, applicants must have fulfilled the above requirements prior to the admission date. All materials such as transcripts and recommendations must be received 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 (non-counseling). The decision to allow a candidate into a counseling program will be made by the staff based on the person's performance in all subsequent CE coursework including CE 566, Counseling Procedures.
- (7) Admission deadline dates are mid-term day fall, winter, spring and first summer session.
- (8) Students must apply for candidacy before completing 24 credits.
- (9) Admission to candidacy is not complete until candidacy forms are signed by the student's advisor, the department chairperson, and the Assistant Vice President for Academic Affairs for Graduate Studies. Students will be required to meet the program requirements that are in effect when candidacy is approved. The university Graduate Bulletin in effect at the time candidacy has been approved will determine a student's program requirements in counselor education.
- (10) All required courses for a program must be taken for grade. Only elective courses may be taken on a pass/no credit basis.

Graduation Requirements:

- (1) In addition to successfully completing the required course work, candidates must complete a final written comprehensive examination.
- (2) Students must complete the capstone writing experience.
- (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.

MASTER OF SCIENCE COUNSELOR EDUCATION

PROFESSIONAL DEVELOPMENT CONCENTRATION (Non-Counseling) 51 Q.H.

REQUIRED COURSES (37-38 q.h.)

- 507 Introduction to Counseling (4)
- 520 Stress Management (3)
- 522 Human Relations (4)
- 531 Chemical Dependency; Causes & Symptoms (3)
- 533 Ethical Issues in Counseling (3)
- 560 Group Process and Dynamics (3)
- 564 Statistics, Tests and Measurement (4)
- 565 Theories of Personality (4)

- 566 Counseling Procedures (4) OR
- 571 Microskills (3)
- 598 Program Synthesis (3)

NOTE: One development course is also required: child, adolescent, adult, or older adult (3).

ELECTIVES (13-14 q.h.)

COMMUNITY COUNSELING CONCENTRATION

60 Q.H.

REQUIRED COURSES (46 q.h.)

- 507 Introduction to Counseling (4)
- 533 Ethical Issues in Counseling (3)
- 536 DSM III-R (1)
- 555 Internship in Counseling (6)
- 560 Group Process and Dynamics (3)
- 564 Statistics, Tests and Measurement (4)
- 565 Theories of Personality (4)
- 566 Counseling Procedures (4)
- 568 Individual Counseling Practicum (4)
- 569 Group Counseling Practicum (4)
- 582 Organization and Administration of Counseling Services (3)
- 598 Program Synthesis (3)

NOTE: One development course is also required: child, adolescent, adult, or older adult (3).

ELECTIVES (14 q.h.)

Students must complete a minimum of 14 credits of graduate electives to be chosen from specialized counseling areas, specific therapeutic approaches, or relevant courses from other departments. Students may choose to focus the bulk of their electives in one area, e.g., chemical dependency, family issues, etc.

ELEMENTARY SCHOOL COUNSELING CONCENTRATION

60 Q.H.

REQUIRED COURSES (54-55 q.h.)

- 507 Introduction to Counseling (4)
- 513 Learning Disorders (3) OR
- SPED 400G Education of Exceptional Children and Youth (4)
- 515 Child Development (3)
- 533 Ethical Issues in Counseling (3)
- 545 Career and Life Planning (3)
- 555 Internship in Counseling (6)
- 560 Group Process and Dynamics (3)
- 564 Statistics, Tests and Measurement (4)
- 565 Theories of Personality (4)
- 566 Counseling Procedures (4)
- 568 Individual Counseling Practicum (4)
- 569 Group Counseling Practicum (4)
- 570 Developmental Counseling (3)
- 582 Organization and Administration of Counseling Services (3)
- 598 Program Synthesis (3)

Note: Students must meet all state teacher credentialing requirements for initial licensure at the elementary or secondary level (e.g. human relations). An alternate licensure program is available for students that have an undergraduate non-teaching major. This program allows a one year internship in the schools to substitute for the teacher education courses and one year of teaching normally required for licensure.

ELECTIVES (5-6 q.h.)

Electives may be arranged in special interest areas such as special education, educational administration, chemical dependency, marriage and family, sexuality, child abuse, death and grief counseling, etc.

SECONDARY SCHOOL COUNSELING CONCENTRATION

(60 Q.H.)

REQUIRED COURSES (51 q.h.)

- 507 Introduction to Counseling (4)
- 525 Adolescent Development (3)
- 533 Ethical Issues in Counseling (3)
- 545 Career and Life Planning (3)
- 555 Internship in Counseling (6)
- 560 Group Process and Dynamics (3)
- 564 Statistics, Tests and Measurement (4)
- 565 Theories of Personality (4)
- 566 Counseling Procedures (4)
- 568 Individual Counseling Practicum (4)
- 569 Group Counseling Practicum (4)
- 570 Developmental Counseling (3)
- 582 Organization and Administration of Counseling Services (3)
- 598 Program Synthesis (3)

Note: Students must meet all state teacher credentialing requirements for initial licensure at the elementary or secondary level (e.g. human relations). Alternate licensure program (see above under elementary counseling) students should see their advisor regarding additional requirements.

ELECTIVES (9 q.h.)

Electives may be arranged in special interest areas such as special education, educational administration, chemical dependency, marriage and family, sexuality, child abuse, death and grief counseling, etc.

CHEMICAL DEPENDENCY COURSE OFFERINGS

Students interested in chemical dependency issues and practice are encouraged to avail themselves of the several course offerings noted below and described in more detail in the Course Listings section to follow. Courses with an asterisk (*) address subject matter required for certification as chemical dependency practitioners in the states of Minnesota and Wisconsin. Courses without the asterisk designation are additional related courses.

- 220 Emotions and Behavior (undergraduate only) (4)
- 312 Mental Health (undergraduate only) (3)
- *430 Helping Skills (undergraduate only) (4)
- *432G Chemical Dependency Assessment (1-3)
- *434G Special Populations in Chemical Dependency (1-3)
- *435G Minority Issues for Helping Professionals (1-3)
- *594G Family Systems Counseling (1-3)
- 520 Stress Management (3)
- *531 Chemical Dependency: Causes and Symptoms (3)
- *533 Ethical Issues in Counseling (3)
- *563 Chemical Dependency Counseling (3)
- 591 Crisis Intervention Counseling (3)
- 592 Sexual Issues for Helping Professionals (3)

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

432G Chemical Dependency Assessment - 1-3 Q.H.

This course looks at the assessment tools necessary 1) to identify the pre-alcoholic person so that preventative steps may be taken and 2) to detect the alcoholic person at the earliest possible point so that intervention and treatment might occur when they are likely to be most effective. Grade only. Offered yearly or as needed. Prerequisites: CE 507 or 430 or consent of instructor.

434G Special Populations in Chemical Dependency - 1-3 Q.H.

Special populations within chemical dependency counseling (e.g. women, adolescents, the aging) will be addressed specifically because of their unique issues related to chemical dependency. Grade only. Offered yearly or as needed. Prerequisites: CE 507 or 430 or consent of instructor.

435G Minority Issues for Helping Professionals - 1-3 Q.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. Grade only. Offered yearly or as needed. Prerequisites: CE 507 or 430 or consent of instructor.

450G Parent-Child Communication - 3 Q.H.

Parent-child communication and conflict resolution, to help parents develop specific communication and problem-solving skills while dealing with basic concerns such as discipline and family rules. P/NC Option.

495G Seminar - 1-4 Q.H.

Subject matter arranged by the department. Enrollment must be approved by the department staff. Course may be repeated when offered with different subject matter content and title. P/NC Option.

500 Individual Problems in Counseling - 1-4 Q.H.

Opportunity for the qualified graduate student to work independently. Topics may include research, development of special projects, field experiences, selected readings, etc. Departmental permission required. Grade only.

507 Introduction to Counseling - 4 Q.H.

An introduction to counseling concepts, strategies, and processes with an emphasis on personal skill-building and understanding of the counselor's role. Department permission. Limited enrollment. Offered yearly. Grade only.

513 Learning Disorders - 3 Q.H.

Neurological, motor, emotional, cognitive and perceptual dysfunctions related to learning difficulties found in the elementary school. Grade only.

515 Child Development - 3 Q.H.

Growth, development, and personality adjustment of the child in the home, school, and community, including function, structure and implementation of developmental guidance units at the elementary school level. Grade only.

520 Stress Management - 3 Q.H.

Important issues and techniques related to the identification and management of personal stress. Class members will develop and monitor a personal stress management program for their own lives. P/NC Option. Offered twice yearly or as needed.

522 Human Relations - 4 Q.H.

Growth, discovery of one's impact on others, the effects of various kinds of prejudice on people, the clarification of values and the development of morals, and improved self-esteem and appreciation of human differences. Listening, non-verbal communication, giving and receiving feedback, conflict resolution, labeling, manipulating and rejecting will be covered. Grade only.

525 Adolescent Development - 3 Q.H.

Perspectives on adolescent development, with emphasis on the normal psychological growth of young people. Applications to counseling and working with adolescents in a variety of settings.

531 Chemical Dependency: Causes and Symptoms - 3 Q.H.

This course will focus on research and related information regarding the causes of chemical dependency. Grade only. Offered yearly or as needed.

533 Ethical Issues in Counseling - 3 Q.H.

This course looks at the professional and ethical issues that most affect the actual practice of counseling and therapy. It provides information but also teaches students a process of raising and thinking about the basic issues they will face as practitioners. Grade only. Offered yearly or as needed. Prerequisites: CE 507 or 430 or consent of instructor.

535 Adult Development - 3 Q.H.

Major theories, issues, and trends in the field of adult development, life stages and life-long adaptation to change. Grade only.

536 DSMIII-R - 1 Q.H.

This course is designed to provide an overview of the diagnostic manual most frequently used in our field. Grade only.

540 Non-Verbal Communication - 3 Q.H.

Kinesics, proxemics, and paralanguage as they contribute to learning about oneself and others; messages and nuances of gestures, facial expressions, body language and territoriality. P/NC Option.

545 Career and Life Planning - 3 Q.H.

Career development concepts, theory, and practice. Career development materials and counseling skills will be addressed, with a view toward application in a variety of settings. Grade only.

555 Internship - 3, 6, or 9 Q.H.

To provide practical experience in counseling-related activities. Credit arranged. Internship materials may be picked up in the Counselor Education office. Prerequisites: CE 533, 564, 568, 569, a development course, and 536 (Community Counseling). Recommendation from instructor of CE 566 and consent of instructor. Offered yearly. Grade only.

560 Group Process and Dynamics - 3 Q.H.

Dynamics of group process in group guidance, group counseling and the classroom. Prerequisites: CE 507 and 565 or consent of instructor. Grade only.

561 Transactional Analysis - 3 Q.H.

Personality theory and psychology of human relationships developing an understanding of ego states and interpersonal transactions with applications for the helping professions. P/NC Option.

563 Chemical Dependency Counseling - 3 Q.H.

This course is designed for people who want to develop skills for counseling with alcoholics and other drug dependent people. Focus will be on learning the intervention processes to be used with the drug dependent person. Consideration will also be given to working with the affected family members. Grade only. Offered yearly or as needed. Prerequisite: CE 531.

564 Statistics, Tests, and Measurement - 4 Q.H.

Practical experience in standardized psychological testing: evaluation, selection, administration, interpretation and use of tests and the effective communication of test results to counselees and when appropriate to parents or other professionals. Using instruments in personality and attitude assessment, intelligence, achievement, aptitude and career and life planning. Grade only.

565 Theories of Personality - 4 Q.H.

The descriptive, explanatory and predictive attributes of personality theories. Major theoretical families - Psychoanalytic, Behavioristic, and Phenomenological. Grade only.

566 Counseling Procedures - 4 Q.H.

Exploration of a wide variety of counseling techniques and theories including experimentation in simulated situations to identify an effective personal style of counseling. Prerequisites: CE 507 and 565 and consent of instructor. Grade only.

568 Individual Counseling Practicum - 4 Q.H.

Development of a personal counseling style which is effective for the client and rewarding for the counselor. Prerequisites: CE 533, 564, a development course, and 536 (Community Counseling only). Recommendation from instructor of CE 566 and consent of instructor. Limited enrollment. Offered yearly. Grade only.

569 Group Counseling Practicum - 4 Q.H.

Development of a group facilitation style which is effective for clients and rewarding for counselors. Course provides an opportunity to apply principles learned in CE 560. Prerequisites: CE 560, 566, recommendation from instructor of CE 566, 533, 564, a development

course, and 536 (Community Counseling only), and consent of instructor. Limited enrollment. Offered yearly. Grade only.

570 Developmental Counseling - 3 Q.H.

This course addresses important applications of cognitive-developmental theory, relevant to developmental or primary prevention counseling in all settings. Affective and values issues also will be addressed. Directed to the work of counselors, teachers, and health care professionals. Offered yearly. Grade only.

571 Microskills - 3 Q.H.

This is a practice course which provides a systematic single 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. Prerequisite: CE 507. P/NC Option.

580 Values Clarification - 3 Q.H.

Decision-making processes and the analysis of personal values and valuing systems as well as societal valuing systems. P/NC Option.

582 Organization and Administration of Counseling Services - 3 Q.H.

Theory, consultation procedures, organization, administration (staffing and budgeting) of counseling services. Grade only.

585 The Older Adult - 3 Q.H.

This course addresses issues related to the ongoing development of older persons, including assumptions and stereotypes, the aging process, intergenerational issues, and counseling with older adults. Grade only.

590 Death, Dying and Surviving - 3 Q.H.

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

591 Crisis Intervention Counseling - 3 Q.H.

All therapists or helpers at one time or another will be called on 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. P/NC Option. Offered yearly or as needed.

592 Sexual Issues for Helping Professionals - 3 Q.H.

This course is designed to begin to prepare counselors and other helping professionals to deal with human sexuality as it related 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 sex as well as introduces a basic body of knowledge and skills for treating sexual concerns of the client. P/NC Option. Offered yearly or as needed.

594 Family Systems Counseling - 3 Q.H.

An introduction to the field of counseling generally known as family therapy. The focus of the course will be on family systems theory and practice, and will integrate didactic and experiential learning. Grade only. Offered yearly or as needed. Prerequisites: CE 507 or 430 or consent of instructor.

595 Seminar - 1-4 Q.H.

Subject matter arranged by the department. Enrollment must be approved by the department staff. Course may be repeated when offered with different subject matter content and title.

598 Program Synthesis - 3 Q.H.

An update and synthesis of recent literature and counseling innovations with knowledge and understandings acquired in the program. To be taken after 40 credits of a candidate's program.

599 Master's Thesis - 3-6 Q.H.

Master's thesis must show evidence of the candidate's ability to carry on independent study and to employ scientific methods and procedures in the solution of a problem in the student's field of concentration.

EDUCATION

152 Gildemeister Hall, 457-5350

Chairperson: Wayne Erickson

Graduate Faculty: Abdi, Billman, Clay, Ehlinger, W. Erickson, Grangaard, Helble, Kirk, Knutson, L. McMillen, J. Sherman, T. Sherman, Tolmie, Williams

Candidates who elect the M.S. in Education must be eligible for a Minnesota teacher's license. They may follow programs with or without a thesis.

Winona State University, through the Department of Education, offers two programs leading to the Master of Science in Education:

1. Master of Science in Education
2. Master of Science in Education - Early Childhood Concentration.

NOTE: Persons pursuing these programs must follow the admissions application procedure for the M.S. degree.

DEGREE PROGRAMS WITH THESIS OR RESEARCH OPTION

REQUIREMENTS

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 GRE scores and 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 the GRE 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.

NOTE: A letter of acceptance from the Education Department into a graduate program does not constitute acceptance by the Office of Graduate Studies.

c. File application for admission to candidacy for the Master's degree after the completion of nine credits and before completion of twenty-four credits. Forms are available in the Office of Graduate Studies. Deficiencies, if any, must be removed before the student is admitted to candidacy for a Master's degree program.

2. COURSE WORK:

Complete all course work required for the degree (48 credits minimum). All course work must be approved by the advisor and the Office of Graduate Studies.

3. CAPSTONE EXPERIENCE: FIELD EXPERIENCE OR THESIS:

A. Complete a field experience culminating in a research report demonstrating principles and procedures learned during his/her graduate program.

B. Complete a research based thesis approved by the advisor which demonstrates ability to use scientific methods and procedures. The thesis constitutes 6 credits of graduate work. (Three credits are counted in lieu of Ed. 518 and three credits are

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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 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 and GRE scores - Office of Graduate Studies

2. Education Department Master's Program application - Education Office

3. WSU Master's candidacy program - Office of Graduate Studies (after 9 and before 24 credits are completed, with advisor's approval).

4. Registration for Research Project 599 one quarter in advance of graduation.

5. Oral Examination of Thesis Option at least two weeks in advance of graduation.

6. Comprehensive Examination based upon coursework arranged by advisor when the candidate registers for final quarter of coursework.

7. An Application for Graduation - Office of Graduate Studies (see academic calendar for deadlines.)

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

48 Q.H.

REGULAR M.S. PROGRAM

REQUIRED COURSES (21 q.h.)

EDUCATION (18 Q.H.)

500 Curriculum Planning (3)

508 Improvement of Instruction (3)

518 Field Experience in Classroom Procedures (3)

523 Foundations of Education (3)

540 Current Educational Issues (3)

581 Trends in Measurement and Reporting (3)

EDUCATIONAL ADMINISTRATION (3)

570 Research and Writing (3)

ELECTIVES (27 q.h.)

Determined in consultation with advisor.

WINONA STATE UNIVERSITY GRADUATE INDUCTION MODEL (In collaboration with ISD 535)

Open annually to selected, inexperienced, licensed elementary teachers.

REQUIRED COURSES (48 q.h.)

500 Curriculum Planning (3)

508 Improvement of Instruction (3)

512 Current Trends in Language Arts (3)

513 Current Issues in Social Studies (3)

514 Current Issues in Elementary Science (3)

515 Current Issues in Elementary Mathematics Education (3)

523 Foundations of Education (3)

540 Current Educational Issues (3)

550 Education Orientation (3)

551 Induction Practicum (4-12)

EDAD 570 Research and Writing (3)

581 Trends in Measurement and Reporting (3)

598 Seminar (1-3)

EARLY CHILDHOOD CONCENTRATION

60 Q.H.

REQUIRED COURSES

PROFESSIONAL EDUCATION (18 Q.H.)

500 Curriculum Planning (3)

523 Foundations of Education (3)

EDAD 570 Research and Writing (3)

Select one of the following three courses:

511 Current Trends in Reading (3)

512 Current Trends in Language Arts (3)

513 Current Issues in Social Studies (3)

Select two 500-level courses as electives

SPECIALIZED COURSES (42 Q.H.)

410G Foundations of Early Childhood Education (3)

413G Development in Infancy (3)

414G Development in Early Childhood (4)

416G Early Childhood Education I (4)

417G Early Childhood Education II (4)

422G Socialization of the Young Child (3)

423G Young Children with Special Needs (4)

424G Organization and Administration of Early Childhood
Education Programs (3)

560 Prekindergarten Practicum (2)

561 Advanced Practicum in Kindergarten (8)

567 Advanced Practicum in Nursery School (4)

PREKINDERGARTEN LICENSURE

30 Q.H.

PREREQUISITE: Elementary Education licensure.

REQUIRED COURSES (30 q.h.)

410G Foundations of Early Childhood Education (3)

413G Development in Infancy (3)

414G Development in Early Childhood (4)

416G Early Childhood Education I (4)

422G Socialization of the Young Child (3)

423G Young Children with Special Needs (4)

424G Organization and Administration of Early Childhood
Education Programs (3)

560 Prekindergarten Practicum (2)

567 Advanced Practicum in Nursery School (4)

PREKINDERGARTEN LICENSURE**45 Q.H.****PREREQUISITE:** A Bachelor's degree teaching or non-teaching**REQUIRED COURSES**

- 300 Growth and Development (4)
- 308 Human Relations (4)
- 410G Foundations of Early Childhood Education (3)
- 413G Development in Infancy (3)
- 414G Development in Early Childhood (4)
- 416G Early Childhood Education I (4)
- 422G Socialization of the Young Child (3)
- 423G Young Children with Special Needs (4)
- 424G Organization and Administration of Early Childhood Education Programs (3)
- 459G Professional Topics and Issues (4)
- 567G Advanced Practicum in Nursery School (4)
- 560 Prekindergarten Practicum (2)
- HPER 204 Personal and Community Health (3)

KINDERGARTEN ENDORSEMENT - Students with a major in Elementary Education may earn a kindergarten endorsement by completing Ed. 416G and Ed. 417G and successfully completing eight quarter hours of student teaching in a kindergarten setting.

