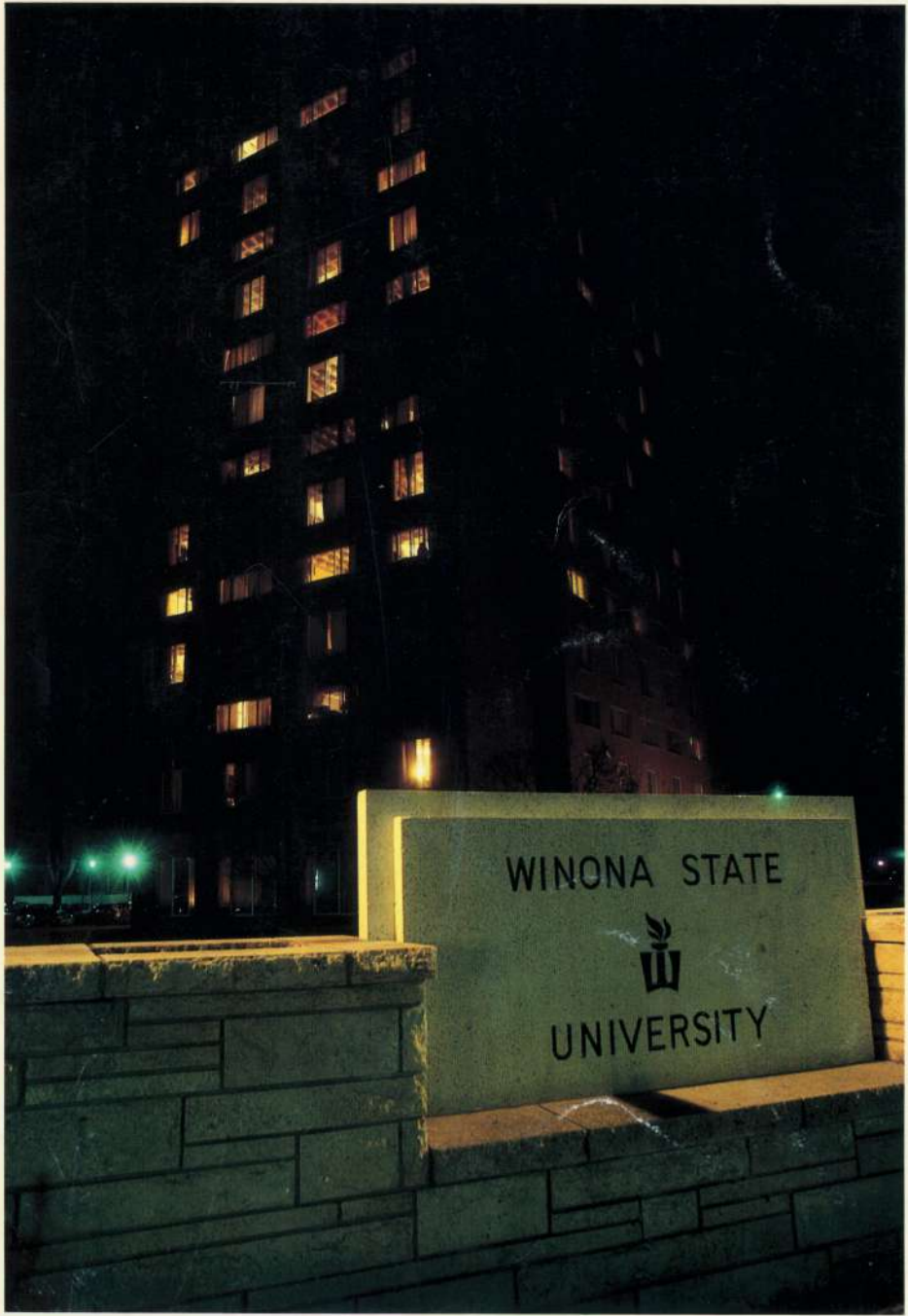
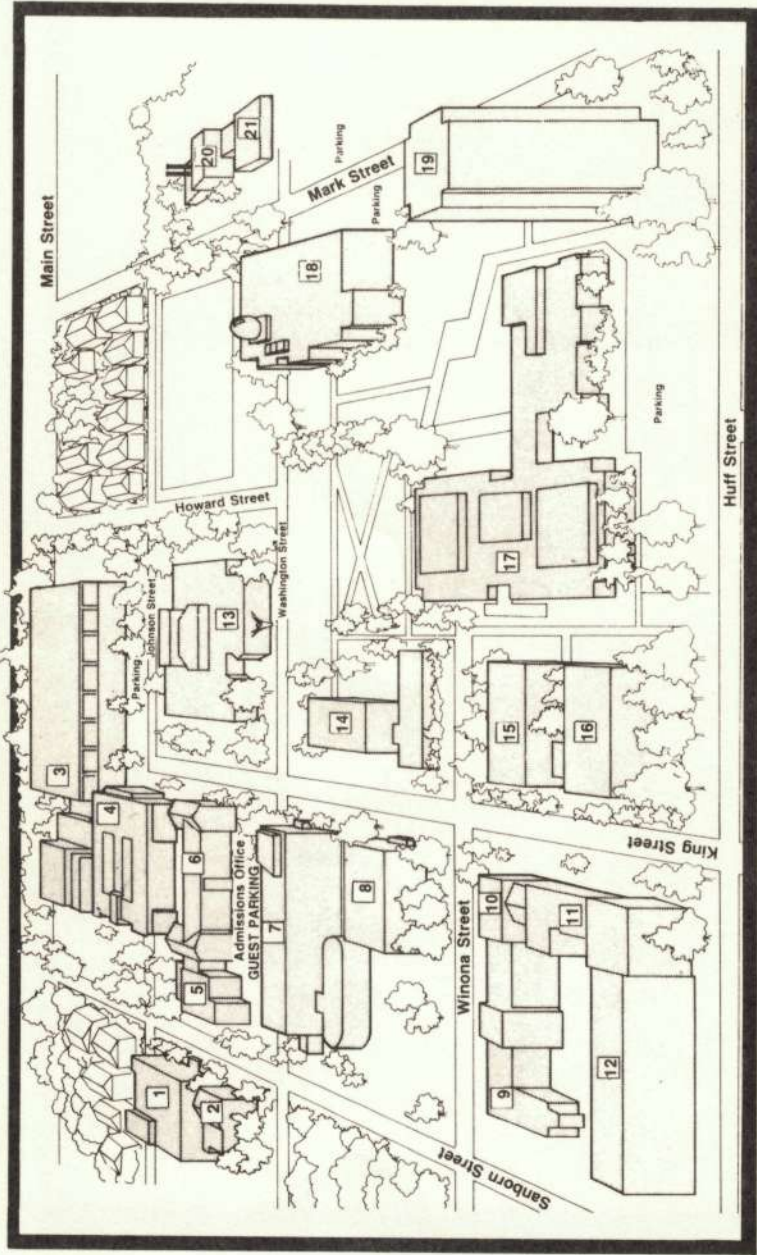