EARLY CHILDHOOD FAMILY EDUCATION-PARENT EDUCATOR LICENSURE

28-29 Q.H.**REQUIRED COURSES**

- 413G Development in Infancy (3)
- 416G Development in Early Childhood Education (4)
- 439G Introduction to Early Childhood Family Education (1)
- 440G Practicum in Early Childhood/Family Educator Parent Education (4)
- 441G Parent Education-Curriculum and Methods (3)
- 442G The Adult Learner (3)
- 443G Facilitating Parent Education Groups (3)

Students choose two of the following courses:

- 120 Parenting (4)
- 422G Socialization of the Young Child (3)
- Soc 212 The Family (4)
- Soc 435G Family Roles and Relationships (4)

EARLY CHILDHOOD FAMILY EDUCATION-FAMILY EDUCATOR LICENSURE

41-42 Q.H.

- 410G Foundations of Early Childhood Education (3)
- 413G Development in Infancy (3)
- 414G Development in Early Childhood (4)
- 416G Early Childhood Education I (4)
- 423G Young Children with Special Needs (4)
- 439G Introduction to Early Childhood Family Education (1)
- 441G Parent Education-Curriculum and Methods (3)
- 442G The Adult Learner (3)
- 443G Facilitating Parent Education Groups (3)
- 444G Practicum in Early Childhood/Family Education - Family Educator (4)

560 Prekindergarten Practicum (2)

Students choose 2 of the following courses:

- 120 Parenting (4)
- 422G Socialization of the Young Child (3)
- Soc. 212 The Family (4)
- Soc. 434G Family Roles and Relationships (4)

MIDDLE SCHOOL LICENSURE

The Middle School Licensure program offers two options:

a. The Middle School license for a candidate pursuing a valid Minnesota elementary teaching license
16 q.h. - for elementary teachers (plus approved minor or minimum of 12 quarter hours in an approved academic field)

b. the Middle School license for a candidate pursuing a valid secondary license.

19 q.h. - for secondary teachers**REQUIRED COURSES**

- Ed. 469G Middle School Philosophy, Organization & Interdisciplinary Planning (4)
- SPED 400G Education of Exceptional Children and Youth (4)
- Ed. 470 or Ed. 570 Advanced Practicum in Middle School (8)
- Ed. 427G Development and Remediation in Reading (secondary requirement) (3)

FIFTH YEAR PROGRAM

The Fifth Year Program for elementary teachers in teacher education is intended to strengthen the preparation of classroom teachers who do not plan to qualify for a Master's degree. It emphasizes areas in which the individual is teaching and therefore areas in which he/she already has some competence. Persons who have less than an undergraduate minor may not choose that field for their fifth year major. The Fifth Year Program is available in almost all teaching fields.

The Fifth Year Program is planned with the students to meet their needs and interests in regard to their major, minor, professional education and supporting fields. See Education Chairperson for further information.

COURSE DESCRIPTIONS

410G Foundations of Early Childhood Education - 3 Q.H.
 History, theory, trends, and contemporary issues in early childhood education and the role of early childhood education. Offered yearly. Grade only.

413G Development in Infancy - 3 Q.H.
 Genetics, prenatal development, birth, and physical, social, emotional, and cognitive development in the first two years. Offered yearly. Grade only. Prerequisite: Ed. 301.

414G Development in Early Childhood - 4 Q.H.
 Explores the social, emotional, physical, and cognitive development from age two through the early elementary years. Offered yearly. Grade only. Prerequisite: Ed. 301.

416G Early Childhood Education I - 4 Q.H.
 Curriculum models and historical foundations of early childhood education are examined. Planning activities which will meet the needs of infants, toddlers, and preschoolers in an educational setting is emphasized. Offered yearly. Grade only.

417G Early Childhood Education II - 4 Q.H.
 Introduction to philosophies, goals, teaching strategies, and content of kindergarten programs. Offered yearly. Grade only.

422G Socialization of the Young Child - 3 Q.H.
 Examines the child in the family, parent-child relations, home-school relations, and the social issues that impact on the family. Offered yearly. Grade only.

34 / COLLEGE OF EDUCATION / EDUCATION

423G Young Children with Special Needs - 4 Q.H.

Prepares early childhood teachers to meet the special needs of young children with handicaps and/or developmental lags. Offered yearly. Prerequisite: Ed. 416. Grade only.

424G Organization and Administration of Early Childhood Education Programs - 3 Q.H.

Local and state laws governing various types of early childhood programs including (1) financial aspects, buildings, (2) personnel and administrative matters pertaining to the establishment of nursery schools, and day care centers. Offered yearly. Offered yearly. Grade only.

427G Development and Remediation in Reading - 3 Q.H.

Development of reading comprehension, diagnosis, and remediation of reading difficulties focused on middle school learners. Prerequisites: Ed. 300, 301, 302, 306. Offered yearly. Grade only.

429G Secondary Reading & Teaching Strategies - 4 Q.H.

Emphasis is on reading comprehension, phonics, and studies skills in content areas, lesson planning, lesson presentation skills, and media techniques appropriate to the instructional process, micro-teaching. Offered quarterly. Grade only.

433G Materials and Methods in Environmental Education - 3 Q.H.

Curriculum materials relating to the broad topic of people's impact upon their environment; group work, field trips, consultants and lectures. Offered yearly. Grade only.

434G Remedial Mathematics Methods - 3 Q.H.

Diagnostic and remediation techniques to facilitate student acquisition of basic math skills. Prerequisite: Ed. 334 or equivalent. Offered yearly. Grade only.

439G Introduction to Early Childhood Family Education - 1 Q.H.

This course introduces a study of major components considered essential to the development of effective educators of parents and their families. Offered yearly. Grade only.

440G Practicum in Early Childhood/Family Educator - Parent Educator - 4 Q.H.

A supervised experience in adult education with parents of young children. Offered quarterly. P/NC only.

441G Parent Education: Curriculum and Methods - 3 Q.H.

This course will assist people who intend to teach parent education to adults in Early Childhood Family Education Programs and other parent education programs to obtain the skills and basic understanding needed to be an effective parent educator. This course will teach group facilitation skills, curriculum development, philosophy and methods. This course is for persons intending to become certified in the area of parent education and family life education. Offered yearly. Grade only.

442G The Adult Learner - 3 Q.H.

This course will focus on the characteristics and development of adult learners. Offered yearly. Grade only.

443G Facilitating Parent Education Groups - 3 Q.H.

This course is designed to give group facilitation skills to parent educators. Offered yearly. Grade only.

444G Practicum in Early Childhood/Family Education - Family Educator - 4 Q.H.

A supervised practicum in family education with parents and their prekindergarten children. Offered quarterly. P/NC only.

469G Middle School Philosophy, Organization, and Interdisciplinary Planning - 4 Q.H.

Introduction to philosophy, organization, and interdisciplinary planning methods of middle school programs. Offered quarterly. Prerequisites: Ed. 300, 301, 302, 306.

477G Education of the Gifted - 3 Q.H.

Study of the gifted learner and methods and strategies that the classroom teacher can employ. Offered on demand.

486G Practicum in the Gifted - 4 Q.H.

Practical experience in applying concepts and strategies to teaching gifted elementary pupils. Prerequisite: Ed. 477G. Offered on demand.

490G Individual Problems in Education - 1-4 Q.H.

Opportunity for the qualified advanced undergraduate and graduate

student to work independently. Topic may include research, development of special projects, and selected readings. Time arranged. Prerequisites: Consent of major advisor; completion of the Common Professional Sequence, and, for Elementary majors, completion of the elementary education sequence. May be repeated to a total of four (4) credits. Offered quarterly. P/NC Only.

499G Workshops and Seminars - 1-4 Q.H.

The subject matter to be developed by the department and instructor prior to the workshop or seminar to be offered. May be repeated as long as the subject matter is different. Offered quarter. P/NC Only.

500 Curriculum Planning - 3 Q.H.

The purpose is to examine the field of curriculum planning. Also presents an overview of historical and contemporary issues in the field. Offered yearly. Grade only.

508 Improvement of Instruction - 3 Q.H.

An examination of current models of instructional improvement used by schools in the form of in-service training. Literature supporting individual models is reviewed and training materials recommended in the models are experienced and analyzed. Offered yearly. Grade only.

511 Current Trends in Reading - 3 Q.H.

An examination of current research and classroom practices in the field of reading at the elementary and secondary levels. Offered yearly. Grade only.

512 Current Trends in Language Arts - 3 Q.H.

Current trends and contemporary research related to objectives, methods, and curriculum in language arts. Offered yearly. Grade only.

513 Current Issues in Social Studies - 3 Q.H.

Current trends and contemporary research related to objectives, methods, and curriculum in the social studies, a K-12 approach. Offered yearly. Grade only.

514 Current Issues in Elementary Science - 3 Q.H.

Current issues, the curriculum content, and materials of instruction generated by contemporary research will be discussed. Offered yearly. Grade only.

515 Current Issues in Elementary Mathematics Education - 3 Q.H.

Current issues and contemporary research related to objectives, methods, and curriculum in elementary mathematics will be examined. Special emphasis on the use of manipulatives and the NCTM Standards. Offered yearly. Grade only.

518 Field Experience in Classroom Procedures - 3 Q.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 quarterly. Grade only.

523 Foundations of Education - 3 Q.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.

535 Developmental Primary Education - 2 Q.H.

This course is designed to enable inservice educators the opportunity to examine current principles of growth, development, and education from birth to age eight. Current literature related to developmentally appropriate practice will provide a knowledge base for classroom application and research. Offered yearly. P/NC or Grade.

538 School and Community Relations for Schools - 3 Q.H.

Practices and procedures to be used in developing mutual understanding between patrons and professionals in local schools. Offered yearly. Grade only.

540 Current Educational Issues - 3 Q.H.

Study of the recognized current issues and trends in education. Offered yearly. Grade only.

550 Induction Orientation - 3 Q.H.

Students involved as fellows in the induction program will progress through a designed series of in-service activities toward a level of confidence and readiness for the incoming school year. Offered yearly. Grade only.

551 Induction Practicum - 4-12 Q.H.

Acting as a fellow in a graduate induction program, the licensed student will demonstrate professional levels of competency in methods, knowledge of content, planning, and classroom management as determined by the latest research and the curriculum goals of the participating school system. Offered yearly. P/NC only.

560 Prekindergarten Practicum - 2 Q.H.

Supervised observation and participation in classroom activities related to nursery school programs. Offered yearly. Taken with 416G. P/NC Only, for undergraduates.

561 Advanced Practicum in Kindergarten - 8 Q.H.

Responsibilities for planning and conducting kindergarten activities under supervision. Offered quarterly. P/NC Only.

567 Advanced Practicum in the Nursery School - 4 Q.H.

Supervised teaching in a nursery school program. Students enroll in the four (4) credit nursery school experience. Offered quarterly. P/NC Only.

570 Advanced Practicum in Middle School - 8 Q.H.

A supervised practicum in middle level education at a middle school site.

571 Supervision/Coaching of Instruction - 3 Q.H.

A critical analysis of procedures and strategies practiced by student teacher/teaching assistant supervisors, peer coaches, and mentors. Offered yearly. Grade only.

581 Trends in Measurement and Reporting - 3 Q.H.

A study of the principles and techniques applicable in the measurement and reporting of lower and higher levels of cognitive learning. The study will include evaluation and diagnosis of achievement. Offered yearly. Grade only.

598 Seminars/Workshops in Education - 1-4 Q.H.

Subject matter arranged by the department. Certain seminars will be designated for the graduate induction program. Offered yearly. Grade only.

599 Master's Thesis - 6 Q.H.

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

EDUCATIONAL ADMINISTRATION

228 Gildemeister Hall, 457-5345

Chairperson: J. Lee Gray

Graduate Faculty: Gray, Nasstrom, Nelson,

Adjunct Professors: Johnson, Sambs, Sesker, Weiss

The department provides programs leading to the degrees of Master of Science and Specialist in Educational Administration and to the Sixth Year Certificate in Educational Administration. The M.S. degree provides concentrations in Elementary School Administration and Secondary School Administration. The Specialist Degree or the Sixth Year Certificate offer concentrations in general school administration, elementary school administration and secondary school administration.

In Minnesota, students who receive a degree or certificate in elementary or secondary administration will be qualified, with the recommendation of the university, to secure an administrative entrance license for the positions of school principal or assistant school principal if they have had three years of teaching experience while holding licenses valid for the position or positions in which the experience was gained.

Elementary school principals must have at least three years of teaching experience at the elementary level and secondary school principals must have at least three years of teaching experience at the secondary level. Students who receive a Specialist Degree or Sixth Year Certificate in general administration will be qualified, with the recommendation of the univer-

sity, to secure an administrative entrance license for the positions of superintendent or assistant superintendent if they have had at least three years of teaching experience at the elementary or secondary level.

Persons wishing licensure in Minnesota must include in their programs at least 200 clock hours of field experience or its equivalent. Those individuals seeking principalship positions must secure experience as an administrative aide to an appropriate licensed educational administrator. Those individuals seeking the position of superintendent or assistant superintendent must secure experience in an administrative placement with a licensed educational administrator appropriate for the superintendency and for the individual. The 200 clock hours must be completed within 12 continuous months from the commencement of the field experience. The 200 hours will be satisfied by 9 quarter hours of Ed. Ad. 680 or Ed. Ad. 681 completed within a 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." But for those who wish to qualify for licensure in another administrative area, it is sufficient to complete the required teaching experience and the approved program for that area.

The Master's Degree in Educational Administration satisfies the educational component of the standards for initial certification of secondary and elementary school administrators in Wisconsin. Such certification permits the holder to serve as a principal or assistant principal in an elementary school (elementary administration), a middle school (elementary or secondary administration), a junior high school (elementary or secondary administration) or a senior high school (secondary administration). The Specialist Degree or Sixth Year Certificate (General Administration) satisfies the educational component of the standards for initial certification of district administrators in Wisconsin. Such certification permits the holder to serve as a district administrator or an assistant district administrator as well as an elementary school administrator, middle school administrator, or secondary school administrator.

Educational requirements of various states for several administrative positions may be satisfied by certain programs. Those individuals who wish further information should contact the department.

ADMISSION TO DEPARTMENT OF EDUCATIONAL ADMINISTRATION GRADUATE STUDIES PROGRAM

Applicants wishing to be accepted as a graduate student in the Department of Educational Administration must first make application through the Office of Graduate Studies. The Department of Educational Administration 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 minimum requirements to be considered for admission to graduate studies:

- a. For the Master's Degree: A G.P.A. of 2.50 on a 4.00 scale for all bachelor's degree work. If the G.P.A. is less than 2.50, then a 900 score on the verbal and quantitative portions of the Graduate Record Examination (GRE) is required.
- b. For Sixth Year Certificate or 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, then a 900 score on the verbal and quantitative portions of the Graduate Record Examination (GRE) is required.

MASTER OF SCIENCE EDUCATIONAL ADMINISTRATION 48 Q.H.

The Master of Science Degree in Educational Administration is designed for entry level administrative certification in the states of Iowa and Wisconsin only. Minnesota requires a minimum of a Sixth Year Certificate or equivalent (MA/MS+45) for initial administrative certification (although, under special circumstances, a two year provisional certification may be secured with an M.S. degree and approval of the Minnesota State Department of Education). This degree is also designed for educators who wish to develop a special competency in leadership such as department chairperson, curriculum committee chair, lead teacher, special project leader, or administrative assistant. A candidate must earn a minimum of forty-eight (48) graduate quarter credits approved by his/her advisor.

MAJOR FIELD COURSES (24 q.h.)

- 504 Curriculum Development and Implementation (3)
- 510 School Law (3)
- 520 Secondary School Leadership (3) (for Secondary School concentration only) OR
- 524 Elementary School Leadership (3) (for Elementary School concentration only)
- 528 Personnel Administration in Education (3)
- 535 Public Relations for Management (3)
- 578 Supervision of Instruction (3)
- 580 Foundations of Educational Administration (3)
- 583 Educational Finance (3)
- 680/681 Practicum/Internship (3) (Master's Degree requirement for Iowa or Wisconsin certification only)

RESEARCH COURSES (6 q.h.)

- 526 Educational Measurement and Evaluation (3)
- 570 Research and Writing (3)

COGNATE COURSES (3 q.h.)

Courses in departments other than those in the education area. Also acceptable are courses in counselor education, business education and office systems administration, and health, physical education and recreation that cover subjects unrelated to public or private schools.

ELECTIVE COURSES (variable)

Taken as necessary to meet the interests, needs, and the minimum of 48 quarter credits.

WRITING REQUIREMENTS

Without Thesis: Candidates must write one comprehensive research paper to show proficiency in research and writing at the graduate level. The topic for this paper must be approved by the faculty advisor. Guides for the form and style may be secured from the Department of Educational Administration.

With Thesis: Candidates must complete a thesis for six (6) credits demonstrating their ability to use scientific methods and procedures in the solution of an independent study project in the area of school administration. The six credits will be applied to administration course requirements in major field courses.

EXAMINATIONS

Without Thesis: Each candidate must pass a comprehensive written examination on coursework and may be required to pass a final oral examination.

With Thesis: Each candidate must pass a comprehensive written examination on coursework and an oral examination on the thesis paper.

SIXTH YEAR CERTIFICATE IN EDUCATIONAL ADMINISTRATION

The Sixth Year Certification Program in Educational Administration is designed for those who wish to achieve proficiency beyond the Master's degree level in administration and who wish to meet the minimum entry requirements for full certification as an administrator in Minnesota or as a district administrator (General Administration) in Wisconsin. For Minnesota certification, the student must show evidence of three years of successful teaching experience. This program is also for individuals who do not wish to pursue a degree beyond the Master's Degree. Candidates must earn a minimum of 93 quarter hours of credit beyond the Bachelor's Degree and complete an approved program of at least forty-five (45) quarter hours of graduate credit beyond the Master's degree program. No grade lower than a C is counted for graduate credit. A G.P.A. of 3.0 is required to receive the certificate. Only grades earned at Winona State University will be counted in determining the grade point average.

MAJOR FIELD COURSES (45-48 q.h.)

- (45-48 Q.H. Depending on level of certification)
 - 504 Curriculum Development and Implementation (3)
 - 510 School Law (3)
 - 520 Secondary School Leadership (3) (for Secondary School concentration) OR
 - 524 Elementary School Leadership (3) (for Elementary School concentration)
 - 527 School Business Management (3)
 - 528 Personnel Administration in Education (3)
 - 535 Public Relations for Management (3)
 - 552 School Facilities Planning (3)
 - 578 Supervision of Instruction (3)
 - 580 Foundations of Educational Administration (3)
 - 583 Educational Finance (3)
 - 604 Seminar in Curriculum and Supervision (3)
 - 608 Seminar in Problems and Trends (3)
 - 680 or 681 Practicum or Internship (9) (May be waived with appropriate certified administrative experience.)
- (*Note: 520 and 524 must be taken for General School Administration Concentration, District Administrator or Superintendent licensure.)

RESEARCH COURSES (6 q.h.)

- 526 Educational Measurement and Evaluation
 - 570 Research and Writing
- (Note: These courses may be satisfied in the Master's Degree program)

COGNATE COURSES (12 q.h.)

Cognate courses include courses in departments other than those in the education area. Also acceptable are courses in counselor education, business education and office systems administration, and health, physical education and recreation that cover subjects unrelated to public or private schools

ELECTIVE COURSES (variable)

Taken as necessary to meet the interests, needs, and the minimum of 93 quarter credits.

WRITING REQUIREMENTS

A substantial research paper is required of the student in graduate study beyond the B.S. If there is no evidence of a prior research paper, this requirement will have to be met to complete requirements for the Sixth Year Certificate.

EXAMINATIONS

No comprehensive examinations are required for the Sixth Year Certificate

SPECIALIST DEGREE IN EDUCATIONAL ADMINISTRATION

The Specialist Degree in Educational Administration is designed for those who wish to achieve proficiency beyond the master's degree level in elementary or secondary administration or the superintendency. This degree also makes the candidate more competitive for administrative positions in small and large school districts. Completion of the degree meets entry requirements for full certification as an administrator in Minnesota or as a district administrator in Wisconsin. For Minnesota certification, the student must show evidence of three years of successful teaching experience. For elementary principals, experience must be at the elementary level. For secondary principals it must be at the secondary level. This program is also for individuals who wish to pursue a degree beyond the Master's Degree. Candidates must earn a minimum of 93 quarter hours of credit beyond the Bachelor's Degree of which 45 quarter hours of graduate credit must be taken at Winona State University. No grade lower than a C is counted for graduate credit. A 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 (45-48 q.h.)

- 504 Curriculum Development and Implementation (3)
 - 510 School Law (3)
 - 520 Secondary School Leadership (3) (for Secondary School concentration) OR
 - 524 Elementary School Leadership (3) (for Elementary School concentration only)
 - 527 School Business Management (3)
 - 528 Personnel Administration in Education (3)
 - 535 Public Relations for Management (3)
 - 552 Planning of School Facilities (3)
 - 578 Supervision of Instruction (3)
 - 580 Foundations of Educational Administration (3)
 - 583 Educational Finance (3)
 - 604 Seminar in Curriculum and Supervision (3)
 - 608 Seminar in Problems and Trends (3)
 - 680 or 681 Practicum or Internship (3-9) (May be waived with appropriate certified administrative experience.)
- *Note: 520 and 524 must be taken for General School Administration Concentration, District Administrator or Superintendent licensure.)

RESEARCH COURSES (6 q.h.)

- 526 Educational Measurement and Evaluation (3)
- 570 Research and Writing (3)

(Note: These courses may be satisfied in the Master's Degree program or Sixth Year Certificate program.)

ELECTIVE COURSES (variable)

Taken as necessary to meet the interests, needs, and the minimum of 93 quarter credits.

WRITING REQUIREMENTS - FIELD STUDY**(9 q.h.)**

699 Specialist Field Study (9)

Candidates will submit three copies of an approved field study to the Office of Graduate Studies.

COGNATE COURSES (12 q.h.)

Cognate courses include courses in departments other than those in the education area. Also acceptable are courses in counselor education, business education and office systems administration, and health, physical education and recreation that cover subjects unrelated to public or private schools.

EXAMINATIONS

The candidate is required to pass a comprehensive written examination on coursework taken and an oral examination covering the student's field study.

COURSE DESCRIPTIONS**495G Special Topics - 1-3 Q.H.**

The department arranges specific subject matter. May be repeated when offered with different subject content and title. Enrollment to be approved by the department staff. P/NC Option.

503 The Middle School - 3 Q.H.

Purpose, organization, and administration of the schools for the middle years.

504 Curriculum Development and Implementation - 3 Q.H.

Students will explore the nature of curriculum (definition and theories), leadership roles in the curriculum development process, K-12 curriculum articulation, current issues, and will participate in specific (job related) curriculum design.

510 School Law - 3 Q.H.

Laws affecting education. Prerequisite: EDAD 580 or consent of instructor.

520 Secondary School Leadership - 3 Q.H.

Students will explore the nature of secondary school leadership and conditions which produce effective administrative practice. Special attention will be given to scheduling.

524 Elementary School Leadership - 3 Q.H.

Students will explore the nature of elementary school leadership and conditions which produce effective administrative practice.

525 Educational Statistics - 3 Q.H.

An introduction to statistics with emphasis on the analysis of data as a means of improving decision-making. Fundamentals of descriptive and inferential statistics, including hypothesis testing procedures.

526 Educational Measurement and Evaluation - 3 Q.H.

The effective use and general misuse of Standardized Tests in educational decision making. A review of mathematical statistics support a clear understanding of the various means of reporting Standardized Test Scores.

527 School Business Management - 3 Q.H.

Business management activities, including procedures for budgeting and accounting.

528 Personnel Administration in Education - 3 Q.H.

The nature and scope of the personnel function, with special attention to major current issues, including affirmative action.

530 Collective Bargaining in Education - 3 Q.H.

The development, process and impact of collective bargaining at K-14 level. Practice in simulated bargaining sessions.

535 Public Relations for Management - 3 Q.H.

Purpose, techniques and problems of school-community relations.

552 Planning of School Facilities - 3 Q.H.

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

556 Administrative Decision-Making - 3 Q.H.

Application of decision-making processes, utilizing simulation, role play, case studies and decision groups.

570 Research and Writing - 3 Q.H.

Form, style, and appropriate research procedures in education.

578 Supervision of Instruction - 3 Q.H.

Improvement of the total teaching-learning process with emphasis on organizations, human behavior and instructional leadership.

580 Foundations of Educational Administration - 3 Q.H.

The organizational governance and politics of American education.

583 Educational Finance - 3 Q.H.

Financing education, including current policies, sources of revenue, and trends in fiscal structure and operation. Prerequisite: EDAD 580 or consent of instructor.

590 Individual Research - 1-4 Q.H.

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

599 Master's Thesis - 6 Q.H.

Must show candidate's ability to employ scientific methods and procedures in an independent study in his/her field of concentration.

604 Seminar in Curriculum and Supervision - 3 Q.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.

608 Seminar in Problems and Trends - 3 Q.H.

Within the context of needs of individual students, a review of the practical application of administration theories. Prerequisite: Four courses in Educational Administration.

610 Workshop in School Administration - 1-3 Q.H.

Topics vary according to needs of interested administrators and students. P/NC Option.

680 Practicum in Educational Administration - 3-9 Q.H.

The student will function in an administrative capacity under an experienced administrator with supervision from the Department of Educational Administration. P/NC Only.

681 Internship in Educational Administration - 3-9 Q.H.

The student will function under an experienced administrator in a full-time salaried administrative capacity with supervision by the Department of Educational Administration. P/NC Only.

699 Specialist Degree Field Study - 9 Q.H.

HEALTH, PHYSICAL EDUCATION AND RECREATION

122 Memorial Hall, 457-5200

Chairperson: John Martin

Graduate Faculty: Behnke, Grob, Gunner, Juaira, Marston, Martin, Miller, Smith

MASTER OF SCIENCE HEALTH, PHYSICAL EDUCATION, AND RECREATION 45-51 Q.H.

The Department of Health, Physical Education and Recreation offers a Master of Science degree with either a concentration in health education or physical education. A student may complete both concentrations by using the 18 elective hours for the second concentration; however, it is strongly recommended that a student elect one of the certification programs for his/her elective hours.

PREREQUISITES

A minimum of thirty-six (36) undergraduate credits in the area of concentration, either health education or physical education, is required. Each candidate pursuing a concentration in physical education must have completed an undergraduate course in anatomy and kinesiology.

REQUIREMENTS

PLAN A AND PLAN B

REQUIREMENTS (33 q.h.)

501 Research Methods in Health and Physical Education (3)
515 Tests and Measurements in Health and Physical Education (3)

PLAN A - Health Education Concentration

Health Education Electives (18)
Professional Education (9)

PLAN B - Physical Education Concentration

Physical Education Electives (18)
Professional Education (9)

THESIS OPTION (45 q.h.)

Thesis 1-6 credits as a part of the 18 health education or physical education electives depending on concentration pursued.

NON-THESIS OPTION (51 q.h.)

General Electives (18)

COMPREHENSIVE EXAMINATION

Upon completion of the course work under Plan A, Health Education or Plan B, Physical Education, each student will take a six-question comprehensive examination based on the area of concentration. It is suggested that the student consult with his/her advisor before applying to the Office of Graduate Studies for permission to take the comprehensive examination.

COURSE DESCRIPTIONS

All students entering with advanced credit must consult the department for evaluation of credits and assignment of proper classes.

400G Perceptual-Motor Development - 4 Q.H.

In-depth examination of contemporary motor developmental theories, principles of normal and abnormal motor development and clinical applications of immature locomotor patterns.

406G Coaching Practicum - 1-3 Q.H.

Directed supervision in coaching. The student will propose the sport and location when he/she is interested in coaching. After approval of the supervising coach, school athletic director, WSU affiliated coach and the HPER Department Chair, the student will be granted a coaching practicum under direct supervision. Graduate credit will be granted only for coaching in higher education. Offered quarterly.

414G Recreational Leadership - 3 Q.H.

Leadership problems of the recreation leader in school and community recreation programs, including actual laboratory experience. Offered yearly.

417G Physical Education or Recreation Workshop - 1-3 Q.H.

Subject matter determined by department. Course may be repeated when offered with different subject matter, content, and title.

420G The Administration of High School Athletics - 3 Q.H.

Administrative procedures for managing the business affairs of high school athletic programs and a study of state high school league regulations for boys' and girls' programs. Offered on demand.

428G Health Science Strategies - 3 Q.H.

For the major in health education for further study through experiences provided in the health science laboratory. Prerequisites: HPER 125, 325, 425. Offered on demand.

429G Community Health - 4 Q.H.

Role of public health and its relationship to the school health program, including opportunity to observe the operation and function of a public health program. Offered on demand.

431G Health Problems Workshop - 1-3 Q.H.

For teachers, school nurses, school administrators and others interested in strengthening school health programs. May be repeated for credit.

435G Assessment In Adapted Physical Education - 4 Q.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. Prerequisites: 303, 400G.

436G Programming/Special Populations I in**Developmental/Adapted Physical Education - 3 Q.H.**

Provides fundamental concepts and skills essential to programming and adaptation of methods, materials, physical activities and facilities to meet the needs of the Learning Disabled, Mentally Handicapped and Emotionally Disturbed in selected activity areas. Laboratory included. Prerequisites: 400G, 435G.

437G Programming/Special Populations II in**Developmental/Adapted Physical Education - 3 Q.H.**

Provides fundamental concepts and skills essential to programming and adaptation of methods, materials, physical activities and facilities to meet the needs of the orthopedically handicapped, sensory impaired and other health disorders. Prerequisites: 315, 435G.

438G Developmental/Adapted Physical Education**Practicum - 6 Q.H.**

The application of skills, knowledge and concepts necessary for planning, organizing and conducting developmental/adapted physical education programs through supervised field experience. Prerequisites: 436G, 437G.

445G Motor Learning - 3 Q.H.

Theoretical foundations of motor learning and the practical applications of theories in the teaching of motor skills. Offered yearly.

470G Mechanical Analysis of Motor Skills - 3 Q.H.

Analysis of sports skills in terms of the fundamental principles of body mechanics. Prerequisites: Biol. 233 General Human Anatomy, HPER 314 Kinesiology. Offered yearly.

480G Coaching Clinic - Football - 3 Q.H.

For anyone coaching or working toward coaching certification. Lectures, films, demonstrations, and panel discussions covering offensive and defensive drills, special techniques, pre-season programs, off-season programs, practice sessions, conditioning, and care and prevention of athletic injuries. Offered yearly. P/NC Option, for undergraduates.

483G Coaching Clinic - Track and Field - 3 Q.H.

The clinic will provide the opportunity for registrants to gain valuable approaches, methods, and techniques from highly qualified men and women track and field coaches in sprinting, hurdling, middle and long distance running, relays, long jump, triple jump, high jump, shot put, discus, javelin, and pole vault. Offered on demand. P/NC Option for undergraduates.

485G Dance Clinic - 3 Q.H.

This course covers these approaches to teaching dance: locomotor, body movement, rhythmic, spatial, sensory, and ideational. Areas of dance to be covered are folk, square, modern, ballroom, jazz, and ballet. Offered according to demand. P/NC Option for undergraduates.

488G Alcohol and Drug Education - 1-3 Q.H.

The course is designed to be taken as three one-credit parts or in its entirety: 1) effects of alcohol and other drugs on the body; 2) the

problems and risks of drug abuse; and 3) drug education programs. P/NC Option. Offered yearly or as demand requires.

501 Research Methods in Health and Physical Education - 3 Q.H.

Methods and techniques of research potential and completed problems analyzed with view to selection of topics.

502 Critical Issues in Health Education - 2-3 Q.H.

Current controversial issues are discussed to develop understanding and insight for organizing and teaching health units. May be repeated for credit.

503 Diseases of Man - 3 Q.H.

An overview of agents of disease and processes of diseases in man, including an introduction to ecology of man in health and disease.

504 Health Curriculum in Elementary and Secondary Schools - 3 Q.H.

Development and organization of the school health curriculum from K-12. For health instructors, elementary teachers and school administrators.

505 Decision Making Processing in Health Education - 3 Q.H.

Concepts and operational procedure for a management by objectives approach in health education.

510 Curriculum Construction in Physical Education - 3 Q.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.

513 Independent Study in Health or Physical Education - 1-3 Q.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 staff member and approval of topic outline.

515 Tests and Measurements in Health and Physical Education - 3 Q.H.

History and theory of measurement, the selection and administration of appropriate performance tests, and the interpretation of their results.

516 Laboratory Techniques in Human Performance - 3 Q.H.

Advanced work in the areas of exercise physiology and motor learning with particular emphasis on laboratory experience. Prerequisites: HPER 314 Kinesiology and 455 Physiology of Exercise.

520 Psychology of Coaching - 3 Q.H.

Study of the emotional, attitudinal and personality problems of athletes, interpersonal behavior and motivational psychology.

524 Historical Implications for Current Trends and Issues in Physical Education

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.

526 Planning of Facilities in Health and/or Physical Education - 3 Q.H.

Principles and standards for health and/or physical education equipment and facility planning, construction, use and maintenance.

528 Adapted Physical Education - 3 Q.H.

Analysis of physical education for the handicapped student with practical application in a laboratory situation and the legal implications.

530 Supervision of Health and Physical Education in Elementary and Secondary Schools - 3 Q.H.

The general aims and purposes of supervision, and the duties and relationships of the supervisor of health and physical education.

533 Administrative Problems in Physical Education - 3 Q.H.

A study of administrative problems in Physical Education that confront the teacher and leader.

540 Test Construction in Health and Physical Education - 3 Q.H.

Principles of construction, selection, and interpretation of Health and Physical Education tests.

541 Current Literature and Research in Health or Physical Education - 3 Q.H.

A survey of professional literature and research in the fields of health education or physical education.

40 / COLLEGE OF EDUCATION / SPECIAL EDUCATION

550 Physical Education in Higher Education - 3 Q.H.

An examination of the role of physical education in higher education, with special emphasis on problems in college teaching.

553 Physical Education in the Elementary School - 3 Q.H.

Examination of the role of physical education in the elementary school and an evaluation of trends in elementary physical education programs.

599 Master's Thesis - 1-6 Q.H.

Must show evidence of the candidate's ability to carry on independent study and to employ scientific methods and procedures in the solution of a problem in the student's field of concentration. Offered by arrangement.

SPECIAL EDUCATION

Gildemeister Hall 221, 457-5535

Chairperson: Carol Anderson

Graduate Faculty: Anderson, Palmer, Rocco,

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.

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

LICENSURE PROGRAMS

The Department offers the following three graduate programs leading to Minnesota K-12 teaching/licensure:

Learning Disabilities - A Licensure Sequence

Mild to Moderate Mentally Handicapped

Emotionally/Behaviorally Disordered offered in conjunction with the University of Minnesota.

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

MASTER'S DEGREE PROGRAMS

The Department offers two graduate programs leading to the M.S. degree in Special Education with concentrations in Mild to Moderate Mentally Handicapped and in Learning Disabilities.

ADMISSION

To be considered for admission to a graduate program, students must meet the following requirements to be reviewed and evaluated by the Department:

- 1) Applicants for admission to graduate study in Special Education must have a cumulative G.P.A. of 2.5 to be admitted to a graduate program in Special Education. Students must hold a Bachelor's degree from an accredited college or university. Students without a current, valid teaching license in Minnesota must meet with an advisor to determine necessary additional coursework required prior to admission to a degree or licensure program.
- 2) Students applying to the master's degree program with a grade point average below 3.0 over the last two years of undergraduate coursework may be considered for admission on the basis of GRE scores and other relevant criteria.
- 3) Students must arrange to have recommendation forms submitted by three appropriate 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.

PROCEDURES:

1) Submit "Application for Admission to Graduate Study" to the Winona State University Office of Graduate Studies. (No more than sixteen (16) credits earned before being officially admitted to graduate study may be applied to any program.)

a) Request that two (2) transcripts of all college work be sent to the Office of Graduate Studies.

b) Arrange to take the Graduate Record Exam (GRE) General Test. Information regarding GRE registration procedures and test dates may be obtained from the Office of Graduate Studies.

2) Submit "Special Education Application for Admission to Graduate Study" to the Special Education Department.

a) 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 nine credits and before completion of twenty-four 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.

REGISTRATION FOR FIELD EXPERIENCES:

All students are required to pre-register for each field experience. Applications are available in the Department of Special Education Office (Gildemeister 221).

- 1) Field Experiences I and II, SP ED 531 and 533 Registration must be completed at least one quarter prior to enrollment.
- 2) Field Experience III, SP ED 555 Registration must be completed at least two quarters prior to enrollment.

LEARNING DISABILITIES (LD)

LICENSURE PROGRAM

(44 Q.H.)

PHASE I

(20 Q.H.)

Prerequisites: Valid Minnesota teaching license or alternative coursework. Reading and Math methods coursework.

400G Education of Exceptional Children and Youth (4)

405G Student Management Systems (4)

410G Introduction to Assessment/Methods (4) (Prerequisites: Reading and Math Methods)

420G Special Education Administrative Procedures (4)

531 SPED Field Experience I (4)

PHASE II

(8 Q.H.)

Prerequisites: Phase I, registration for comprehensive examination, and recommendation from the Field Experience I instructor.

430G Learning Characteristics of the Mildly Handicapped (4)

533 Field Experience II (4)

PHASE III**(16 Q.H.)**

Prerequisites: Phase II, pass comprehensive examination, and recommendation from the Field Experience II instructor.

445G Assessment/Methods LD (4)

555 Internship LD (12)

**MILD TO MODERATE MENTALLY
HANDICAPPED (MMMH) LICENSURE
PROGRAM
(44 Q.H.)**

PHASE I**(20 Q.H.)**

Prerequisites: Valid Minnesota teaching license or alternative coursework. Reading and Math methods coursework.

400G Education of Exceptional Children and Youth (4)

405G Student Management Systems (4)

410G Introduction to Assessment/Methods (4) (Prerequisites: Reading and Math Methods)

420G Special Education Administrative Procedures (4)

531 SPED Field Experience I (4)

PHASE II**(8 Q.H.)**

Prerequisites: Phase I, registration for comprehensive examination, and recommendation from Field Experience I instructor.

430G Learning Characteristics of the Mildly Handicapped (4)

533 SP ED Field Experience II (4)

PHASE III**(16 Q.H.)**

Prerequisites: Phase II, pass comprehensive examination, and recommendation from Field Experience II instructor.

440G Assessment/Methods MMMH (4)

555 Internship MMMH (12)

**EMOTIONALLY/BEHAVIORALLY
DISORDERED (E/BD) LICENSURE PROGRAM
(IN COOPERATION WITH THE UNIVERSITY
OF MINNESOTA)**

(32-37 Q.H.)

Persons enrolling in the program must have completed the prerequisite coursework and be admitted to this specific program.

1) A bachelor's degree.

2) Elementary and/or secondary Minnesota teacher's license (or have completed a classroom teaching license exemption).

3) Evidence of characteristics and/or experience predictive of success in teaching emotionally/behaviorally disordered students.

PREREQUISITE SPECIAL EDUCATION CORE COURSES

400G Education of Exceptional Child and Youth (4)

405G Student Management Systems (4)

420G Special Education Administrative Procedures (4)

410G Introduction to Assessment/Methods (Prerequisites:

Reading and Math Methods)

531 SPED Field Experience I (4)

Choose a minimum of one course: (advisor approval)

Soc. 405G Models of Intervention (4)

Soc. 445G Reality Therapy (4)

Psych. 421G Cognitive Behavior Therapy (4)

CE 507 Introduction to Counseling (3)

Choose a minimum of one course: (advisor approval)

CE 525 Adolescent Development (3)

Psych. 420G Abnormal Psychology (3)

Psych. 423G Psychopathology of Childhood (4)

Choose Option A or B or C (advisor approval)**OPTION A**

479G Education of the Emotionally Disturbed and Socially Maladjusted (3)

425G Mainstreaming (3)

430G Learning Characteristics of the Mildly Handicapped (4)

533 SPED Field Experience II (4)

OPTION B

445G Assessment/Methods LD (4)

OPTION C

440G Assessment/Methods MMMH (4)

555 Internship MMMH (12)

METHODS (taken through the University of Minnesota)

Contact the University of Minnesota for specific additional coursework. At least 14 additional credits will be required.

NOTE: Program is in revision. See department chair for current program requirements.

**MASTER OF SCIENCE
SPECIAL EDUCATION**

**LEARNING DISABILITIES
CONCENTRATION**

54 Q.H.**PREREQUISITE COURSES:**

Reading Methods course equivalent

Math Methods course equivalent

400G Education of Exceptional Children and Youth (4) or equivalent

405G Student Management Systems (or other behavior management course) (4)

CORE COURSES (In Licensure Sequence):**PHASE I**

410G Introduction to Assessment/Methods (4)

420G Special Education Administrative Procedures (4)

531 SPED Field Experience I (4)

PHASE II

Prerequisites: Phase I with grade of B or better, registration for Special Education Comprehensive Exam, and recommendation from Field Experience I instructor.
430G Learning Characteristics of the Mildly Handicapped (4)
533 SPED Field Experience II (4)

PHASE III

Prerequisites: Phase II with grade of B or better, pass comprehensive exam, and recommendation from Field Experience II instructor.
445G Assessment/Methods for the Learning Disabled (4)
555 Internship MMMH/LD (1-12)

ADDITIONAL COURSEWORK

Ed. 523 Foundations of Education (3)
560 Collaborative Consultation (3)
561 Research Design (3)
562 Research Seminar (3)
— 500-Level Elective (3)

RESEARCH PAPER

599 Master's Thesis (3-6) (no elective is required with this option)
or
598 Professional Paper (3)

MILD TO MODERATE MENTALLY HANDICAPPED CONCENTRATION

54 Q.H.

PREREQUISITE COURSES:

Reading Methods course or equivalent
Math Methods course or equivalent
400G Education of Exceptional Children and Youth (4) or equivalent
405G Student Management Systems (4) (or other behavior management course)

CORE COURSES (In Licensure Sequence):

PHASE I

410G Introduction to Assessment/Methods (4)
420G Special Education Administrative Procedures (4)
531 SPED Field Experience I (4)

PHASE II

Prerequisites: Phase I with grades of B or higher, enroll for Special Education comprehensive exam, and recommendation from Field Experience I instructor.
430G Learning Characteristics of the Mildly Handicapped (4)
533 SPED Field Experience II (4)

PHASE III

Prerequisites: Phase II with grades of B or better, pass comprehensive exam, and recommendation from Field Experience II instructor.
440G Assessment/Methods Methods for the Mentally Handicapped (4)
555 SPED Internship MMMH/LD (1-12)

ADDITIONAL COURSEWORK

Ed. 523 Foundations of Education (3)
560 Collaborative Consultation (3)
561 Research Design (3)
562 Research Seminar (3)
— 500 Level Elective (3)

RESEARCH PAPER

599 Master's Thesis (6) (no elective is required with this option)
or
598 Professional Paper (3)

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 coursework in research design and statistical analysis. Guidelines for writing form are available from the Department or the advisor. Candidates must be enrolled for credit in SPED 598 or 599 during the quarter 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 599). 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 meets with the committee for a public oral examination of the written work. Students completing the thesis option are exempted from the 500-level elective requirement.