Mary Zeise

1987-89 Graduate Bulletin

Winona State University





- 1. Maxwell Library
- 2. Health Services
- 3. Memorial Hall
- 4. Somsen Hall
- 5. Howell
- 6. Phelps

- 7. Pasteur Hall
- 8. Watkins Hall
- 9. Conway Hall*
- 10. Shepard Hall*
- 11. Morey Hall*
- 12. Richards Hall*

*Resident Halls

- 12. Richards Hall*
- 13. Performing Arts Center
- 14. Gildemeister Hall
- 15. Prentiss Hall
- 16. Lucas Hall*

- 17. Kryzsko Commons
- 18. Minne' Hall
- 19. Sheehan Hall
- 20. Heating Plant
- 21. Maintenance Building

1987-89 Graduate Bulletin Winona State University

**Winona, Minnesota
Telephone (507) 457-5000**

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.

1987-89 Graduate
Bulletin
Winona State
University

Winona, Minnesota
Telephone (507) 457-2000

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.

CONTENTS

ACADEMIC CALENDAR	3
WINONA STATE UNIVERSITY	9
GENERAL INFORMATION	12
FINANCIAL INFORMATION	14
ACADEMIC INFORMATION	17
GRADUATE PROGRAMS	22
College of Business	23
College of Education	27
College of Liberal Arts	40
College of Nursing & Health Sciences	43
COURSE DESCRIPTIONS	45
ADMINISTRATION AND FACULTY	77

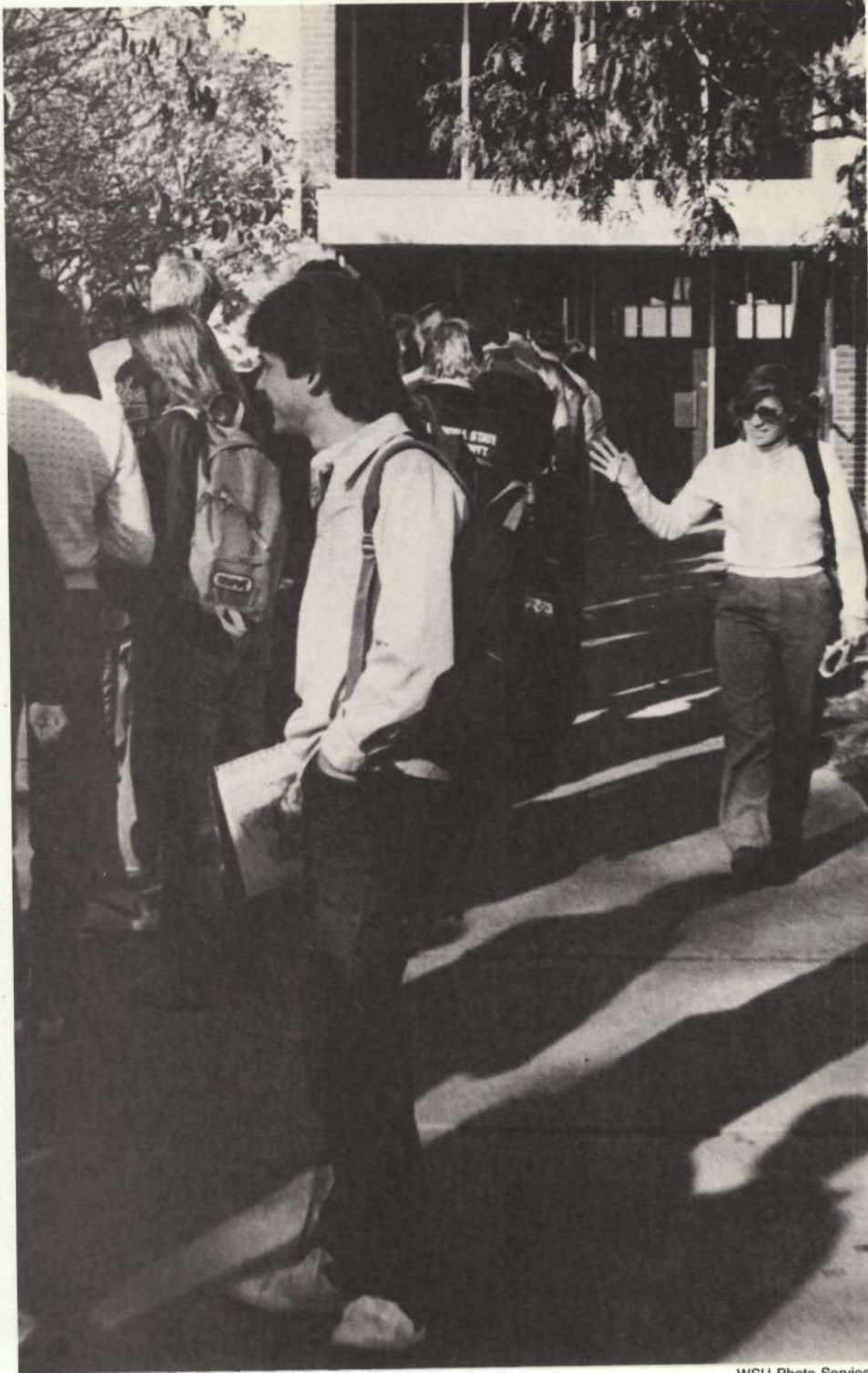
CONTENTS

1	ACKNOWLEDGMENTS
2	FOREWORD
3	CHAPTER I: INTRODUCTION
4	CHAPTER II: THEORETICAL FRAMEWORK
5	CHAPTER III: RESEARCH DESIGN
6	CHAPTER IV: DATA COLLECTION
7	CHAPTER V: DATA ANALYSIS
8	CHAPTER VI: RESULTS AND DISCUSSION
9	CHAPTER VII: CONCLUSIONS
10	APPENDIX A
11	APPENDIX B
12	APPENDIX C
13	APPENDIX D
14	APPENDIX E
15	APPENDIX F
16	APPENDIX G
17	APPENDIX H
18	APPENDIX I
19	APPENDIX J
20	APPENDIX K
21	APPENDIX L
22	APPENDIX M
23	APPENDIX N
24	APPENDIX O
25	APPENDIX P
26	APPENDIX Q
27	APPENDIX R
28	APPENDIX S
29	APPENDIX T
30	APPENDIX U
31	APPENDIX V
32	APPENDIX W
33	APPENDIX X
34	APPENDIX Y
35	APPENDIX Z

1987-89 Graduate Bulletin Winona State University

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WSU Photo Services

1987-89 Academic Calendar Winona State University

FALL QUARTER—1987

Last day to complete application for Fall Quarter, Wednesday	Sept. 2, 1987
Last day for former students to file intent to return, Wednesday	Sept. 2, 1987
New faculty meeting and orientation, Tuesday	Sept. 8, 1987
General faculty meeting, Tuesday	Sept. 8, 1987
Mass Registration, Tuesday evening and Wednesday	Sept. 8, 9, 1987
Evening classes begin, Wednesday	Sept. 9, 1987
Day classes begin, Thursday	Sept. 10, 1987
Class schedule change (Drop/Add), Thursday, Friday, Monday,	Sept. 10, 11, 14, 1987
Evening Class Registration—Evening Graduate and Undergraduate Students ONLY Monday, Tuesday, Wednesday, Thursday	Sept. 14, 15, 16, 17, 1987
*Last day to apply for graduation Fall Quarter, Monday	Sept. 18, 1987
*Last day to notify the Office of Graduate Studies of intent to take written comprehensive examinations, Friday	Oct. 2, 1987
Mid-Term Day, Monday	Oct. 19, 1987
*Written comprehensive examinations (8-12 noon), Saturday	Oct. 24, 1987
Winter Quarter Pre-registration Monday, Tuesday, Wednesday, Thursday	Oct. 26, 27, 28, 29, 1987
Winter Quarter Pre-registration Fee Payment, Monday and Tuesday	Nov. 9, 10, 1987
Last day to drop classes, Tuesday	Nov. 10, 1987
Veteran's Day, Holiday, Wednesday	Nov. 11, 1987
Final Examinations, Friday, Monday, Tuesday	Nov. 20, 23, 24, 1987
Grading Day, Wednesday	Nov. 25, 1987
Quarter Break begins, Wednesday, 4:30 p.m.	Nov. 25, 1987

4 / ACADEMIC CALENDAR

WINTER QUARTER 1987-88

Last day to complete application for Winter Quarter, Monday	Nov. 23, 1987
Last day for former students to file intent to return, Monday	Nov. 23, 1987
Mass Registration, Monday evening	Nov. 30, 1987
Evening classes begin, Monday at 8:00 p.m.	Nov. 30, 1987
Day classes begin, Tuesday	Dec. 1, 1987
Class schedule change (Drop/Add) Tuesday, Wednesday, Thursday	Dec. 1, 2, 3, 1987
Evening Class Registration—Evening Graduate and Undergraduate Students ONLY Monday, Tuesday, Wednesday, Thursday	Dec. 7, 8, 9, 10, 1987
*Last day to apply for graduation Winter Quarter, Friday	Dec. 11, 1987
Christmas/New Year break begins, Friday, 10:00 p.m.	Dec. 18, 1987
Classes reconvene, Tuesday	Jan. 5, 1988
*Last day to notify the Office of Graduate Studies of intent to take written comprehensive examinations, Monday	Jan. 11, 1988
Martin Luther King's Birthday Holiday, Monday	Jan. 18, 1988
Mid-Term Day, Friday	Jan. 22, 1988
*Written comprehensive examinations (8-12 noon), Saturday	Jan. 23, 1988
Spring Quarter Pre-registration Monday, Tuesday, Wednesday, Thursday	Feb. 1, 2, 3, 4, 1988
President's Day Holiday, Monday	Feb. 15, 1988
Last day to drop classes, Wednesday	Feb. 17, 1988
Spring Quarter Pre-registration Fee Payment, Tuesday and Wednesday	Feb. 16, 17, 1988
Final Examinations, Monday, Tuesday, Wednesday	Feb. 29, March 1, 2, 1988
Grading Day, Thursday	March 3, 1988
Spring Break begins, Thursday, 4:30 p.m.	March 8, 1988