B. Professional Paper Option (SPED 598). A second reader, in addition to the student's advisor, and a public presentation of the project are required.

GRADUATE WRITTEN EXAMINATION REQUIREMENTS

Consult the calendar in the Graduate Bulletin or the Course Schedule for dates and application deadlines. After consultation with the advisor, essay examination questions are solicited from professors in courses designated by 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.

COURSE DESCRIPTIONS

400G Education of Exceptional Children and Youth - 4 Q.H.
An overview of information to assist human service professionals in understanding the needs of speech impaired, learning disabled, emotionally disturbed, behaviorally disordered, deaf, blind, mentally handicapped, physically handicapped, health impaired, gifted, and culturally diverse students from preschool through post-school ages. Offered quarterly.

405G Student Management Systems - 4 Q.H.
A study of management systems designed to accommodate the special education needs of handicapped students through applied

behavioral analysis. Prerequisites: Ed. 301 and 302. Offered twice yearly.

410G Introduction to Assessment/Methods - 4 Q.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: SPED 400, 405, reading and math methods. Offered twice yearly.

420G Special Education Administrative Procedures - 4 Q.H.

An overview of special education delivery models including finances, legislation, philosophic considerations and least restrictive alternative approaches. Prerequisite: SPED 400. Offered twice yearly.

425G Mainstreaming - 3 Q.H.

Procedures for modification of the regular classroom curriculum (Language, Arts, Math, Social Studies, Science, etc.) to meet the individual needs of students with special learning problems at early childhood, elementary, and secondary levels. Prerequisites: Ed. 302, SPED 400. Offered yearly.

430G Learning Characteristics of the Mildly Handicapped - 4 Q.H.

This course is designed to provide the student with an understanding of the learning characteristics of students who are mentally retarded, learning disabled, or emotionally/behaviorally disordered, and their implications for both regular and special educational programming. This course is intended for students seeking licensure in LD, MMMH, or E/BD. Prerequisites: Phase I, concurrent enrollment in SPED 533; registration for Comprehensive Examination. Offered twice yearly.

440G Assessment/Methods for the Mentally Handicapped - 4 Q.H.

Knowledge and skills for professional entry-level assessment and program development/adaptation for mild to moderate mentally handicapped students in school programs. Prerequisites: Phase II; concurrent enrollment in SPED 555-MMMH, passing score on Comprehensive Examination. Offered yearly.

445G Assessment/Methods for the Learning Disabled - 4 Q.H.

Course objectives include gaining advanced skills and understanding of academic, process, and behavioral assessment for planning the least restrictive educational program for learning disabled students. Prerequisites: Phase II; concurrent enrollment SPED 555 LD, passing score on Comprehensive Examination. Offered yearly in spring (winter if needed) and over two consecutive summers.

479G Education of Emotionally Disturbed and Socially Maladjusted Children and Youth - 3 Q.H.

Characteristics of disturbed and maladjusted children and youth and the implications of these characteristics for educational objectives, curriculum, and methods. Offered on demand.

531 Special Education Field Experience I - 4 Q.H.

A field experience for graduate students individually designed to develop skills in IEP case management. Prerequisites: SPED 400, application one quarter in advance, concurrent enrollment in 410G. Offered quarterly. Students are placed in special education classrooms for ten (10) hours per week.

533 Special Education Field Experience II - 4 Q.H.

A field experience for graduate students individually designed to develop competency in collaborative consultation skills necessary for implementation of the least restrictive alternative service delivery model in special education. Students are placed in an on-campus, after-school tutorial program which serves area public and private school students. Prerequisites: Phase I, registration one quarter in advance, concurrent enrollment in 430G.

555 Internship MMMH - 12 Q.H.

An internship specifically designed to meet the licensure requirements for teaching students with mild to moderate mental handicaps. Students are placed in special education classrooms full-time for four days per week at both elementary and secondary levels. Prerequisites: Phase II, concurrent enrollment in SPED 440G, application two quarters in advance. Offered yearly in spring quarter.

555 Internship LD - 12 Q.H.

An internship specifically designed to meet the licensure requirements for teaching students with learning disabilities. Students are placed in special education classrooms full-time for four days per week at both elementary and secondary levels. Prerequisites: Phase II,

concurrent enrollment in SPED 445G, application two quarters in advance. Offered winter and spring quarters and over two consecutive summers.

555 Special Education MMMH/LD Internship - 12 Q.H.

An internship specifically designed to meet the licensure requirements of the area in which the graduate student seeks certification. Prerequisite: Departmental approval. Offered as needed.

560 Collaborative Consultation - 3 Q.H.

Overview of consultation methods utilized by special education and other professionals with teachers, related service personnel, parents and students including the educational, legal and ethical factors involved in case management. Specific focus on and development of collaborative consultation skills. Prerequisite: Graduate standing.

561 Research Design - 3 Q.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. Prerequisite: Graduate standing.

562 Research Seminar - 3 Q.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: SPED 561.

590 Independent Study - 1-4 Q.H.

The independent pursuit of a topic in research, project development, or selected readings, in consultation with the instructor. Offered quarterly. P/NC Option. Application during preceding quarter required. May be repeated for credit. Prerequisite: Advisor and instructor approval.

595 Workshop - 1-4 Q.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. P/NC Option.

598 Professional Paper - 3 Q.H.

This course is a capstone research project for the master's degree serving as a culminating experience which integrates the knowledge and skills of the graduate program in a way which 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.

599 Master's Thesis - 3-6 Q.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

DEPARTMENTS

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

DEGREES OFFERED

Master of Arts in English
Master of Science in English
Master of Science in History

MISSION

The basic 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 basic 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 Department has additional facilities in Phelps Hall.

ART

204 Watkins, 457-5395
 Chairperson: Dominic Ricciotti
 Graduate Faculty: Park, Ricciotti

402G The Psychology of Art and Art Education - 4 Q.H.

Exploration of topics related to human behavior and the production/appreciation of visual art forms. Theories of perception and the creative process examined as they pertain to: initiative, self-esteem, motivation, reward, persistence. Applicable for Minnesota Licensure in Art. Prerequisites: Art 300 and junior standing. Offered yearly.

412G Multi-media Crafts for the Classroom - 4 Q.H.

An art education laboratory experience affording the prospective teacher (elementary through senior high) opportunities to become familiar with art processes that produce craft outcomes across several media; combining media and going beyond basic processes introduced in Art 300. Applicable for Minnesota Licensure in Art. Prerequisite: 300. Offered yearly.

500 Current Trends in Art Education - 3 Q.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.

501 Graduate Ceramics - 3 Q.H.

Hand-built and wheel-thrown ceramics with an emphasis on design, creative expression, use of materials and equipment. Various firing procedures. Prerequisite: Minimum of 3 undergraduate credits in ceramics.

503 Implementing Visual Arts Learning in the Elementary Classroom - 3 Q.H.

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

504 History of Art of the Americas - 4 Q.H.

The development of American Art forms from the colonial period in North and South America through World War II. The transition from early European influence brought to the colonies to the beginning of an American school of expression.

505 Oriental Art History - 3 Q.H.

Consideration of the aspects of Chinese and Japanese art from the early dynasties of China to the 18th Century in both Japan and China.

513 Advanced Water Media - 3 Q.H.

Students with basic knowledge of watercolor, sumi ink, casein, gouache, and tempera techniques are aided in developing a personal expression.

514 Contemporary Design - 3 Q.H.

Analytical study of the work of contemporary designers and design trends.

515 Graduate Painting - 3 Q.H.

Continued experimentation with painting media as a means of developing a personal statement. Prerequisite: Minimum of 3 Q.H. of painting.

516 The Design Process: Its Cultural Base - 3 Q.H.

A lecture/laboratory exploration of the designing process as it has functioned in the major cultures of the world from the classical period of Greek and Roman art to the present time.

517 Jewelry - 3 Q.H.

A course designed to meet the needs of the jewelry designer, craftsman and the prospective teacher of jewelry making at the secondary level. Independently designed experiences in forging, fusing, casting, enameling, stone setting, lapidary and research and the contemporary jewelry design.

550 Special Problems in Art - 3 Q.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.

COMMUNICATION AND THEATRE ARTS

215 Performing Arts, 457-5230
 Chairperson: David Bratt
 Graduate Faculty: Bratt, Siemers, Hatfield, Wilkinson

COMMUNICATION COURSES

461G History and Criticism of American Public Address-4 Q.H.
 Study of the history of public speaking in America from 1600 to present. Prerequisite: CTA 261. Offered every two years.

484G Classical Rhetoric - 4 Q.H.
 Seminar studies of development, changes, refinements in the heritage of rhetoric from Pericles to Seneca. Prerequisite: 261. Offered every two years.

SPECIAL STUDIES COURSES

499G Independent Studies in CTA - 1-8 Q.H.
 Offers advanced students an opportunity to study independently in an area of special interest to them. May be repeated to a total of 8 quarter hours. Prerequisite: Consent of instructor. Offered on demand.

ENGLISH

302 Minne Hall, 457-5440
 Chairperson: James Nichols
 Graduate Faculty: Adickes, Bennett, Cowgill, DeGrazia, Dornier, Eddy, Forsythe, Grawe, Meeker, A. Nichols, J. Nichols, Raz, Robinson.

MASTER OF ARTS

ENGLISH

45 Q.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. The Office of Graduate Studies requires all candidates for master's degrees to take the Graduate Record Examination. The Department of English recommends that the Examination be taken as early as possible.

Procedures for Admission to the Department Program:

Graduate students who have taken more than eight, but not more than sixteen, graduate hours in English, and have achieved a grade point average of 3.00 or better, are eligible for formal admission to the Program. Students should either choose an advisor from the Departmental Graduate Faculty, or ask to have one assigned, as soon as possible, but no later than the time they have taken their second course in the Department. At some time after the completion of their eighth hour of graduate English credit, but before their seventeenth hour, they must petition in writing the Department of English Graduate Studies Committee for admission to the Program. No credit toward the M.A. degree will be granted for more than sixteen hours unless a student has been formally admitted to the Program. Requirements include:

Forty-five hours of graduate credit, at least thirty-six of which must be in English.

(Note: Students are expected to have completed English 418G and 420G and 447G—or their equivalents—as part of their undergraduate programs. If they have not, they must include them in their graduate programs. These courses should be taken as early as possible.)

Presentation of a satisfactory thesis, which must be defended orally.

OR

Presentation of a group of poems, a group of short stories, or a novel—all of which must be written as part of their graduate work.

A passing mark on the terminal written examination.

Notes: The University requires that at least fifty percent of the credits counted towards the master's degree be in courses numbered 500 or above.

Students may register for a maximum of six quarter hours of credit to work on either a thesis or a creative writing project.

The grades for all coursework must **average B**.

Once students are admitted to the Program, no credit hours 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.

Students may choose to evaluate a group of student themes instead of evaluating prose and poetry on the terminal examination. (Note: Students who choose this option must notify their advisors **before** registering for the final written examination.)

The written permission of the Department of English is required before a student may apply to take the terminal examination.

MASTER OF SCIENCE

ENGLISH

45 Q.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. The Office of Graduate Studies requires all candidates for the master's degree to take the Graduate Record Examination. The Department recommends that the Examination be taken as early as possible.

Procedures for Admission to the Department Program:

Graduate students who have taken more than eight, but not more than sixteen, graduate hours in English, and have achieved a grade point average of 3.00 or better, are eligible for formal admission to the Program. Students should either choose an advisor from the Departmental Graduate Faculty, or ask to have one assigned, as soon as possible, but no later than the time they have taken their second course in the Department. At some time after the completion of their eighth hour of graduate English credit, but **before** their seventeenth hour, they must petition in writing the Department of English Graduate Studies Committee for admission to the Program. No credit toward the M.S. degree will be granted for more than sixteen hours unless a student has been **formally** admitted to the Program. Requirements include: Forty-five hours of graduate credit.

Students must include in this total nine hours of professional education, and may include up to nine hours of electives in non-English areas. (Note: Students are expected to have completed English 418G or 420G and English 447G—or their equivalents—

as part of their undergraduate programs. If they have not, they must include them in their graduate programs. These courses should be taken as early as possible.)

Presentation of a satisfactory thesis, which must be defended orally

OR

Presentation of a group of poems, a group of short stories, or a novel—all of which must be written as part of their graduate work.

A passing mark on the terminal written examination.

Notes: The University requires that at least fifty percent of the credits counted towards master's degrees be in courses numbered 500 or above.

Students may register for a maximum of six quarter hours of credit to work on either a thesis or a creative writing project.

The grades for all course work must **average B**.

Once students are admitted to candidacy for the Master of Science degree, no credit hours 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.

Students may choose to evaluate a group of student themes instead of evaluating prose and poetry on the terminal examination. (Students who choose this option must notify their advisors **before** registering for the final written examination.)

The written permission of the Department of English is required before a student may apply to take the terminal examination.

COURSE DESCRIPTIONS

All 400G literature classes include a bibliography component. 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.

402G Teaching Secondary English - 4 Q.H.

The goals and methods of the secondary English teacher and the content and structure of the secondary English curriculum. Offered every two years.

405G Chaucer - 4 Q.H.

The Canterbury Tales. Special attention to medieval sources, analogues, and recent literary criticism. Offered yearly.

406G Studies in Sixteenth Century Literature - 4 Q.H.

Non-dramatic literature of the Tudor period. Introduction to and practice in the reading and transcription of unedited texts. A detailed consideration of the development of prose style and the short lyric. Offered every two years.

407G Studies in Seventeenth Century Literature - 4 Q.H.

Non-dramatic literature of the seventeenth century. Introduction to principles of critical editing. Offered every two years.

410G Creative Writing: Advanced Theory and Practice - 4 Q.H.

The imitative, expressive and contemporary theories of creative composition. Prerequisites: Eng. 310 or 312 or 418. Offered every two years.

414G Shakespeare: Comedies and Histories - 4 Q.H.

Offered every two years.

417G Shakespeare: Tragedies - 4 Q.H.

Offered every two years.

418G Stylistics - 4 Q.H.

The structure of modern English as described by traditional grammarians and contemporary linguists; application of linguistics to the analysis of style. Offered every two years.

420G Introduction to Language Study - 4 Q.H.

Language systems and their relationship to the cultures in which they function. Offered every two years.

422G Emerson and Thoreau - 4 Q.H.

An extensive examination into the major works of Ralph Waldo Emerson and Henry David Thoreau. Offered every two years.

424G Modern Drama - 4 Q.H.

An analysis of the distinctive thematic and structural concerns of western drama from Ibsen to the present including consideration of female and minority writers. Offered every two years.

425G Modern British and American Prose - 4 Q.H.

Representative British and American prose from 1900 to W.W.II. Emphasis on close reading with attention to historical and literary influences. Offered every two years.

432G European and Non-Western Literature - 4 Q.H.

Representative masterpieces of European and non-Western literature. Offered every two years.

435G Literature of the Romantic Era - 4 Q.H.

The Romantic writers and their precursors. Offered every two years.

437G Victorian Literature - 4 Q.H.

The major writers of the Victorian period with special emphasis on Victorian poetry. Offered every two years.

439G Technical Writing - 4 Q.H.

The theory and practice of technical writing with special attention to the formats and usage of profession and corporate settings. Offered every two years.

445G Studies in Eighteenth Century Literature - 4 Q.H.

Offered every two years.

447G Literary Criticism: Theory and Practice - 4 Q.H.

Modern critical theories and their application in original critical evaluations. Focus on practical criticism and the assumptions behind personal response to literature. Offered every two years.

449G Scientific Writing - 4 Q.H.

Prescriptive and descriptive principles of scientific writing. Corpus-based linguistic analysis of the syntax and rhetoric of scientific writing. Offered every two years.

450G Modern British and American Poetry - 4 Q.H.

Representative male and female British and American poets of the modern era, comprising the work of various groups and ethnic derivation. Offered every two years.

505-506-507 Seminar in English Literature - 4 Q.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. Specific writer, or writers, announced in class schedule.

508-509-510 Seminar in American Literature - 4 Q.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. Specific writer, or writers, announced in class schedule.

511 Theory and Practice in the Teaching of Writing - 4 Q.H.

Required course for graduate assistants. Offered yearly.

590-591-592 Independent Studies - 1-4 Q.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.

599 Thesis - 1-6 Q.H.

HISTORY

212 Minne Hall, 457-5400

Chairperson: Roderick Henry

Graduate Faculty: Byman, Henderson, Hyman, Mishark, Schmidt, Sobiesk

PREREQUISITES

1. Graduate students must hold B.A. or B.S. degree;
2. They must have completed at least 16 Q.H., or its semester system equivalent, in History courses at or above the 300 (under graduate junior/senior) level; and
3. They must have compiled a 2.75 on a 4.0 scale average in undergraduate history courses.

Note: Students may make up the History credit hours or the grade average requirements after admission to WSU, but they will not be formally admitted to candidacy for the M.S. degree until after these prerequisites have been met.

MASTER OF SCIENCE

HISTORY

45-51 Q.H.

REQUIREMENTS (15 Q.H.)

Students must choose either a Thesis Plan program or a Non-Thesis Plan program. See below for credit hour requirements for the different plans. All M.S. History students must take History 550: Historical Research and Writing, and they must study United States History as a major field, as well as selecting Broad Field electives that the graduate's advisor approves. Thesis plan students select 12 Q.H. of electives in Broad Field, while Non-Thesis plan students select 18 Q.H. of electives in Broad Field. The electives must be 400G or 500 level; they may be courses offered by other departments, including those in the College of Education, as well as by the History Department. Electives must be approved by the student's graduate advisor.

Graduate students will be assigned a graduate advisor by the Chair of the History Department. A History graduate program advisor will serve on the Thesis or portfolio paper committee and will conduct the written comprehensive examination for his/her respective graduate students. Thesis plan students will, with approval of graduate advisor, select a thesis advisor.

Students should be aware that they may count a maximum of 6 Q.H. of History 531: Independent Readings in their M.S. program. Students will most wisely use Independent Readings toward the end of their program and under their graduate advisor's guidance to better prepare for their comprehensive examinations.

Notes: Students may transfer no more than 15 Q.H. of graduate-level credits from another institution. The History Department will not accept for transfer credits courses that earned a grade of C or below, or that the student took on a P/NC basis. All credit transfers require the approval of the student's graduate advisor and the History Department Chairperson. No course work taken on the P/NC basis will count toward completion of the History M.S. program.

Thesis Plan

(45 Q.H.)

Required (9 q.h.)

550 Historical Research and Writing (3 q.h.)

599 Thesis (6 q.h.)

Electives from Two Fields (36 q.h.)

Note: At least 50 percent of the q.h. earned must be at the 500 level.

United States Field (24 q.h.)

Note: At least 12 q.h. at the 500 level.

Broad Field (12 q.h.)

May include European and Latin American History, a maximum of 9 q.h. from the Professional Education sequence, and other departments' graduate courses as approved by the graduate advisor.

Oral Examination over the Thesis

Written Comprehensive Examination

Thesis Plan students must take a minimum of 23 q.h. at the 500 level.

Non-Thesis Plan

(51 Q.H.)

Required (3 q.h.)

550 Historical Research and Writing (3 q.h.)

Electives from Two Fields (48 q.h.)

Note: At least 50 percent of the credits earned must be at the 500 level.

United States Field (30 q.h.)

Note: At least 15 Q.H. at the 500 level.

Broad Field (18 q.h.)

May include European and Latin American History, a maximum of 9 q.h. from the Professional Education sequence, and other departments' graduate courses as approved by the graduate supervisor.

Committee Acceptance of Three (3) Portfolio Papers
Written Comprehensive Examination

Note: A committee composed of the graduate student's advisor and two other members of the department graduate faculty must accept three portfolio papers before the student can take the comprehensive examination. Rejected papers must be revised to committee specifications before the student can proceed to the comprehensive examination. (At least one of the papers will be based on appropriate primary source materials. [This research paper will likely, but not necessarily, be a revised History 550 paper.]

Non-Thesis plan students must take a minimum of 26 q.h. at the 500 level.

COURSE DESCRIPTIONS**401G Ancient Rome - 4 Q.H.**

The rise of Rome from a small republic to empire, the decline and fall of the empire. The Roman contribution to western civilization. Offered as needed.

403G Middle Ages - 4 Q.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.

406G French Revolution and Napoleon - 4 Q.H.

Political, economic, and intellectual origins of the French Revolution, a decade of revolution, the Napoleonic Era, and the impact of the revolution. Offered as needed.

408G Renaissance - 4 Q.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.

409G Reformation - 4 Q.H.

Causes of Reformation: Martin Luther and John Calvin. The Reformation of England, Anabaptist, Unitarians, Catholic Counter-Reformation, wars of religion. Offered as needed.

415G Twentieth Century Europe - 4 Q.H.

The peace settlements, the League of Nations, the rise of totalitarianism, World War II. Offered as needed.

417G Hitler and Nazi Germany - 4 Q.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.

421G Tudor and Stuart England (1471-1914) - 4 Q.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.

423G Twentieth Century England - 4 Q.H.

England in the 20th Century from the height of imperial power to a Socialist government. Offered as needed.

434G Soviet Russia (1905-Present) - 4 Q.H.

The theory of Communism and its practice in Russia. The role of the Soviet Union in world affairs. Offered as needed.

461G Latin American Social Revolution - 4 Q.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.

469G History of Brazil - 4 Q.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.

478G The Age of Jackson - 4 Q.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.

479G The Civil War and Reconstruction - 4 Q.H.

Origins of the war, political and military development of the war and post-bellum problems. Offered as needed.

481G American Westward Expansion - 4 Q.H.

Emphasis is placed upon the Native American, fur trader, cattleman, miner, and farmer on the Trans-Mississippi frontier with special attention given to the Western myth. Offered as needed.

483G The Progressive Era and the "Golden" Twenties (1901-1929) - 4 Q.H.

Consideration will be given to Progressivism, World War I, postwar adjustment problems and select social phenomenon of the Twenties. Offered as needed.

484G Depression, New Deal and War (1929-1945) - 4 Q.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.

485G Contemporary America 1945-Present - 4 Q.H.

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. Offered as needed.

486G American Intellectual and Cultural History - 4 Q.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.

488G American Constitutional History - 4 Q.H.

A study of the origins, growth, and development of the United States Constitution in the context of American social and political history. Offered yearly.

515 Seminar in European History - 3 Q.H.

Readings and European topics as selected by the instructor. Since the topics will vary, this course may be repeated for credit.

520 Seminar in United States History - 3 Q.H.

Readings on United States topics as selected by the instructor. Since the topics will vary, this course may be repeated for credit.

525 Seminar in Latin American History - 3 Q.H.

Readings on Latin American topics as selected by the instructor. Since the topics will vary, this course may be repeated for credit.

531 Independent Readings in History - 1-3 Q.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.

550 Historical Research and Writing - 3 Q.H.

An introduction to the techniques of historical research, emphasizing the preparation of a research paper. (The research topic should be a continuation of work begun in one of the reading seminars.) This course may be repeated for credit if the same research project is not repeated, and if the instructor grants permission. Prerequisite: Hist. 515, or Hist. 520, or History 525, or permission of the Instructor.

599 Thesis - 3 or 6 Q.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.

MUSIC

145 Performing Arts, 457-5250

Chairperson: Ivan Olson

Graduate Faculty: McClell, Mendyk, Mechell, Olson, Sovinec

400G Twentieth Century Harmony - 4 Q.H.

A study of the harmonic materials commonly used by twentieth century composers. Topics include: scale materials, chords by thirds, chords by fourths, added-note chords, chords by seconds, polychords, compound and minor harmony, chord progression and connection, tonality and polytonality and atonality. Offered on demand.

402G Form and Analysis - 4 Q.H.

Analysis of compositions as to form, melodic and harmonic structure. Students write original compositions modeled after works analyzed. Offered every two years.

403G Counterpoint - 4 Q.H.

Strict counterpoint in 16th Century style, study of species. Prerequisite: Music 203. Offered alternate years.

406G Conducting II - 3 Q.H.

Advanced techniques of conducting choral and instrumental groups. Offered alternate years.

410G Music Supervision and Administration - 4 Q.H.

Problems of supervision and administration in public school music programs. Prerequisite: Music 202. Not applicable toward the B.A. degree. Offered every three years.

411G Allied Arts in School and Society - 3 Q.H.

Designed to give the student both a philosophical overview of related arts programs and practical experience in preparation of teaching units, collection of source materials, and study of teaching methods. Offered yearly.

422G Music Seminar on Choral Techniques and Materials - 4 Q.H.

Criteria for selection of vocal music, examination of representative music suitable for groups at various levels of development, principles of programming, rehearsal techniques and organizations. Offered on demand.

424G High School Orchestra Methods - 4 Q.H.

Arranging and editing materials for high school orchestras. Organizational and rehearsal procedures. Offered every three years.

435G Wind Instrument Repair - 2 Q.H.

Care, maintenance, and repair of woodwind and brass instruments. Offered every third year.

440G American Music - 4 Q.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 summer only.

445G Music of the Twentieth Century - 4 Q.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 summer only.

455G Opera Literature - 4 Q.H.

The development of opera from Florentine Camerata to the present day. Principal styles and tendencies illustrated by study of representative works. Offered occasionally.

471G Survey of Vocal Literature I (Italian) - 2 Q.H.

Arias of the 17th and 18th centuries. Offered alternate years.

472G Survey of Vocal Literature II (German) - 2 Q.H.

Lieder and Schubert, Schumann, Franz, Mendelssohn, Brahms, Strauss, and Hugo Wolf. Offered alternate years.

473G Survey of Vocal Literature III (French) - 2 Q.H.

Representative French songs and Faure, Duparc, Chausson, Debussy and Poulenc. Offered alternate years.

485G Psychology of Music - 4 Q.H.

A survey of theories and studies concerned with man's behavioral patterns as manifested in musical expression and perception. Offered alternate years.

490G Music for Today's Schools: New Ideas in Music Education - 1-3 Q.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. Offered summer only.

POLITICAL SCIENCE

120 Minne, 457-5500

Chairperson: James Bromeland

Graduate Faculty: Eddy, Grover, El-Afandi, Morello,

410G Political Analysis (T) - 4 Q.H.

The various research approaches utilized in the study of the political process. Emphasis is placed upon methods available for the collection and analysis of data. Prerequisites: Pol. Sci. 103 or 220. Offered every two years.

415G Political Psychology (T) - 4 Q.H.

A study of psychological concepts as they have been applied in the analysis of political behavior including motivation, perception, attitude formation and change, and political personality. Prerequisites: 220 and junior status. Offered every two years.

416G Internship Program (A) - 1-16 Q.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.) Offered quarterly.

422G American Foreign Policy (A) (I) - 4 Q.H.

A consideration of major foreign policies, objectives and commitments of the United States and their political, economic and military implications, as well as policy decisions currently confronting the United States. Prerequisites: 130 and junior status. Offered every other year.

426G Public Budgeting (A) - 4 Q.H.

An examination of the politics of budgeting at federal, state and local levels. Budgeting is viewed as a mechanism for setting goals and objectives of governmental agencies and of distributing benefits and costs of governmental decisions. Consideration will be given to program planning, program analysis, intergovernmental relations, the government and the economy, and recent reforms in budgetary systems. Prerequisites: 220 and 228. Offered every other year.

433G The Foreign Policy of the Soviet Union (I) - 4 Q.H.

A study of the historical development of Soviet foreign policy and its influence on international politics. Emphasis on its ideological basis and evolution from the early revolutionary stage to alliances, the Cold War, and peaceful coexistence. Prerequisites: 130 and sophomore status. Offered every two years.

444G Foreign Policy of the People's Republic of China (I) - 4 Q.H.

A study designed to equip the student with an in-depth understanding of the decision-making process of foreign policy and the application of political power in the international political system by the People's Republic of China. Prerequisites: 130, and sophomore status. Offered every two years.

450G Politics of Revolution and Modernization (T) or (C) - 4 Q.H.

A description of major problems of developing nations in regard to their internal affairs and international relations. Interplay between economic levels and patterns of politics and the processes leading to social, political, economic and cultural revolutions. Prerequisites: 130 and sophomore status. Offered every two years.

499G Seminar - 1-4 Q.H.

The subject matter of which is 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. Offered yearly.

501 Readings in Political Science - 4 Q.H.

The nature and scope of this course consists of independent readings in any area of political science. Credit arranged. May be repeated up to 12 hours.

502 Formation of Public Policy - 4 Q.H.

An integrated study of the policy making process, the relationship of persons, groups, and governmental and non-governmental institutions in the initiation, formulation and implementation of policy in the United States. Prerequisite: 220. Offered by arrangement only.

503 Community Decision Making - 4 Q.H.

Discussion and critique of the power structure literature: emphasis on methods of studying community elites. Prerequisite: 220. Offered by arrangement only.

PSYCHOLOGY

328 Minne Hall, 457-5435

Chairperson: Kerry Williams

Graduate Faculty: Breitenstein, Deyo, Lane, Lewis, Sefkow, Soriano, J. Williams, K. Williams

400G Independent Study - 1-4 Q.H.

Independent study or research for credit under the guidance of a staff member with prior consent. May be repeated. Teaching assistantships and field experiences are available on a P/NC basis only. Prerequisite: Psych. 210. Offered quarterly.

414G Psychology of Mental Retardation - 4 Q.H.

Causes, diagnosis, problems, and treatment of mental retardation. Personal, social, and educational adjustment of retarded persons. Prerequisite: 210. Offered yearly.

418G Behavioral Pharmacology - 4 Q.H.

Psychological, sociological, and physiological factors related to drug dependency. Therapeutic interventions and education will be discussed. Decision-making processes and alternatives to drug use are explored. This course does not meet teacher certification, but is designed for non-education majors. Prerequisite: 210. Offered yearly.

420G Abnormal Psychology - 4 Q.H.

Abnormal behavior is studied according to its origins, development, and treatment. Topics include: models of abnormal behavior, anxiety disorders, psychoses, somatoform disorders, life-span related disorders, psychological aspects of illness and prevention. Prerequisites: 210 and 4 additional credits in psychology. Offered quarterly.

421G Cognitive Behavior Therapy - 4 Q.H.

Current methods, principles and therapeutic interventions of behavior modification are discussed as applied to the behavior of individuals and groups in school, hospital, community, and interpersonal situations. Prerequisite: 210. Offered yearly.

423G Psychopathology of Childhood - 4 Q.H.

Examines classification of disorders of children and adolescents. Topics include: Eating Disorders, Psychosomatic Disorders, Autism, Psychosis, Phobias, Developmental Deviations. Therapy issues will be discussed. Prerequisites: 210 and either 250 or 420G. Offered yearly.

424G Women and Mental Health - 4 Q.H.

Issues of women's mental health (including guilt, depression, dependence, 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 personal and social changes affecting women. Special treatment needs of women will be addressed such as abortion counseling, rape counseling and treatment for battered women. Prerequisites: 210, 275 and 420 or 431. Offered yearly.

425G Organizational Psychology - 4 Q.H.

Organizational socialization, organizational decision-making, organization-individual interaction, dynamics of motivation in organization, formal versus informal structures, leadership and the utilization of power and authority, communication, organizational change, and the evaluation of organizational effectiveness. Prerequisite: 210. Offered yearly.

498G Seminar in Psychology - 4 Q.H.

Topics will be specified for each separate course offering. The intent is to provide in-depth study of one specialized subject area. Prerequisite: 210. Offered yearly.

SOCIOLOGY AND SOCIAL WORK

228 Minne, 457-5420

Chairperson: Mickey Ellenbecker

Graduate Faculty: Aldrich, Bublitz, Carlson, Gerlach, Schwartz, Winger

400G Life Styles of American Cultural and Minority Groups - 2 Q.H.

The study of intergroup relations, American minorities, discrimination and prejudice. Offered every three years.

405G Models of Intervention - 4 Q.H.

An in-depth study of therapeutic methodologies and skills used in the human service professions. Special emphasis is on social systems and directive models to assist individual clients with behavioral changes. Prerequisite: Soc. 150 or consent of instructor. Limited to 20 students. Offered yearly.

411G Sociology of Religion - 4 Q.H.

A comparative analysis of religious beliefs, institutions and symbols and their role in societies. Prerequisite: 150. Offered every three years.

412G Sexuality in American Society - 4 Q.H.

An extensive review of recent research in the area with specific emphasis on behavioral and cultural aspects of sexuality. Prerequisite: 150. Offered twice yearly.

414G Juvenile Delinquency - 4 Q.H.

In-depth analysis of juvenile delinquency, its development, control, treatment, and prevention. Prerequisite: 150. Offered yearly.

431G Social Class and Power - 4 Q.H.

Social classes, their membership, and their use of social, economic and political power. Prerequisite: 150. Offered every three years.

434G Medical Sociology - 4 Q.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 every two years.

435G Family Roles and Relationships - 4 Q.H.

Specific study of family roles, communication patterns, decision-making, and interpersonal relationships. Limited to 25 students. Prerequisites: 150, 212. Offered yearly.

437G The Sociology of Large Scale Organization - 4 Q.H.

Analysis of the design of organizations and the characteristics of the environment which affect them. Prerequisite: 150. Offered yearly.

438G Organizational Change - 4 Q.H.

A comparative analysis of the alternative models of organizations used as a basis for readaptation and redesign. Offered yearly. Prerequisite: 150.

445G Reality Therapy - 4 Q.H.

An in-depth study, comparison and application of Reality Therapy used in the helping professions to assist individuals and systems in learning specific skills to meet individual and social needs. Prerequisites: 150, Jr./Sr. standing and consent of instructor. Offered yearly.

450G Sociology of Aging - 4 Q.H.

Growth of the aged population, comparative view of the role of the aged; problems of the aged and proposed solutions. Prerequisite: 150. Offered every two years.

480G Variable Topics in Sociology or Social Work - 1-4 Q.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: 16 hours of sociology or social work. Offered on demand. P/NC.

488G Health and Human Services Organizations - 4 Q.H.

Analysis of patterns, regularities, design and behavior in organizations providing health and human services. Prerequisite: 150. Offered yearly.

515 Current Social Problems - 1-4 Q.H.

An examination of the incidence, causes and treatment of major social problems. Prerequisite: Permission of instructor. Offered on arranged basis.

COLLEGE OF NURSING AND HEALTH SCIENCES

231 Phelps Howell Hall, 457-5121
 U249 Rochester Center, (507) 285-7489
 Rosemary A. Langston, Dean
 Chairperson: Karen Gardner
 Graduate Faculty: M. Smith (M.S. Program Director), Frost, Kern, Nicholls, Seppanen, Thompson

DEGREES OFFERED:

Master of Science
 Majors: Adult Health Nursing
 Nursing Administration

PURPOSE:

The Master of Science Program in Nursing educates nurses for advanced practice. Students select a major in adult health nursing or nursing administration. The adult health nursing major chooses a focus of clinical nurse specialist or nurse educator; the nursing administration major emphasizes the integration of advanced nursing practice and administrative processes. The purpose of this program is to prepare students with a strong clinical practice base.

To accomplish this, the program is designed so each student will be able to:

1. Synthesize theories of nursing science and related disciplines to develop a theoretical basis to guide advanced nursing practice.
2. Demonstrate advanced level of clinical expertise in nursing of adults in primary, secondary, and tertiary prevention.
3. Demonstrate advanced level of nursing care management in a variety of settings.
4. Provide leadership in clinical practice, management, consultation, teaching, and research to provide nursing care.
5. Use a process of scholarly inquiry in advanced nursing practice.
6. Analyze the effects of historical, cultural, economic, ethical, legal, and political influences on health care delivery.
7. Manage resources within a health care delivery system.
8. Contribute to continuing professional development of self and others.

DESCRIPTION OF PROGRAM

Students in both majors have a strong clinical practice base in the nursing of well, ill, and at risk adults. The characteristics of adult health nursing practice at the master's level include: advanced knowledge in adult health nursing; demonstration of expertise and leadership in practice, teaching, and consultation in health care settings; and utilization of theory and research to improve nursing practice. Students practice in a variety of settings using the advanced nurse roles of clinician, leader/manager, teacher, consultant, and researcher. Content, process, and clinical experiences are organized to develop advanced levels of practice in nursing care of clients in primary, secondary, and tertiary prevention.

MAJOR IN ADULT HEALTH NURSING

Advanced pathophysiology and adult development supplement core courses for students in adult health nursing. Clinical practicums in advanced nursing for the adult health major focus on care of individuals and groups with multiple, complex health problems.



Focus - Clinical Nurse Specialist

Students who elect the clinical specialist focus will develop, test, and practice the role of the clinical nurse specialist in a practice area of the student's choice. Extension of advanced nursing practice roles of 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 nursing in an academic or health care setting. Courses and learning experiences focus 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.

MAJOR IN NURSING ADMINISTRATION

Students who elect the nursing administration major will be prepared for administrative positions in a health care setting. In addition to 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; and the functions of the nursing administrator in the organization as well as issues and trends in nursing administration. Clinical practicums in advanced nursing for the nursing administration major focus on management of clients, nurses, and resources. An administration practicum offers students the opportunity to apply administration principles under the guidance of a qualified preceptor.

CLINICAL EXPERIENCES

Faculty and graduate students select preceptors in settings and clinical practice areas of nursing to meet students' individual needs. Students currently practice in hospitals affiliated with the Mayo Medical Center in Rochester, the Gunderson and Skemp clinics in LaCrosse, and other hospitals, county public health

52 / COLLEGE OF NURSING

agencies, senior citizen centers, schools of nursing, and health care agencies from a three-state area.

ADMISSION REQUIREMENTS*

The criteria and procedures used for admitting students to the graduate program in nursing are as follows:

1. Students will apply for admission through the Office of Graduate Studies. All general requirements for admission must be met in addition to the following specific requirements of the College of Nursing.
2. Baccalaureate degree from an NLN accredited program.
3. Transcripts demonstrating a minimum GPA of 3.00 on a 4.00 scale.
4. Graduate Record Examination taken within last five (5) years.
5. A minimum of one year clinical nursing experience.
6. Current R.N. licensure
7. International students must have satisfactory scores on TOEFL (Test of English as a Foreign Language).
8. Undergraduate courses in statistics and nursing research strongly recommended.
9. Three professional and academic references.
10. A statement of personal and professional goals.

*Applicants not meeting all of the above criteria will be given individual consideration.

Applications may be obtained from:

Master's Program in Nursing
WSU-Rochester Center
859 30th Ave., S.E.
Rochester, MN 55904
1-507-285-7473
OR
Office of Graduate Studies
Winona State University
Winona, MN 55987
1-507-457-5038

GRADUATION REQUIREMENTS:

1. General requirements of the University.
2. Completed thesis.

MASTER OF SCIENCE NURSING

54-62 Q.H.

CORE COURSES TAKEN BY ALL NURSING GRADUATE STUDENTS

- 510 Theoretical Foundations for Advanced Practice (3)
- 515 Advanced Research in Nursing Practice (4)
- 520 Issues in Advanced Nursing Practice (3)
- 525 Health Care Technology (2)
- 561 Primary Prevention in Adult Health Seminar (2)
- 541 Primary Prevention in Adult Health Clinical (3)
- 562 Secondary Prevention in Adult Health Seminar (2)
- 542 Secondary Prevention in Adult Health Clinical (3)
- 563 Tertiary Prevention in Adult Health Seminar (2)
- 543 Tertiary Prevention in Adult Health Clinical (3)
- 564 Advanced Role Seminar (2)
- 599 Thesis (5)
- STAT501 Statistical Methods for Health Care Research (3)

MAJOR IN ADULT HEALTH NURSING

(54 q.h.)

- 505 Advanced Pathophysiology (3)
- CE535 Adult Development (3)
- Elective (3)

FOCUS - CLINICAL SPECIALIST

- 565 Clinical Nurse Specialization (4)
- 566 Clinical Specialization Practicum (4)

FOCUS - NURSE EDUCATOR

- 570 Nursing Education: Curricular Processes (3)
- 571 Nursing Education: Instruction and Evaluation (5)

MAJOR IN NURSING

ADMINISTRATION

(55-62 q.h.)

- 550 Fiscal Management and Budgeting of Nursing Care Systems (3)
- 551 Human Resource Management of Nursing Care Providers (3)
- 552 Structure and Design of Nursing Care Systems in Health Care Organizations (3)
- 553 Administrative Processes in Health Care and Nursing Care Systems (2)
- 554 Nursing Administration Practicum (4-8)
Electives (3-6)

NOTE: Students select 3-6 credits from the restricted list below. To enter courses outside the College of Nursing the student should obtain consent from the course instructor. Other support courses may be added to this list as deemed appropriate by the graduate nursing faculty.