SPRING QUARTER 1988

Last day to complete application for Spring Quarter, Monday	Feb. 29, 1988
Last day for former students to file intent to return, Monday	Feb. 29, 1988
Mass Registration, Monday evening	March 14, 1988
Evening Classes begin, Monday at 8:00 p.m.	March 14, 1988
Day Classes begin, Tuesday	March 15, 1988
Class schedule change (Drop/Add), Tuesday, Wednesday, Thursday	March 15, 16, 17, 1988
Last day to make application for Student Teaching All Quarters 1988-89, Friday	March 18, 1988
Last day to apply for graduation Spring Quarter. Graduate and Undergraduate, Friday	March 18, 1988
*Last day to notify the Office of Graduate Studies of intent to take written comprehensive examinations, Friday	March 18, 1988
Evening Class Registration—Evening Graduate and Undergraduate Students ONLY Monday, Tuesday, Wednesday, Thursday	March 21, 22, 23, 24, 1988
Mid-Term Day, Wednesday	April 20, 1988
*Written comprehensive examinations (8-12 noon), Saturday	April 23, 1988
Fall Quarter Pre-registration Monday, Tuesday, Wednesday, Thursday	April 25, 26, 27, 28, 1988
Last day to drop classes, Monday	May 16, 1988
Final Examinations, Wednesday, Thursday, Friday	May 25, 26, 27, 1988
Grading Day, Saturday	May 28, 1988
Commencement, Saturday	May 28, 1988

FIRST SUMMER SESSION—1988

*Last day to apply for graduation First Summer Session, Friday	March 18, 1988
*Last day to notify the Office of Graduate Studies of intent to take written comprehensive examinations, Friday	May 27, 1988
Last day to complete application for First Summer Session, Monday	June 6, 1988
Last day for former students to file intent to return, Monday	June 6, 1988
Mass Registration, Monday	June 13, 1988
Classes begin, Monday	June 13, 1988
Class schedule change (Drop/Add), Monday, Tuesday	June 13, 14, 1988
*Written comprehensive examinations (8-12 noon), Saturday	June 18, 1988
Mid-Term Day, Wednesday	June 29, 1988
Independence Day, Holiday, Monday	July 4, 1988
Last day to drop classes, Friday	July 8, 1988
Final Examinations, Friday	July 15, 1988

SECOND SUMMER SESSION—1988

*Last day to apply for graduation Second Summer Session, Friday	March 18, 1988
*Last day to notify the Office of Graduate Studies of intent to take written comprehensive examinations, Thursday	June 30, 1988
Last day to complete application for Second Summer Session, Monday	July 11, 1988
Last day for former students to file intent to return, Monday	July 11, 1988
Mass Registration, Monday	July 18, 1988
Classes begin, Monday	July 18, 1988
Class schedule change (Drop/Add), Monday, Tuesday	July 18, 19, 1988
*Written comprehensive examinations (8-12 noon), Saturday	July 23, 1988
Mid-term Day, Wednesday	August 3, 1988
Last day to drop classes, Friday	August 12, 1988
Final Examinations, Friday	August 19, 1988

*NOTE: Pertains to Graduate Students ONLY

1988-89 Academic Calendar Winona State University

FALL QUARTER—1988

Last day to complete application for Fall Quarter, Wednesday	August 31, 1988
Last day for former students to file intent to return, Wednesday	August 31, 1988
New faculty meeting and orientation, Tuesday	Sept. 6, 1988
Mass Registration, Tuesday evening and Wednesday	Sept. 6, 7, 1988
Evening classes begin, Wednesday	Sept. 7, 1988
Day classes begin, Thursday	Sept. 8, 1988
Class schedule change (Drop/Add), Thursday, Friday, Monday	Sept. 8, 9, 12, 1988
Evening Class Registration—Evening Graduate and Undergraduate Students ONLY	
Monday, Tuesday, Wednesday, Thursday	Sept. 12, 13, 14, 15, 1988
*Last day to apply for graduation Fall Quarter, Monday	Sept. 26, 1988
*Last day to notify the Office of Graduate Studies of intent to take written comprehensive examinations, Friday	Sept. 30, 1988
Mid-Term Day, Monday	Oct. 17, 1988
*Written comprehensive examinations (8-12 noon), Saturday	Oct. 22, 1988
Winter Quarter Pre-registration	
Monday, Tuesday, Wednesday, Thursday	Oct. 24, 25, 26, 27, 1988
Winter Quarter Pre-registration Fee Payment, Monday and Tuesday	Nov. 7, 8, 1988
Last day to drop classes, Tuesday	Nov. 8, 1988
Veteran's Day, Holiday, Friday	Nov. 11, 1988
Final Examinations, Friday, Monday, Tuesday	Nov. 18, 21, 22, 1988
Grading Day, Wednesday	Nov. 23, 1988
Quarter Break begins, Wednesday, 4:30 p.m.	Nov. 23, 1988

WINTER QUARTER 1988-89

Last day to complete application for Winter Quarter, Monday	Nov. 21, 1988
Last day for former students to file intent to return, Monday	Nov. 21, 1988
Mass Registration, Monday evening	Nov. 28, 1988
Evening classes begin, Monday at 8:00 p.m.	Nov. 28, 1988
Day classes begin, Tuesday	Nov. 29, 1988
Class schedule change (Drop/Add)	
Tuesday, Wednesday, Thursday	Nov. 29, 30, Dec. 1, 1988
Evening Class Registration—Evening Graduate and Undergraduate Students ONLY	
Monday, Tuesday, Wednesday, Thursday	Dec. 5, 6, 7, 8, 1988
*Last day to apply for graduation Winter Quarter, Friday	Dec. 9, 1988
Christmas/New Year break begins, Friday, 10:00 p.m.	Dec. 16, 1988
Classes reconvene, Wednesday	Jan. 4, 1989
*Last day to notify the Office of Graduate Studies of intent to take	
written comprehensive examinations, Monday	Jan. 9, 1989
Martin Luther King's Birthday Holiday, Monday	Jan. 16, 1989
Mid-Term Day, Friday	Jan. 20, 1989
*Written comprehensive examinations (8-12 noon), Saturday	Jan. 21, 1989
Spring Quarter Pre-registration	
Monday, Tuesday, Wednesday, Thursday	Jan. 30, 31, Feb. 1, 2, 1989
Last day to drop classes, Wednesday	Feb. 15, 1989
President's Day Holiday, Monday	Feb. 20, 1989
Spring Quarter Pre-registration Fee Payment, Tuesday and Wednesday	Feb. 14, 15, 1989
Final Examinations, Tuesday, Wednesday, Thursday	Feb. 28, March 1, 2, 1989
Grading Day, Friday	March 3, 1989
Spring Break begins, Friday, 4:30 p.m.	March 3, 1989

SPRING QUARTER—1989

Last day to complete application for Spring Quarter, Monday	Feb. 27, 1989
Last day for former students to file intent to return, Monday	Feb. 27, 1989
Mass Registration, Monday evening	March 13, 1989
Evening Classes begin, Monday at 8:00 p.m.	March 13, 1989
Day Classes begin, Tuesday	March 14, 1989
Class schedule change (Drop/Add)	
Tuesday, Wednesday, Thursday	March 14, 15, 16, 1989
Last day to make application for Student Teaching	
All Quarters 1988-89, Friday	March 17, 1989
Last day to apply for graduation Spring Quarter, Graduate and Undergraduate,	
Friday	March 17, 1989
*Last day to notify the Office of Graduate Studies of intent to take	
written comprehensive examinations, Friday	March 17, 1989
Evening Class Registration—Evening Graduate and Undergraduate Students ONLY	
Monday, Tuesday, Wednesday, Thursday	March 20, 21, 22, 23, 1989
Mid-Term Day, Wednesday	April 19, 1989
*Written comprehensive examinations (8-12 noon), Saturday	April 22, 1989
Fall Quarter Pre-registration	
Monday, Tuesday, Wednesday, Thursday	April 24, 25, 26, 27, 1989
Last day to drop classes, Monday	May 15, 1989
Final Examinations, Wednesday, Thursday, Friday	May 24, 25, 26, 1989
Grading Day, Saturday	May 27, 1989
Commencement, Saturday	May 27, 1989