- CE 535 Adult Development
- Econ. 450G Health Economics
- Fin. 560 Studies in Financial Decision-Making
- Mktg. 542 Marketing Analysis
- Mgmt. 541 Organizational Behavior and Development
- Mgmt. 595 Business Policies
- Mgmt. 525 Administrative Decision-Making
- Mgmt. 530 Business Management Decision-Making
- Soc. 437G Sociology of Large Scale Organizations
- Soc. 434G Medical Sociology

COURSE DESCRIPTIONS

505 Advanced Pathophysiology - 3 Q.H.

Advanced physiology and pathophysiology at the cellular, organic and systemic level will be the focus on this course. Interdependence of organ systems in health and disease will be emphasized as a basis for clinical assessment and management. Grade only. Offered yearly.

510 Theoretical Foundations of Advanced Practice - 3 Q.H.

The goal of this course is to provide the student with the opportunity to critically analyze existing nursing theories and develop the ability to theorize about his or her own practice. The student will do an in depth examination of the attributes of a concept. Grade only. Offered yearly on both campuses. Prerequisite: Admission to program or consent of instructor.

515 Advanced Research for Nursing Practice - 4 Q.H.

Advanced research in nursing builds on previous knowledge of research and statistics to develop a research-oriented approach to practice. The student will analyze methods and techniques of research and interpret their usefulness for application in clinical practice. Theory and practice will be used in defining nursing problems and developing plans for study. Grade only. Offered yearly on both campuses. Prerequisite: Nurs. 510; Co-or prerequisite: STAT 501.

516 Research Seminar - 2 Q.H.

Formulation and evaluation of research problem and design appropriate for master's thesis. Critical review and problem solving related to research projects based on needs of seminar participants. Forum for group critique of scientific writing. Grade only. Offered on demand. Prerequisite: 515 and consent of instructor.

520 Issues in Advanced Nursing Practice - 3 Q.H.

Analysis of current issues of role, leadership, ethical/moral behavior, conflict, organizational behavior, health behavior, and change. Examination of social forces, including the historical antecedents and current manifestations that influence changes in the nursing profes-

sion. Exploration of recent legislation's impact (at both the state and national levels) on advanced nursing practice. Grade only. Offered yearly on both campuses.

525 Health Care Technology - 2 Q.H.

This course is designed to provide knowledge of technological modalities presently used to assist in the diagnosis and treatment of patients, planning and monitoring of care, management of information, and data analysis. The application of technology in nursing research, education, and practice will be explored. Application of general ethical theories, principles, and rules to dilemmas in nursing stemming from technology. Grade only. Offered yearly on both campuses.

541 Primary Prevention in Adult Health Clinical - 3 Q.H.

Principles of Primary Prevention will be applied in advanced nursing practice. Emphasis will be placed on the integration of theory and research into clinical practice. Focus will be on the roles of clinician, leader/manager, and consultant. Must register for 561 at same time. Prerequisite: Course in physical assessment.

542 Secondary Prevention in Adult Health Clinical - 3 Q.H.

Principles of Secondary Prevention will be applied in advanced nursing practice. Emphasis will be placed on the integration of theory and research into clinical practice. Focus will be on the roles of clinician, leader/manager, and teacher. Must register for 562 at same time. Prerequisite: Course in physical assessment.

543 Tertiary Prevention in Adult Health Clinical - 3 Q.H.

Principles of Tertiary Prevention will be applied in advanced nursing practice. Emphasis will be placed on the integration of theory and research into clinical practice. Focus will be on the roles of clinician, leader/manager, and researcher. Must register for 563 at same time. Prerequisite: Course in physical assessment.

550 Fiscal Management and Budgeting of Nursing Care Systems - 3 Q.H.

This course will focus on application of fiscal management principles as they affect the provision of nursing care within a health care organization. Grade only. Offered as needed. Prerequisite: 510 or consent of instructor.

551 Human Resource Management of Nursing Care Providers - 3 Q.H.

This course will focus on personnel management and labor relation principles as they apply to provision of nursing care within a health care organization. Grade only. Offered as needed. Prerequisites: 510, 515, or consent of instructor.

552 Structure and Design of Nursing Care Systems in Health Care Organizations - 3 Q.H.

This course provides content related to health care organization structures with an emphasis on the design and delivery of nursing care. Grade only. Offered as needed. Prerequisites: N510, N515, or consent of instructor.

553 Administrative Processes in Health Care and Nursing Care Systems - 2 Q.H.

This course provides knowledge of behaviors within health care organizations. Focus is on nursing care systems as they relate to behaviors of the organization, emphasizing the interrelationships needed to provide nursing care. Grade only. Offered as needed. Prerequisites: 510, 515, or consent of instructor.

555 Nursing Administration Practicum - 4-8 Q.H.

This guided practicum is designed to build on the student's previous experiences and meet individual learning needs. Practicing nurse administrators will be utilized as preceptors to enhance the application of principles. Credit requirement (4 or 8 credits) dependent on student's previous experience in nursing administration. Grade only. Offered as needed. Prerequisites: Three of 550, 551, 552, or 553 and 564.

561 Primary Prevention in Adult Health Seminar - 2 Q.H.

In depth study of Primary Prevention in adult health. Analysis and synthesis of literature, with emphasis on theory and research, relevant to advanced nursing practice in health promotion and disease prevention. Emphasis will be on the component roles of clinician, leader/manager, and consultant. Grade only. Offered yearly on both campuses. Must register for N541 at same time. Co- or Prerequisites: 505, CE 535 for adult health nursing majors. Prerequisites: 510, 515.

562 Secondary Prevention in Adult Health Seminar - 2 Q.H.

In depth study of Secondary Prevention in adult health. Analysis and synthesis of literature, with emphasis on research, relevant to advanced nursing practice in acute care. Emphasis on the component roles of clinician, leader/manager, and teacher. Grade only. Offered yearly on both campuses. Must register for 542 at same time. Prerequisites: 505, CE 535 for adult health nursing majors. Prerequisite: 510; 515 co-requisite.

563 Tertiary Prevention in Adult Health Seminar - 2 Q.H.

In depth study of Tertiary Prevention in adult health. Analysis and synthesis of literature, with emphasis on theory and research, relevant to advanced nursing practice with patients with chronic illness. Emphasis on the component roles of clinician, leader/manager, and researcher. Grade only. Offered yearly on both campuses. Must register for 543 at same time. Prerequisites: 505, CE 535 for adult health majors; Prerequisites: 510, 515.

564 Advanced Role Seminar - 2 Q.H.

This course will provide a forum for synthesis of role behaviors in advanced nursing practice. Selected theories, which have been operationalized in a clinical setting, are evaluated. Grade only. Offered yearly on both campuses. Prerequisites: One of 561, 562, 563.

565 Clinical Specialization Seminar - 4 Q.H.

This course is designed to introduce students to the role of clinical nurse specialist. Nursing practice models will be explored. Focus will be on developing competencies in identifying and treating complex nursing diagnoses. Emphasis will be placed on the use of a theoretical and research basis for effecting change to improve patient outcomes. Students will focus on concepts specific to the specialty areas in which they are interested. Grade only. Offered as needed. Prerequisites: Two of 561-563, 564. Corequisite: Third prevention seminar and clinical practicum.

566 Clinical Specialization Practicum - 4 Q.H.

This course allows the student to practice the specialist role in a chosen area of adult health. Settings are selected according to the interests of students and faculty. Students will work with a preceptor, have a caseload of patients, and continue to develop an in-depth knowledge base for clinical specialization. Offered as needed. Co- or Prerequisite: 565.

570 Nursing Education: Curricular Processes - 3 Q.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 and curriculum design. Grade only. Offered as needed. Prerequisites: 510, 515, CE 535, or consent of instructor.

571 Nursing Education: Instruction and Evaluation - 5 Q.H.

Role and responsibilities of nurse educator with emphasis on application of teaching strategies and evaluation techniques in classroom and clinical instruction for nursing students or graduate nurses. Grade only. Offered as needed. Prerequisites: Two of 561-563, 570, or consent of instructor.

585 Individual Study in Nursing - 1-3 Q.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. Time arranged. May be repeated for a total of 6 (six) credit hours. Contract with learning objectives, plan for accomplishments, and criteria for evaluation is necessary. P/NC Option. Prerequisites: Enrolled in nursing graduate program and consent of instructor.

595 Seminar in Nursing - 1-4 Q.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. P/NC Option. Prerequisites: Enrolled in nursing graduate program or consent of instructor.

599 Thesis - 5 Q.H.

An individual investigation of a nursing research problem using the research process and subsequent defense of the thesis is required for graduation. The research must be presented at a research seminar. Grade only. Offered quarterly on both campuses. Prerequisites: Completion of 36 credits and permission of thesis advisor.

COLLEGE OF SCIENCE AND ENGINEERING

114H Pasteur Hall, 457-5585
Dennis N. Nielsen, Dean

DEPARTMENTS

Biology
Chemistry
Computer Science
Engineering
Geology
Mathematics & Statistics
Physics

DEGREES OFFERED

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

OBJECTIVES

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: Steven Berg

Graduate Faculty: Anderson, Berg, Brako, Dapkus, Fremling, Jefferson, Mundahl, O'Rourke, Reuter, White, Zwonitzer

COURSE DESCRIPTIONS

425G Animal Behavior - 4 Q.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. Offered yearly. Grade only for Biology majors; P/NC Option for non-Biology majors.

445G Immunology - 4 Q.H.

An introduction to the theory and practice of modern immunology. Emphasis on the immune response in humans. Prerequisites: Biol. 308, Chem. 212, 213 and 340. Offered yearly.

460G General Parasitology - 4 Q.H.

An introduction to the study of parasites of man and his domestic animals and the etiology of associated pathologic states. Prerequisites: Biol. 211 and Chem. 400. Lecture and laboratory. Offered yearly.

470G Histology - 4 Q.H.

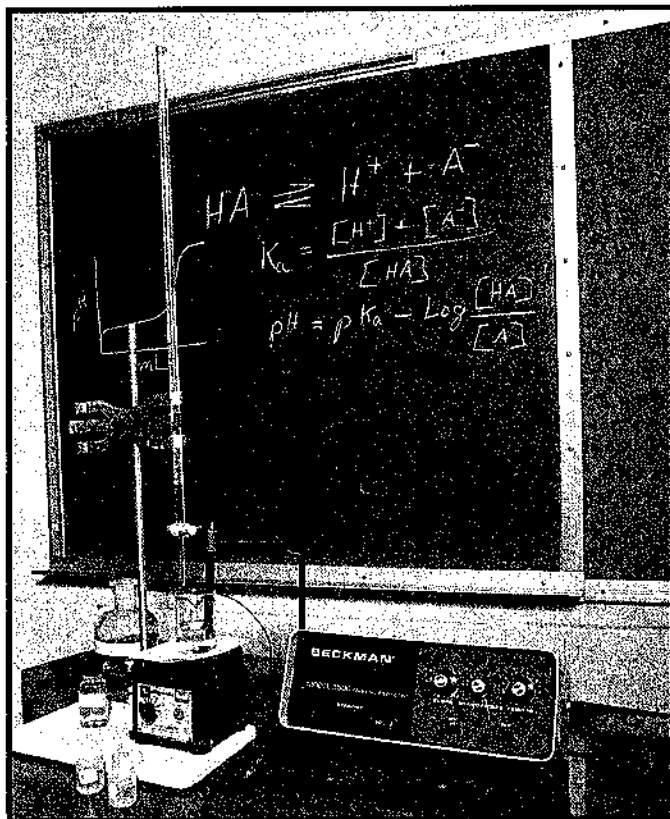
A microscopic study of animal cells, tissues, and organs and correlating structure and function. Emphasis is placed on the mammal. Consideration is given to various microtechniques and histochemistry and the analysis of electromicrographs. Lecture and laboratory. Prerequisites: Biol. 207, Chem. 213. Offered yearly.

500 Problems in Biology - 1-5 Q.H.

This course is designed to give graduate students the opportunity to study biological subjects of special interest to them. Prerequisite: consent of advisor. May be repeated with consent of advisor up to 5 credits.

525 Selected Topics in Advanced Physiology - 3 Q.H.

Physiological mechanisms and concepts, from molecular to system level, with emphasis on the integration of body processes through neural and endocrine control. Normal physiology emphasized.



CHEMISTRY

312 Pasteur, 457-5290

Chairperson: Wayne Dunbar

Graduate Faculty: Dunbar, Foss, Fick, Ng, Rislove, Witt

COURSE DESCRIPTIONS

408G, 409G Chemistry for Teachers in the Elementary School 1-4 Q.H.

An introductory sequence in chemistry for elementary teachers. Methods and concepts applicable to all sciences taught in a framework of chemical phenomena, facts, laws, principles, and theories. Not open to majors and minors in any of the sciences. No prerequisite. Offered summer, irregularly.

410G Polymer Chemistry - 3 Q.H.

Chemistry of synthetic polymerization processes, 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: Chem. 351 and 412 or Engineering 345 - Thermodynamics I. Offered every two years.

420G Topics in Industrial Chemistry - 3 Q.H.

Applications of chemistry in industry. The chemistry and technology of selected industrial processes with emphasis on industrial organic chemistry. Prerequisites: Chem. 340 or 350. Offered every two years.

426G Analytical Chemistry - 5 Q.H.

A course stressing modern analytical chemistry. A study of the theory and practice of the quantitative examination of chemical systems. Emphasizes instrumental methods of: UV-vis, emission, and AA spectroscopy, electrical methods, and gas and liquid chromatography. Prerequisites: Chem. 425 and 413. Offered yearly.

427G Topics in Instrumental Chemistry - 1-3 Q.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: or-

ganic and analytical chemistry and consent of instructor. Offered yearly by arrangement, using A-V instruction.

438G Medicinal Chemistry - 3 Q.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 organic chemistry. Offered every three years.

440G Chemistry of Heterocyclic Compounds - 3 Q.H.

A systematic approach to the nomenclature, properties, synthesis and reactions of heterocyclic compounds. Strong emphasis on reaction mechanisms. Special topics and reports. Lecture course. Prerequisites: Chem. 340 or 350. Offered every four years.

444G Organic Reactions and Synthesis - 2-4 Q.H.

Individual problems in preparative organic chemistry. Reactions and multistep synthesis using new as well as classical reagents and reactions, purification techniques and analysis by spectroscopic methods. A laboratory course with one lecture period per week. Prerequisites: Chem. 340 or 350. May be repeated to a total of 4 quarter hours. Offered every four years.

447G Advanced Organic Chemistry - 3 Q.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: Chem. 351 and 413. Offered every three years.

465G History of Chemistry - 2 Q.H.

A chemistry course emphasizing the fascinating interplay of ideas during the development of the chemical body of knowledge from alchemy. Prerequisite: one quarter of organic chemistry. Offered every three years.

470G Isotope, Nuclear and Radiochemistry - 3 Q.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: Chem. 413. Offered every two years.

475G Seminar in Chemistry - 1 Q.H.

Group discussions and papers presented in the field of chemistry. Prerequisite: 30 quarter hours of chemistry. Offered yearly.

510 Individual Problems in Chemistry - 1-4 Q.H.

An opportunity for the qualified graduate student to work independently. Topics may include research, development of special skills, selected readings, etc. Time arranged. Prerequisites: 15 hours in chemistry and consent of the instructor. May be repeated to a total of four quarter hours.

COMPUTER SCIENCE

103 Watkins, 457-5385

Chairperson: Gerald Cichanowski

Graduate Faculty: Bunce, Cichanowski, Debnath, Dukes, Iyengar, Ouellette

Adjunct Faculty: Martin, Sirjani, Stroebel, Turner

COURSE DESCRIPTIONS

425G, 426G Numerical Analysis I, II - Each 4 Q.H.

Numerical solution of equations, systems of linear equations, interpolation, numerical differentiation and integration, numerical solution of differential equations. Same as Math 425 and 426. Students may not receive credit for both CS 425 and Math 425 or CS 426 and Math 426. Prerequisites: CS 231 or 232 and Math 329. Alternate years.

452G Computer Applications in Elementary Education - 4 Q.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 yearly.

480G Computer Workshop - 1-3 Q.H.

The emphasis is on using microcomputers in education. Topics will be selected from: 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 curricula, classroom organization, and computer literacy. (Not open to computer science majors/minors.) Can be repeated for credit. Offered according to demand.

489G Special Topics - 1-4 Q.H.

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

500 Problems in Computer Science - 1-6 Q.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.

529 BASIC Programming on the Apple II with Applications - 4 Q.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.

545 Design and Application of Knowledge Based Systems - 4 Q.H.

Presents the structure and components of knowledge based systems in general and of expert systems in particular. Topics covered include knowledge representation, techniques for knowledge acquisition and knowledge engineering, 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: CS 445 or equivalent. Alternate years.

575 Object Oriented Approach to Software Engineering - 4 Q.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 instructor's permission only. Prerequisites: CS 370, 375 or equivalent. Alternate years.

599 Special Topics in Computer Science - 1-4 Q.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 pre-requisite will be dependent on the topic.

GEOLOGY

114 Pasteur, 457-5260

Chairperson: James Meyers

Graduate Faculty: Bayer, Donovan, Jannik, Meyers

COURSE DESCRIPTIONS

400G Individual Research Problems - 1-4 Q.H.

Independent study of a selected geologic field and/or laboratory problem with subsequent preparation of written report. Oral seminar report. May run two quarters concurrently. May be repeated up to 4 credits. Admission by consent of instructor and department chairperson. Offered quarterly.

401G Earth Science Workshop - 3 Q.H.

Designed to acquaint elementary and junior high school teachers with the basic principles of geology and the materials of the earth's crust. Local field trips to collect rocks and fossils. Not open to students who have taken previous course work in geology. No prerequisites. Offered summer only.

404G Current Topics in Geology - 1-4 Q.H.

An analysis of current topics and issues relevant to the earth sciences. The subject matter to be offered will be announced in advance by the department. May be repeated as topics change. Prerequisite: Consent of instructor. Offered upon demand.

MATHEMATICS AND STATISTICS

320 Gildemeister Hall, 457-5370

Chairperson: Fred Olson

Blumberg, Bottema, Bunce, Debnath, Jarvinen, Johnson, F. Olson, S. Olson, Ouellette, M. Smith, Suman, Urion, VanDeWater

PREREQUISITES: Prerequisites may be satisfied by equivalent coursework or by consent of instructor.

MATHEMATICS

425G, 426G Numerical Analysis I, II - Each 4 Q.H.

Numerical solution of equations, systems of linear equations, interpolation, numerical differentiation and integration, numerical solutions of differential equations. Same as CS 425G, 426G. Prerequisites: CS 234 and Math 329. Alternate years.

440G Linear Programming - 4 Q.H.

An introduction to linear programming and related mathematical topics. Prerequisite: Math 225. Alternate years.

489G Special Topics - 1-4 Q.H.

Exposure to mathematical topics not included in other courses. Prerequisite: Determined by topics. On demand.

500 Problems in Mathematics - 1-6 Q.H.

Designed to allow post-baccalaureate students opportunity to study mathematical topics in depth under the supervision of a faculty member. May be repeated to a total of 6 Q.H. On demand.

Mathematics Education

489G Special Topics - 1-4 Q.H.

Experiences in mathematics education for teachers of grades K-12. Prerequisite: Determined by topics. Yearly.

500 Problems in Mathematics Education - 1-6 Q.H.

Designed to allow post-baccalaureate students opportunity to study mathematics education topics in depth under the supervision of a faculty member. May be repeated to a total of 6 Q.H. On demand.

STATISTICS

409G Design of Samples and Surveys - 4 Q.H.

Practical problems of surveys. Design of optimal surveys. Questionnaire design. Practical problems of sampling. Design of optimal sampling procedures. Adapting standard statistical techniques to specialized sampling design. Prerequisites: An introductory statistics course (preferably Stat. 308) and Math 215 or Math 220 or Math 221. Alternate years.

410G Applied Statistics: Analysis of Variance - 4 Q.H.

One-way Analysis of Variance, planned comparisons, post-hoc procedures, two-and three-way Analysis of Variance, experimental design, Analysis of Covariance. Interpretation of computer output will be emphasized. Prerequisites: An introductory statistics course (preferably Stat 308.) and Math 215 or Math 220 or Math 221. Alternate years.

411G Applied Statistics: Multiple Regression - 4 Q.H.

Simple linear regression, multiple regression, hypothesis testing, analysis of residuals, stepwise regression. Interpretation of computer output will be emphasized. Prerequisites: An introductory statistics course (preferably Stat. 308) and Math 215 or Math 220 or Math 221; completion of or concurrent enrollment in Math 217 is recommended. Alternate years.

489G Special Topics - 1-4 Q.H.

Exposure to statistical topics not included in other courses. Prerequisite: Determined by topics. On demand.

500 Problems in Statistics - 1-6 Q.H.

Designed to allow post-baccalaureate students opportunity to study statistical topics in depth under the supervision of a faculty member. May be repeated to a total of 6 Q.H. On demand.

501 Statistical Methods for Health Care Research - 3 Q.H.
Application and interpretation of statistical techniques in the health profession. Prerequisites: Stat. 208 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

COURSE DESCRIPTIONS

400G Seminars - 2-4 Q.H.

This course consists of one or more seminars offered from time to time on a variety of topics of physics. Students may repeat the course under a different topic. Prerequisite: Consent of the instructor. Offered yearly.