FIRST SUMMER SESSION—1989

*Last day to apply for graduation First Summer Session, Friday	March 17, 1989
*Last day to notify the Office of Graduate Studies of intent to take written comprehensive examinations, Friday	May 26, 1989
Last day to complete application for First Summer Session, Monday	June 5, 1989
Last day for former students to file intent to return, Monday	June 5, 1989
Mass Registration, Monday	June 12, 1989
Classes begin, Monday	June 12, 1989
Class schedule change (Drop/Add), Monday, Tuesday	June 12, 13, 1989
*Written comprehensive examinations (8-12 noon), Saturday	June 17, 1989
Mid-Term Day, Wednesday	June 28, 1989
Independence Day, Holiday, Tuesday	July 4, 1989
Last day to drop classes, Friday	July 7, 1989
Final Examinations, Friday	July 14, 1989

SECOND SUMMER SESSION—1989

*Last day to apply for graduation Second Summer Session, Friday	March 17, 1989
*Last day to notify the Office of Graduate Studies of intent to take written comprehensive examinations, Thursday	June 29, 1989
Last day to complete application for Second Summer Session, Monday	July 10, 1989
Last day for former students to file intent to return, Monday	July 10, 1989
Mass Registration, Monday	July 17, 1989
Classes begin, Monday	July 17, 1989
Class schedule change (Drop/Add), Monday, Tuesday	July 17, 18, 1989
*Written comprehensive examinations (8-12 noon), Saturday	July 22, 1989
Mid-Term Day, Wednesday	August 2, 1989
Last day to drop classes, Friday	August 11, 1989
Final Examinations, Friday	August 18, 1989

*NOTE: Pertains to Graduate Students ONLY

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, and counseling, and through high-quality, cultural, recreational and extra-curricular 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 teacher training by preparing outstanding teachers 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 south-

10 / WINONA STATE UNIVERSITY

eastern Minnesota through 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 program in education is 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, elementary and secondary principals, school superintendents and guidance counselors.

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

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.

This unique midwestern community is distinguished as the home of three institutions of higher learning; in addition to Winona State University, Saint Mary's College and the College of St. Teresa provide extensive educational opportunities. The university joins its sister institutions in the Tri-College/University Cooperative Program to enrich the educational and cultural opportunities for the students of all three schools through a sharing of their programs and resources.

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 stimu-

lates 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 Technology

Approximately 250 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, agencies, and interested groups. Instruction for extension courses includes regularly scheduled evening, weekend and daytime classes taught by university faculty; specially scheduled workshops and seminars; plus programmed classes available on video and audio tape. Admission to WSU is not required prior to enrolling in an extension class. All extension courses may apply toward appropriate degree programs.

For more information contact:

Adult, Continuing Education and Extension
Room 112, Somsen Hall
Winona State University
Winona, MN 55987
(507) 457-5080, or from Rochester call 285-0111.

WSU-ROCHESTER CENTER

As early as the 1920's Winona State University offered evening classes in Rochester for public school teachers. Today WSU responds both to its role as a regional campus and to the well-developed attitudes of its citizens toward life-long learning.

In recent years, Winona State's commitment in Rochester has accelerated to the point that growth has been at the rate of 15 percent a year since

1977. The WSU-Rochester Center currently serves over 2,000 students a year. A close working relationship with the Rochester Community College, a continual increase in the number of offerings, and the new WSU-Rochester Center building all confirm a continuing WSU commitment to addressing the higher education needs of Rochester. More than 16 degree programs, both undergraduate and graduate, are offered in Rochester.

A new building for the WSU-Rochester Center was completed in November of 1986. Located on the Rochester Community College campus, the new facility contains a state-of-the-art computer center and access to all community college resources. Two laboratories allow students to access any one of three mainframes on site, including an IBM System 38.

Special areas have been designated for counseling, for a placement library, and for small group activity. WSU and RCC staff also coordinate various student support services. Two suites of offices accommodate those WSU faculty assigned to Rochester.

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
Elementary School Administration
English
Health
History
Nursing
Physical Education
Secondary School Administration
Teaching in the Elementary School

Advanced Licensure Programs

Counselor—Elementary
Counselor—Secondary
MR Educable
Principal/Assistant Principal—Elementary
Principal/Assistant Principal—Secondary
SLD-LD
Superintendent and Assistant
Superintendent

General Information: Facilities and Services

OFFICE OF GRADUATE STUDIES

The center of information and assistance for graduate students is the Office of Graduate Studies, Somsen Hall. This office receives requests for forms required for admission, candidacy, comprehensive examinations, etc. and maintains graduate student records.

Graduate programs are administered by college deans. 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.