404G Nuclear Radiation Physics - 5 Q.H.

A first course in health physics, includes atomic and nuclear structure, radioactivity, interaction of radiation with matter, radiation dosimetry, health physics instrumentation, external and internal radiation protection. Prerequisite: Physics 203 or consent of instructor. Lecture-laboratory course. Offered every two years.

405G Mechanics II - 4 Q.H.

A continuation of 350 including central force fields, scattering and Lagrangian and Hamiltonian mechanics. Prerequisite: Physics 350. Offered every four years.

430G Electromagnetic Theory I - 4 Q.H.

Electrostatics including Gauss's Law and Laplace's Equation, Magnetostatics. Introduction to Maxwell's Equations. Prerequisites: Physics 223 or 203 and Math 330. Offered every two years.

431G Electromagnetic Theory II - 4 Q.H.

A continuation of 430 with applications of Maxwell's equations to waveguides, optics, and special relativity. Prerequisite: Physics 430. Offered every two years.

440G Mathematical Methods in Physics I - 4 Q.H.

Partial differential equations of mathematical physics. Orthogonal functions. Fourier series. Prerequisites: Physics 223 and Math 330. Offered every four years.

441G Mathematical Methods in Physics II - 4 Q.H.

Eigenvalue problems. Sturm-Liouville theory. Matrix theory. Calculus of residues. Special functions. Laplace and Fourier transforms. Prerequisite: Physics 440. Offered every four years.

451G Quantum Mechanics I - 4 Q.H.

A continuation of 340. Interpretation of wave functions. Systems in one dimension. Hermitian operators and angular momentum. Electron spin. Systems in two or three dimensions. Prerequisite: Physics 340. Offered every four years.

460G Advanced Laboratory I - 2 Q.H.

A study of the experimental techniques used in modern physics. Experiments are drawn from such fields as mechanics, statistical physics, optics, solid state physics and atomic and nuclear physics with special emphasis on the quantum character of matter. Prerequisite: 21 quarter hours in Physics. Offered on demand.

461G Advanced Laboratory II - 2 Q.H.

A continuation of Physics 460. Offered on demand.

490G Individual Problems in Physics - 1-5 Q.H.

An opportunity for the qualified advanced undergraduate 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 five credits. Offered yearly.

500 Individual Problems in Physics - 1-6 Q.H.

An opportunity for the qualified student 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 six credits.

Administration and Staff

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Dennis Nielsen, Dean, College of Science & Engineering
Mary Rieder, Director, Rochester Center
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Daniel Pecarina, Director, Academic Computing
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Jerome Varner, College Management Officer

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Graduate Faculty

***Abdel-Magid, Beckry**, Assistant Professor, Engineering; B.S., University of Khartoum; M.S., Ph.D., University of Wisconsin-Madison; 1990-

***S. Wali Abdi**, Assistant Professor, Education; B.S., M.A., Ed.D., Virginia Polytechnic Institute and State University; 1988 -

***Sandra Adickes**, Associate Professor, English; B.A., Douglas College; M.A., Hunter College; Ph.D., New York University; 1988 -

***Brian Aldrich**, Professor, Sociology; A.B., Lewis and Clark College; M.S., Ph.D., University of Wisconsin-Madison; 1976 -

***Carol Anderson**, Associate Professor, Special Education; B.S., M.S., University of Minnesota-Twin Cities; Ph.D., Utah State University; 1987 -

***Dwight L. Anderson**, Professor, Biology; Director of Allied Health Sciences; B.A., Peru State College; M.A., Ph.D., University of South Dakota; Adjunct Staff of Abbot-Northwestern Hospital, United Hospital, St. Anthony Hospital Medical Center, Swedish American Hospital; 1966-

***Marzie Astani**, Associate 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 -

***Dennis Battaglini**, Professor, Physics; B.S.Ed., California State University of Pennsylvania; M.A.T., Ph.D., Michigan State University; 1986 -

***Thomas N. Bayer**, Professor, Geology; B.A. Macalester College; M.S., Ph.D., University of Minnesota-Twin Cities; 1964 -

***Richard C. Behnke**, Professor, Health, Physical Education and Recreation; B.S., Winona State University; M.A., Northern Michigan University; P.E.D., Indiana University; 1969 -

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

***Steven Berg**, Professor, Biology; B.S., Pacific Lutheran University; Ph.D., Purdue University; 1986 -

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

***Danning Bloom**, Professor, Physics; B.A., Illinois Wesleyan University; Ph.D., University of Colorado; 1976 -

***Carol Blumberg**, Associate Professor, Mathematics and Statistics; A.B., A.M., University of Michigan; M.S., Ph.D., Michigan State University; 1987 -

***George Bolon**, Professor, Physics; B.S., M.S., Oregon State University; Ph.D., University of Utah; 1968 -

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

***Murk Bottema**, Associate Professor, Mathematics and Statistics; B.A., University of Colorado; M.S., University of Oregon; Ph.D., Oregon State University; 1987 -

***Emmanuel Brako**, Assistant Professor, Biology; B.S. Tuskegee University, M.S., Ph.D., Louisiana State University and A & M College; B.V.M., University of Nairobi; 1989 -

58 / GRADUATE FACULTY

- ***David Bratt**, Professor, Communication and Theatre Arts; B.A., Calvin College; M.A., University of Iowa; Ph.D., University of California-Santa Barbara; 1976 -
- ***Joseph Breitenstein**, Assistant Professor, Psychology; B.S., University of Wisconsin-Stevens Point; M.A., Mankato State University; Ph.D., West Virginia University; 1989 -
- ***John Breilow**, Assistant Professor, Communication & Theatre Arts; B.A., St. Olaf College; M.S., M.A., Ph.D., University of Minnesota-Twin Cities; 1987 -
- ***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 -
- ***Gary Bunce**, Professor, Mathematics & Statistics/Computer Science; B.S., North Dakota State University; M.A., Ph.D., University of New Mexico; 1971 -
- ***Ronald Butterfield**, Associate Professor, Counseling Center; B.S., M.S., Winona State University; Ed.D., Ball State University; 1967 -
- ***Seymour Byman**, Professor, History; B.A., University of Illinois; M.A., Roosevelt University; Ph.D., Northwestern University; 1970 -
- ***Roger Carlson**, Professor, Geography; B.A., M.A., University of California-Los Angeles; Ph.D., University of Nebraska; 1967 -
- ***Pauline Christensen**, Associate Professor, Adult, Continuing Education & Extension; B.S., Iowa State University of Science and Technology; M.S., Winona State University; Ph.D., University of Minnesota-Twin Cities; 1973 -
- ***Gerald W. Cichanowski**, Professor, Computer Science; B.A., Winona State University; M.S., University of Minnesota; Ph.D., Michigan State University; 1983 -
- ***Robert Clay**, Assistant Professor, Education; B.S., Bemidji State University; M.A., University of Northern Colorado; Ph.D., Colorado State University; 1990 -
- ***Bruce Kent Cowgill**, Professor, English; B.S., Midland College; M.A., Ph.D., University of Nebraska; 1970 -
- ***David Dapkus**, Professor, Biology; B.S., M.S., Ph.D., University of Minnesota-Twin Cities; 1974 -
- ***Joyati Debnath**, Associate Professor, Mathematics/Statistics; B.Sc., M.Sc., Jadavpur University; M.S., Ph.D., Iowa State University of Science and Technology; 1989 -
- ***Narayan Debnath**, Professor, Computer Science; B.S., M.Phil., Calcutta University; M.S. Visva Bharati University; M.S. East Carolina University; M.S. Ohio State University; Ph.D., Jadavpur University; 1989 -
- ***Emilio DeGrazia**, Professor, English; B.A., Albion College; M.A., Ph.D., Ohio State University; 1969 -
- ***Keith Dennehy**, Associate Professor, Engineering; B.S., Rensselaer Polytechnic Institute; M.S., Youngstown State University; Ph.D., Rensselaer Polytechnic Institute; 1990 -
- ***Shashi Dewan**, Associate Professor, Management/Marketing; B.S., Malviya Regional Engineering College; M.B.A., Ph.D., Indian Institute of Technology; 1988 -
- ***Richard Deyo**, Assistant Professor, Psychology; B.S., Viterbo College; M.A., Ph.D., Bowling Green State University; 1990 -
- ***John F. Donovan**, Professor, Geology; B.Sc., St. Francis Xavier University; M.S., University of Iowa; Ph.D., Cornell University; 1968 -
- ***Marjorie Dorner**, Professor, English; B.A., St. Norbert College; M.A., Marquette University; Ph.D., Purdue University; 1971 -
- ***Glenn F. Dukes**, Professor, Computer Science; B.S., M.S., Ph.D., Iowa State University of Science and Technology; 1969 -
- ***Wayne Dunbar**, Professor, Chemistry; B.A., Franklin College; M.A., Purdue University; Ph.D., Northern Illinois University; 1976 -
- ***Edward Duplaga**, Associate Professor, Management/Marketing; B.S., Bowling Green State University; M.B.A., Ph.D., University of Iowa; 1988
- ***Gary Eddy**, Assistant Professor, English; B.A., University of Texas-El Paso; M.F.A., University of Arizona; Ph.D., State University of New York-Binghamton; 1988 -
- ***James Howard Eddy**, Professor, Political Science; B.S., St. John's University; M.A., Ph.D., University of Oklahoma; 1965 -
- ***Jeanne Ehlinger**, Assistant Professor, Education; B.S., University of Wisconsin-Madison; M.S., University of Wisconsin-Milwaukee; Ed.D., Indiana University; 1988 -
- ***Everett Eiken**, Professor, Counselor Education; B.A., Luther College; M.S., Winona State University; Ed.D., University of Northern Colorado; 1966 -
- ***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 -
- ***Ahmed El-Afandi**, Professor, Political Science; B.Com., University of Alexandria; M.A., Ph.D., University of Missouri-Columbia; 1968 -
- ***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 -
- ***Donald Fick**, Professor, Chemistry; B.S., University of North Dakota; Ed.D., Oregon State University; 1960 -
- ***Charles Flynt**, Associate Professor, Sociology/Social Work; B.S., Mississippi College; M.S., University of Southern Mississippi; Ph.D., University of Pittsburgh; 1989 -
- ***Joseph Foegen**, Professor, Management/Marketing; B.B.A., M.B.A., Ph.D., University of Wisconsin-Madison; 1958 -
- ***Ruth Forsythe**, Associate Professor, English; B.A., St. Olaf College; M.A., Ph.D., University of Minnesota-Twin Cities; 1977 -
- ***Frederick W. Foss, Jr.**, Professor, Chemistry; B.S., University of Michigan; M.S., University of Minnesota-Twin Cities; Ph.D., University of the Pacific; December, 1957 -
- ***Otto J. Frank**, Dean, College of Education; B.S., Dickinson State College; M.S.Ed., Ed.D., University of North Dakota; 1969 -
- ***Calvin R. Fremling**, Professor, Biology; B.S., M.S., St. Cloud State University; Ph.D., Iowa State University of Science and Technology; 1959
- ***Timothy Frisk**, Assistant Professor, Foreign Languages; B.A., M.A., Ph.D., University of Minnesota-Twin Cities; 1990 -
- ***Marlene Frost**, Associate Professor, Nursing; B.S., Mankato State University; M.S., University of Minnesota-Twin Cities; Ph.D., University of Texas-Austin; 1988 -
- ***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 -
- ***Mary Gander**, Professor, Management/Marketing; B.A., M.S., Ph.D., University of Wisconsin-Madison; 1986 -
- ***Jerry Gerlach**, Assistant Professor, Geography; B.A., M.A., University of Nebraska; Ph.D., University of Oklahoma; 1988 -
- ***Judy M. Gernander**, Professor, Management/Marketing; B.A., Mankato State University; J.D., University of Minnesota-Twin Cities; 1970
- ***Kenneth L. Gorman**, Professor, Business Education and Office Systems Administration; B.S., M.S., Ed.D., Northern Illinois University; 1980
- ***George Grangaard**, Professor, Education; B.S., Wisconsin State University-LaCrosse; M.S., Winona State University; Ed.D., Ball State University; 1958 -
- ***Paul H. Grawe**, Professor, English; B.A., Carleton College; M.A., Ph.D., Northwestern University; 1968 -
- ***I. Lee Gray**, Associate Professor, Educational Administration; B.S., University of Nebraska; M.S., Ed.D., University of Minnesota-Twin Cities; 1989 -
- ***Gary Grob**, Professor, Health, Physical Education and Recreation; B.S., M.S., Winona State University; Ph.D., University of Utah; 1965 -
- ***Yogesh Grover**, Assistant Professor, Political Science; B.A., M.A., University of Delhi (India); Ph.D., University of Missouri-Columbia; 1988
- ***Robert Gunner**, Professor, Health, Physical Education and Recreation; B.S., M.A., Michigan State University; P.E.D., Indiana University; 1962 -
- ***David E. Hamerski**, Professor, Physics; B.S., St. Mary's College (Minnesota); M.S., University of Minnesota-Twin Cities; Ph.D., Washington University (Missouri); 1961 -
- ***Craig Hansen**, Assistant Professor, Philosophy; B.A., Rice University; M.A., Ph.D., University of Texas-Austin; 1989 -
- ***James Harvey**, Professor, Engineering; B.S., University of Denver; Ph.D., Virginia Polytechnic Institute and State University; 1988 -
- ***Timothy Hatfield**, Professor, Counselor Education; A.B., Harvard University; Ed.M., Harvard Graduate School of Education; Ph.D., University of Minnesota; 1980 -
- ***Donna Helble**, Assistant Professor, Education; B.A., Simpson College, Iowa; M.S., Winona State University; Ed.D., University of Northern Colorado; 1988 -
- ***Peter V. N. Henderson**, Assistant Professor, History; B.A., J.D., Vanderbilt University; Ph.D., University of Nebraska-Lincoln; 1989 -
- ***James F. Hurley**, Associate Professor, Accounting; B.S., M.A., Ph.D., University of Nebraska; 1983 -
- ***Matthew Hyle**, Associate Professor, Economics/Finance; B.A., Indiana University; Ph.D., University of Maryland; 1988 -
- ***Colette Hyman**, Assistant Professor, History; B.A., Brown University; M.A., Ph.D., University of Minnesota-Twin Cities; 1990 -
- ***Sudharsan Iyengar**, Associate Professor, Computer Science; B.E., Burdwan University; M.S., Ph.D., Louisiana State University and A & M College; 1989 -
- ***Nancy Jannik**, Associate Professor, Geology; B.S., College of William & Mary; M.S., Rutgers State University; Ph.D., New Mexico Institute of Mining & Technology; 1986 -

- ***Richard Jarvinen**, Professor, Mathematics/Statistics; B.A., St. John's University; M.A.T., Vanderbilt University; Ph.D., Syracuse University; 1989 -
- ***Carol Jefferson**, Professor, Biology; B.A., St. Olaf College; Ph.D., Oregon State University; 1976 -
- ***Herbert N. Johnson**, Professor, Mathematics and Statistics; B.S., Moorhead State University; M.S., New Mexico Highlands University; Ed.D., University of Oregon; 1966 -
- ***Stephen Juare**, Professor, Health, Physical Education and Recreation; B.S., M.S., Winona State University; Ph.D., Florida State University; 1975 -
- ***John Kane**, Vice President for Student Affairs/Interim Vice President for Administrative Affairs; B.S., University of Wisconsin-LaCrosse; M.S., Winona State University; Ed.D., Oregon State University; 1960 -
- ***Daniel E. Kauffman**, Professor, Economics/Finance; B.A., St. Cloud State University; M.A., Ph.D., University of Nebraska; 1983 -
- ***Darlene Kern**, Associate Professor, Nursing; B.A., M.S., Winona State University; M.S.N., University of Wisconsin-Madison; Ph.D., University of Texas, Austin; 1978 -
- ***Mary Kesler**, Associate Professor, Counseling Center; B.M.Ed., M.A., Ph.D., University of Kansas; 1987 -
- ***Wayne J. Kirk**, Professor, Education; B.S., University of Wisconsin-LaCrosse; M.Ed., University of Illinois; Ph.D., University of Minnesota-Twin Cities; 1964 -
- ***Lora Knutson**, Assistant Professor, Education; B.S., Northeast Missouri State University; M.A., Ph.D., University of Iowa; 1988 -
- ***Darrell Krueger**, President; B.A., Southern Utah State College; M.Ed., Ph.D., University of Arizona; June, 1989 -
- ***Kristi Lane**, Professor, Psychology; B.A., University of North Carolina; M.A., Ph.D., George Peabody College of Vanderbilt University; 1980
- ***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 -
- ***John W. Lewis**, Professor, Psychology; B.A., University of Iowa; M.S., Southern Illinois University-Carbondale; Ph.D., University of Iowa; 1963 -
- ***John Lombardi**, Professor, Sociology/Social Work; B.A., Elmhurst College; M.S., Chicago State University; Ph.D., Florida State University; 1989 -
- ***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 -
- ***Gabriel Manrique**, Professor, Economics/Finance; B.A., Ateneo De Manila University; M.A., Ohio University; Ph.D., University of Notre Dame; 1989 -
- ***Dwight H. Marston**, Professor, Health, Physical Education and Recreation- Director of Men's Athletics; B.A., University of Northern Iowa; M.A., University of Iowa; P.E. Dir., Indiana University; Ed.D., Ball State University; 1966 -
- ***John L. Martin**, Professor, Health, Physical Education and Recreation; B.S., M.S., University of Wisconsin-LaCrosse; Ph.D., University of Utah; 1963 -
- ***Ronald M. Mazur**, Professor, Foreign Languages; B.A., University of Detroit; M.A., Ph.D., University of Michigan; 1978-
- ***James McDaniel**, Associate Professor, Management/Marketing; B.S., M.S., University of North Texas; Ph.D., Texas Tech University; 1989 -
- ***Leland McMillen**, Professor, Education; B.S., M.S., Winona State University; Ed.D., University of South Dakota; 1968 -
- ***Harry Mechell**, Associate Professor, Music; B.Mus., M.M., Temple University; D.M.A., University of Illinois; 1989 -
- ***Michael Meeker**, Professor, English; B.A., M.A., Northern Illinois University; Ph.D., University of Wisconsin-Madison; 1977 -
- ***Lee Mendyk**, Professor, Music; B.M.E., Kearney State College; M.A., Ph.D., University of Northern Colorado; 1977 -
- ***James Meyers**, Professor, Geology; B.A., Ph.D., Indiana University; 1980-
- ***Emil Milacek**, Professor, Accounting; B.A., M.B.A., University of Maryland; Ph.D., University of North Texas; 1989 -
- ***Randolph W. Miller**, Professor, Health, Physical Education and Recreation; B.P.E., University of Manitoba (Canada); M.A., Ph.D., University of Minnesota-Twin Cities; 1974 -
- ***John W. Mishark, Jr.**, Professor, History; B.A., Wayne State University; M.A., University of California-Berkeley; Ph.D., University of Michigan; 1967 -
- ***James Mootz**, Director of Admissions; B.S., M.Ed., Ed.D., University of North Dakota; 1968 -
- ***Frank P. Morello**, Professor, Political Science; B.S., Fordham University; M.A., Ph.D., St. John's University; 1970 -
- ***Neal Mundahl**, Assistant Professor, Biology; B.A., Winona State University; M.S., Michigan Technological University; Ph.D., Miami University (Ohio); 1989 -
- ***J. William Murphy**, Professor, Business Education & Office Systems Administration; B.S.Ed., M.S.Ed., Arkansas State University; Ed.D., Memphis State University; 1989 -
- ***Michael J. Murray**, Professor, Economics/Finance; B.A., University of South Florida; M.A., Ph.D., University of Notre Dame; 1986 -
- ***Hossain Najmaie**, Professor, Management/Marketing; B.A., M.A., Tehran University; Ph.D., Iowa State University of Science and Technology; 1987 -
- ***Roy Nasstrom**, Professor, Educational Administration; B.A., M.A., Ph.D., University of California-Berkeley; 1976 -
- ***Wade Nelson**, Associate Professor, Educational Administration; B.A., Coe College; M.A., Ph.D., University of Iowa; 1989 -
- ***C.B. Bill Ng**, Associate Professor, Chemistry; B.S., M.S., Ph.D., University of British Columbia; 1986-
- ***Daniel Nicholls**, Associate Professor, Nursing; M.S.N., M.Ed., University of Texas-El Paso; Ed.D., Montana State University; 1988-
- ***Ann Eljenholm Nichols**, Professor, English; B.A., St. Mary's College-Notre Dame; M.S., 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 -
- ***Dennis N. Nielsen**, Dean, College of Science & Engineering; B.S., Gustavus Adolphus College; M.A., Ph.D., University of North Dakota; 1970 -
- ***Frederick M. Olson**, Professor, Mathematics and Statistics; B.S., St. Cloud State University; M.S., Northern State College (South Dakota); Ed.D., University of Northern Colorado; 1965-
- ***Ivan Olson**, Professor, Music; B.M.E., M.M., Northwestern University; Ed.D., University of Michigan; 1968 -
- ***Sandra Olson**, Professor, Mathematics and Statistics; B.S., Colorado State University; M.N.S., Arizona State University; Ed.D., University of Northern Colorado; 1965-
- ***Frederick Otto**, Assistant Professor, Physics; B.A., B.S., Humboldt State University; Ph.D., University of California-Berkeley; 1990 -
- ***Richard O'Rourke**, Professor, Biology; B.S., College of St. Thomas; M.S., Ph.D., University of Minnesota-Twin Cities; 1965 -
- ***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 -
- ***Lyelle Palmer**, Professor, Special Education; B.M., M.M., Southern Methodist University; Ph.D., University of North Texas; 1977 -
- ***Seho Park**, Assistant Professor, Art; M.A.T., Whitworth College; M.F.A., Ph.D., University of Minnesota-Twin Cities; 1988 -
- ***Mary Ann Pevas**, Assistant Professor, Economics/Finance; B.A., Dominican College; M.A., Manhattan College; Ph.D., University of Notre Dame; 1990 -
- ***Kevin Possin**, Assistant Professor, Philosophy; B.A., Southwest State University; Ph.D., University of Wisconsin-Madison; 1990 -
- ***Wayne R. Purtzer**, Professor, Academic Affairs; B.S., Ed.D., University of Nebraska; 1969 -
- ***Mashaalah Rahnama-Moghadam**, Assistant Professor, Economics/Finance; Ph.D., Iowa State University of Science and Technology; 1989 -
- ***Sara B. Rasch**, Associate Professor, Management/Marketing; B.A., Earlham College; M.A., Ball State University; M.B.A., Ph.D., University of Kansas; 1988 -
- ***Robert W. Raz**, Professor, English; A.B., University of Michigan; A.M., Wayne State University; Ph.D., University of Michigan; 1970 -
- ***Lawrence Reuter**, Professor, Biology; B.A., Saint Mary's College (Minnesota); Ph.D., Princeton University; 1979 -
- ***Dominic Ricciotti**, Associate Professor, Art; B.F.A., Washington University; M.A., City University of New York-Hunter College; Ph.D., Indiana University; 1985 -
- ***Susan Rickey-Hatfield**, Associate Professor, Communication & Theatre Arts; B.S., M.S., Miami University (Ohio); Ph.D., University of Minnesota-Twin Cities; 1981 -
- ***Mary E. Rieder**, Director, Rochester Center; B.A., Aquinas College; Ph.D., Iowa State University of Science and Technology; 1971 -
- ***David J. Rislove**, Professor, Chemistry; B.A., Winona State University; Ph.D., North Dakota State University; 1968 -
- ***David E. Robinson**, Professor, English; B.A., Hamilton College; M.A., Ph.D., Duke University; 1971 -
- ***Frank Rocco**, Professor, Special Education; B.S., Clarion College; M.Ed., Boston College; Ph.D., Michigan State University; 1971 -
- ***Arvin Rodrigues**, Professor, Marketing; B.T., IIT Kharagpur; M.S., Stanford University; M.Ph., Ph.D., Columbia University; 1987 -

60 / GRADUATE FACULTY

- ***Donald M. Salyards**, Professor, Economics/Finance; B.A., Graceland College; M.A., Ph.D., Kansas State University; 1975 -
- ***Don E. Scheid**, Associate Professor, Philosophy; B.A., Colorado College; M.A., J.D., University of Utah; Ph.D., New York University; 1986
- ***H. Giles Schmid**, Professor, Management/Marketing; B.A., St. Mary's College (Minnesota); M.B.A., DePaul University; Ph.D., University of Minnesota-Twin Cities; 1979 -
- ***Gregory G. Schmidt**, Associate Professor, History; B.A., M.A., Ph.D., University of Illinois-Urbana; 1984 -
- ***R. Stephen Schwartz**, Professor, Sociology; B.S., M.S., University of Oklahoma; Post-graduate Certificate in Education, University of Zambia (University of London, external); Ph.D., The University of Iowa; 1973 -
- ***Susan B. Sefkow**, Professor, Psychology; B.A., Yale University; M.S., Ph.D., University of Massachusetts-Amherst; 1978 -
- ***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 Sherman**, Assistant Professor, Education; B.S., State University of New York-Buffalo; M.S., Colorado State University; Ed.D., University of North Dakota; 1989 -
- ***Thomas Sherman**, Associate Professor, Education; B.S., State University of New York-Buffalo; M.Ed., Colorado State University; Ed.D., University of North Dakota; Ed.D., University of Colorado; 1989 -
- ***Richard H. Shields**, Professor, Physics; B.S., M.S., Eastern Illinois University; Ph.D., University of Missouri-Rolla; November, 1973 -
- ***Curtis B. Siemers**, Professor, Communication and Theatre Arts; B.A., University of Omaha; M.A., Ed.D., Ph.D., University of Nebraska; 1967 -
- ***Anthony Sinkiewicz**, Associate Professor, Management; B.S., University of New York-Albany; M.A., Webster University, St. Louis; D.B.A., U.S. International University; 1987 -
- ***Bonnie Smith-Dahl**, Assistant Vice President for Academic Affairs for Graduate Studies; B.S., University of Illinois; M.S.T., Ed.D., Portland State University; 1982 -
- ***Marjorie J. Smith**, Professor, Nursing; B.S., University of Wisconsin-Madison; M.S.N., Ph.D., University of Minnesota-Twin Cities; 1983 -
- ***Marty N. Smith**, Professor, Mathematics/Statistics; B.S., Montclair State College; M.Ph., Ph.D., Yale University; 1989 -
- ***Myron Smith, Jr.**, Assistant Professor, Health, Physical Education & Recreation; B.A., Concordia College (Minnesota); M.S., Moorhead State University; Ed.D., University of Northern Colorado; 1990 -
- ***Norman Sobieski**, Professor, History; B.A., University of Illinois; M.A., University of Kansas; Ph.D., University of Wisconsin-Madison; 1970 -
- ***Leodegario Soriano**, Associate Professor, Psychology; B.A., M.P.A., University of the Philippines; Ph.D., University of Minnesota-Twin Cities; 1976 -
- ***Richard J. Sovinec**, Professor, Music; B. Mus., M. Mus., D. Mus., Northwestern University; 1970 -
- ***Mark Stedman**, Assistant Professor, Psychology; B.A., Winona State University; M.S., University of Wisconsin-Oshkosh; Ph.D., University of North Dakota; 1989 -
- ***Jacob Steigerwald**, Professor, Foreign Languages; B.A., Columbia College; B.A., M.A., University of Illinois; Ph.D., University of Cincinnati; 1971 -
- ***Michael Steiner**, Professor, Management/Marketing; B.S., M.S., Ph.D., University of Wisconsin-Madison; 1988 -
- ***Sohail Subhani**, Associate Professor, Management/Marketing; B.S., University of Karachi; M.B.A., Ph.D., University of Texas-Arlington; November, 1989 -
- ***Kenneth A. Suman**, Assistant Professor, Mathematics/Statistics; B.S., M.S., Clemson University; Ph.D., Pennsylvania State University; 1990 -
- ***Bruce Svingen**, Associate Professor, Chemistry; B.A., St. Olaf College; Ph.D., Michigan State University; 1987 -
- ***Douglas P. Sweetland**, Vice President for Academic Affairs; B.S., Northern State College; M.S., Ph.D., Kansas State University; 1984 -
- ***Rosine Tenenbaum**, Associate Professor, Foreign Languages; B.A., M.A., University of Paris-Sorbonne; Ph.D., University of North Carolina; 1990 -
- ***Patricia Thompson**, Associate Professor, Nursing; B.S.N., Winona State University; M.S.P.H., Ph.D., University of Minnesota-Twin Cities; Ph.D., University of Minnesota-Twin Cities; 1980 -
- ***Gerald W. Tobin**, Professor, Physics; B.S., M.S., University of Wisconsin-Stout; Ed.D., Utah State University; 1966 -
- ***Patricia Tolmie**, Assistant Professor, Education; B.S., M.S., Winona State University; Ph.D., University of Wisconsin-Madison; 1980 -
- ***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 -
- ***Henry A. Van Kirk**, Professor, Counselor Education; B.A., Wayne State University; M.A., Ed.D., University of Northern Colorado; 1968 -
- ***Derrell B. White**, Professor, Biology; B.A., M.S., Ph.D., University of Iowa; 1969 -
- ***Phillip Whitford**, Assistant Professor, Biology; B.S., University of Wisconsin-Milwaukee; M.S., University of Wisconsin-Stevens Point; Ph.D., University of Wisconsin-Milwaukee; 1986 -
- ***Brice J. Wilkinson**, Professor, Communication and Theatre Arts; B.A., M.A., University of Colorado; Ph.D., University of Oregon; 1971 -
- ***Janette Williams**, Associate Professor, Psychology; B.A., Northwestern University; M.A., Ph.D., University of Illinois; 1987 -
- ***Kerry G. Williams**, Professor, Psychology; B.Sc., University of Washington; M.A., Ph.D., University of Illinois; 1981 -
- ***Maudie Williams**, Professor, Education; B.S., Fort Valley State College; M.S., Tuskegee Institute; Ed.D., University of Florida; July, 1989 -
- ***Ruth Winger**, Assistant Professor, Sociology/Social Work; B.S.W., University of Wisconsin-Eau Claire; M.S.S.W., University of Wisconsin-Madison; Ph.D., University of Minnesota-Twin Cities; 1988 -
- ***Jerry Witt**, Professor, Chemistry; B.S., University of Wisconsin-Madison; 1962 -
- ***Marvin Wolfmeyer**, Professor, Management/Marketing; B.S., University of Missouri-Columbia; M.S., Ph.D., University of Wisconsin-Madison; 1969 -
- ***Mark Wrolstad**, Associate Professor, Economics/Finance; B.A., Luther College; M.B.A., University of Florida; D.B.A., University of Colorado; 1989 -
- ***Richard Yasko**, Associate Professor, Physics; B.S., M.S., Ph.D., Pennsylvania State University; 1989 -
- ***Mark Young**, Professor, Management/Marketing; B.S., M.B.A., University of Wisconsin-LaCrosse; D.B.A., University of Kentucky; 1980 -
- ***Ronald Zwonitzer**, Professor, Biology; B.S., M.S., Ph.D., University of Wyoming; January 1971 -

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- Assist Heights Health Care Center, Rochester, MN
Jeannette O'Brien, RN, MSN
- Bethany Samaritan Home Health Service, Rochester, MN
Barbara Virnig, RN, MSN
- Ebimeyer Caroline Center, Minneapolis, MN
Lois Bernhardson, RN, M.Ed
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Jean Kunz Stansbury, RN, MS, CNS
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Kathryn Bauer, MSN, CCRN
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Jacqui Kartman, RN, MSN
Julie MacDonald, RN, MS
Susan Peck, RN, MN
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Mary Ellen Kitundu, RN, M.Ed.
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Natalie Atkins, RN, MS
Dianne Axen, RN, MS, CNS
Lynn Baasch, RN, MS
Robertta Bumann, RN, MSN
Virginia Caspersen, RN, MS
Kathy Chick, RN, MS
Bruce Fredrick, RN, MS
Patty Ruhrman, RN, MS
Karen Goeke, RN, MS
Marcia Hegstad, RN, MS
Pam Johnson, RN, MS
Shayna Johnson, RN, MS
Anne Jones, RN, MS
Ann Kelly, Ph.D., RN
Gail Kinsey, RN, MS
Sheri Krueger, RN, MS
Sylvia Lufkin, Ed.D., RN
Deb Mangan, RN, MS
Rebecca McGeary, RN, MSN, CNA
Kathy Niesen, RN, MS
Barbara Schroeder, RN, MS
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Virginia H. Vint, Art; B.D., M.A., University of Michigan; Ed.D., Stanford University

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Dan L. Willson, Dean, Science & Technology; B.S., M.S., Kansas State College-Pittsburg; Ph.D., University of Oklahoma

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**Application for Admission
To Graduate Study
(For Master's Degree
Program)**

Please type or print clearly

**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	_____



Date of Enrollment: _____ FALL _____ WTR _____ SPR _____ SSI _____ SSII _____ 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)

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	Quarter Credits Earned
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(COMPLETE BACK OF PAGE)

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

Business Education

COLLEGE OF EDUCATION

Counselor Education

Professional Development

Community Counseling

Elementary School Counseling

Secondary School Counseling

Educational Administration

Elementary School Administration

Secondary School Administration

Education

Early Childhood

Education (Currently Elementary Education, K-12 approval pending)

Health, Physical Education & Recreation

Health Education

Physical Education

Special Education

Learning Disabilities

Mild/Moderate Mental Handicap

COLLEGE OF LIBERAL ARTS

English

History

Master of Arts in:

English

Application forms for the M.S. in Nursing and the MBA may be obtained from the Office of Graduate Studies.

APPLICATION FEE REQUIRED: A \$15, **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 AND GRE 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. **GRE scores are required for admission.**

**Application for Admission
To Graduate Study
(For Master's Degree
Program)**

**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 _____ WTR _____ SPR _____ SSI _____ SSII _____ 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)

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	Quarter Credits Earned
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(COMPLETE BACK OF PAGE)

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

Business Education

COLLEGE OF EDUCATION

Counselor Education

Professional Development

Community Counseling

Elementary School Counseling

Secondary School Counseling

Educational Administration

Elementary School Administration

Secondary School Administration

Education

Early Childhood

Education (Currently Elementary Education, K-12 approval pending)

Health, Physical Education & Recreation

Health Education

Physical Education

Special Education

Learning Disabilities

Mild/Moderate Mental Handicap

COLLEGE OF LIBERAL ARTS

English

History

Master of Arts in:

English

Application forms for the M.S. in Nursing and the MBA may be obtained from the Office of Graduate Studies.

APPLICATION FEE REQUIRED: A \$15, **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 AND GRE 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. **GRE scores are required for admission.**

**GRADUATE SPECIAL
Application for Admission**



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 500 and above are for graduate credit only. Courses numbered 400G level are for either undergraduate or graduate credit.

Date of Enrollment: _____ FALL _____ WTR _____ SPR _____ SSI _____ SSII _____ 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)

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/University _____ Location _____
(City) (State)

OTHER COLLEGES/UNIVERSITIES ATTENDED:

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

(COMPLETE BACK PAGE)

TEACHER CERTIFICATION: (This section for teacher education students ONLY)

Are you currently certified to teach? Yes No If yes, in what area(s)? _____

In what state(s)? _____

Are you returning for renewal credits? Yes No

Do you plan to work toward teacher certification? Yes No If yes, in what area(s)? _____

Students planning to work toward certification MUST supply the Office of Graduate Studies with TWO (2) OFFICIAL TRANSCRIPTS sent directly from all colleges/universities attended. Do not use the attached form.

CERTIFICATION OF BACCALAUREATE DEGREE: All students except those working toward certification must send the attached form to the Registrar of the college/university from which the baccalaureate degree was obtained. Official transcripts are not required.

APPLICATION FEE REQUIRED: A \$15, 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 SIXTEEN (16) 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.

(Student Signature) _____
(Date)

Street Address

City & State

Social Security Number

(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**

**GRADUATE SPECIAL
Application for Admission**



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Winona, MN 55987-5838

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_____ 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)

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Major _____ Minor _____
College/University _____ Location _____
(City) (State)

OTHER COLLEGES/UNIVERSITIES ATTENDED:

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

(COMPLETE BACK PAGE)

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(Signature of Applicant)

(Date)



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(Student Signature) _____ (Date)

Street Address

City & State

Social Security Number

(To be completed by the Registrar of the college or university from which the student earned his/her Bachelor's degree.)

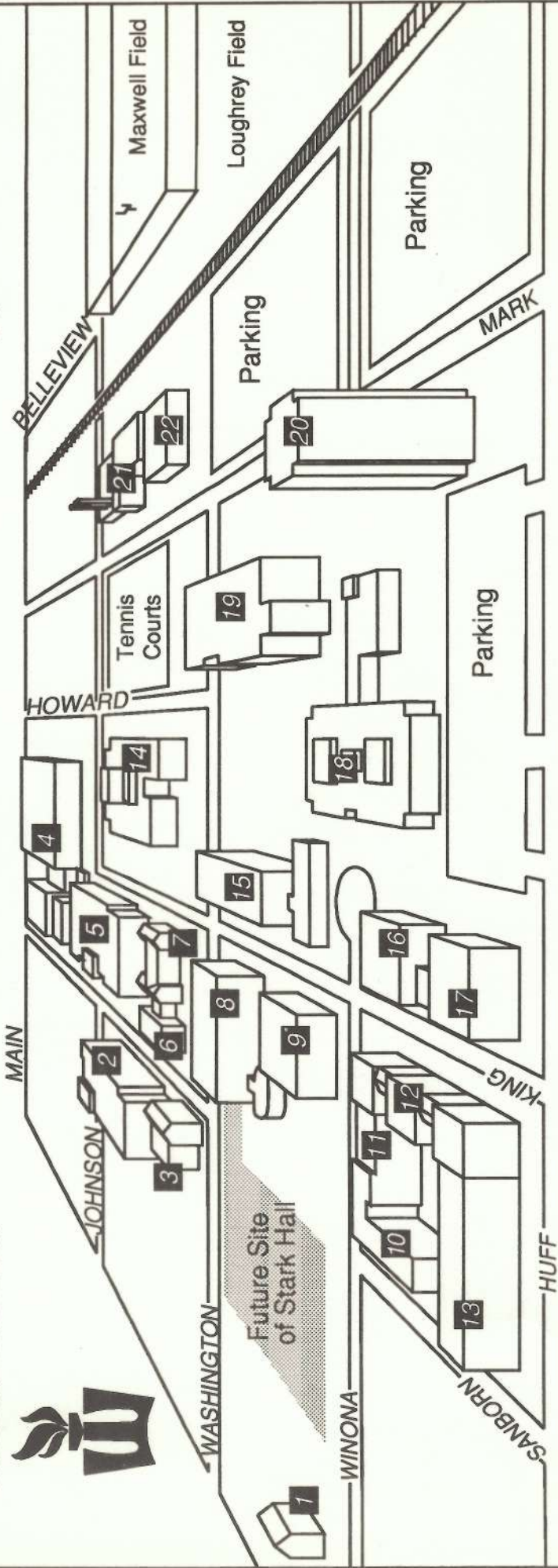
This will certify that _____
completed the degree, _____
(Please give exact title of degree)
on, _____
(Month - Day - Year)

Signature _____
Title _____
Institution _____
Address _____
Date _____

**Return completed form to:
Office of Graduate Studies
Winona State University
P.O. Box 5838
Winona, MN 55987-5838**

Winona State University

Winona, Minnesota



The Winona State University campus is situated on 18 square blocks of land in the center of Winona, Minnesota.

1. **Alumni House** — alumni affairs.
2. **Maxwell Library** — contains the university's library holdings.
3. **Student Health Services**
4. **Memorial Hall** — houses the Department of Health, Physical Education and Recreation and provides facilities for the university's indoor athletic activities and events.
5. **Somson Hall** — contains the College of Business, the Department of Foreign Languages and nearly all administrative offices including the offices of the President, Academic Affairs, Administrative Affairs, Admissions, Registrar, Financial Aid, Adult Continuing Education and Extension, Office of Graduate Studies, Human Resources (Personnel), Development Office and University Relations, News Services, Facilities Management, Business Office, Academic and Administrative Computer Centers, Publications Office, and the Print Shop.

6. **Howell** — houses the Nursery School, the Television Studio, and Audiovisual Services (IRC).
7. **Phelps Hall** — houses the Nursing Department.
8. **Pasteur Hall** — houses the College of Science and Technology, Departments of Biology, Chemistry, Physics, Geology and facilities for Composite Materials Engineering.
9. **Watkins Hall** — houses the Art Department including a gallery for student and professional art shows and the Watkins Art Collection. Watkins also houses the departmental offices for Computer and Information Science
10. **Conway Hall** — residence hall for women.
11. **Shepherd Hall** — co-ed residence hall.
12. **Morey Hall** — co-ed residence hall.
13. **Richards Hall** — co-ed residence hall.
14. **Performing Arts Center** — houses the Departments of Music, Communication and Theatre Arts, and Mass Communication. It also provides facilities for the university-sponsored cultural events and KQAL, the campus radio station.

15. **Gildemeister Hall** — houses the College of Education, Departments of Education, Special Education, Counselor Education, Educational Administration, and Mathematics and Statistics. Also housed are the Learning Center, and the University Placement Office.
16. **Prentiss Hall** — residence hall for men.
17. **Lucas Hall** — residence hall for women.
18. **Kryzsko Commons and University Center** — contains the university food services, recreational facilities and lounges, conference rooms, the "Smaug" snack bar, the Campus Book Store, and the Alumni Lounge. Also housed are the offices for the Minority Advisor, the International Student Advisor, Housing, and Student Affairs.
19. **Minne Hall** — houses the College of Liberal Arts, Departments of English, History, Paralegal, Political Science, Sociology and Social Work, Psychology, Philosophy and the Honors Program.
20. **Sheehan Hall** — residence hall for women.
21. **Heating Plant.**
22. **Maintenance Building.**