HOUSING SERVICES On-Campus Housing

Residential living at Winona State University is a positive involvement in higher education. Six residence halls, accommodating approximately 1400 students and staffed by three full-time directors, provide an excellent atmosphere to get the most out of university life. The directors and resident assistants provide academic and personal counseling on an informal basis. The entire staff supports the academic mission of the university by creating a friendly, comfortable environment which is conducive to learning.

Programmed activities are an important part of residence hall living. Each building provides public lounges, study areas, snack kitchens and utility rooms. The university furnishes desk, bed, mattress with pad; a student furnishes a pillow, sheets, pillowcases, blankets, and towels. A refrigerator rental is available on campus through the Business Office. Telephones are provided in rooms and residents are responsible for all toll charges.

Dining Service

Occupants of the residence halls board at the cafeteria in the university center. Students living off campus may purchase quarterly contracts to eat all meals on campus. Guests, visitors, and faculty are invited to use the dining facilities on a cash basis.

Off-Campus Housing

A limited list of off-campus rooms and apartments for students is available in the Housing Office, 132 Kryzsko Commons. It is necessary to visit the campus to select housing personally. Office hours are 8:00 a.m. to 4:00 p.m. weekdays.

These listings are compiled from information provided to Winona State University by individual landlords. The university makes no representation as to the kind, quality or quantity of facilities available from the landlords listed, nor does the university have any control over changes in the information. The cost and availability of space is subject to change at the discretion of the landlords.

Winona State University does not assume any liability arising from the relationship between the student and the landlords on these listings. All questions about accommodations should be addressed directly to the landlords.

While the university does not own or operate married housing facilities at the present time, listings of accommodations are available at the Housing Office. The Thurley Homes, a development jointly owned by the city and the federal government, provides partially furnished apartments for a limited number of married students. Application must be made in person on weekdays (not Saturdays) to the Thurley Homes, Tenant Selector, 165 East 4th Street, Winona, MN 55987.

STUDENT HEALTH SERVICE

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, two full-time registered nurses and a laboratory technician 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 some medications and some laboratory tests. Emergency care is available evenings and weekends at the community hospital at the student's own expense. A student health insurance plan underwritten by College Life Insurance Company of America is available.

CAREER PLANNING AND PLACEMENT SERVICE

Students who want assistance in securing employment upon graduation should register with the WSU Placement Office. 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 FOR DISADVANTAGED STUDENTS

Special Services for Disadvantaged Students is a federally funded program to provide support services to eligible students. Services provided include tutoring, academic advising, assistance in filling for financial aid, and cultural activities. Information about SSDS 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 students from countries other than the United States. The director of international students is available for information and advice regarding immigration matters, discrimination concerns, laws, travel, employment, personal concerns, 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. Should a student be admitted to graduate study and later found to be lacking in English proficiency, the student may then be required to develop a satisfactory proficiency before continuing in graduate studies.

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. For further details, refer to the WSU General Catalog.

EXTENSION PROGRAM

Winona State University offers a wide range of off-campus learning experiences for the residents of southeastern Minnesota in addition to the on-campus programs. 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, agencies, and interested groups. Instruction for extension courses includes regularly scheduled evening, weekend, and daytime classes taught by university faculty. In addition, specially scheduled workshops, seminars, and audiovisual tape classes are available. All extension courses may apply toward appropriate degree programs. For more information contact:

Adult, Continuing Education and Extension
Somsen Hall, Winona State University
Winona, MN 55987
(507) 457-5080 or from Rochester call 285-0111, Ext. 5080

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 \$10.00 is required with the Application for Admission. Persons who have been admitted to Winona State University and have paid the \$10.00 fee will not be subject to this fee for subsequent enrollments.

TUITION

REGULAR ACADEMIC YEAR

	1987-88 Tuition Per Credit Hour	1988-89 Tuition Per Credit Hour
Undergraduate—on-campus and extension courses:		
Resident	\$31.05	\$32.00
Non-Resident	\$50.00	\$51.50
Graduate—on campus and extension:		
Resident	\$41.70	\$42.95
Non-Resident	\$60.20	\$62.00

SUMMER SESSION:

	Summer 1987	Summer 1988
Undergraduate:		
Resident	\$30.45	\$32.00
Non-Resident	\$49.00	\$51.50
Graduate:		
Resident	\$40.85	\$42.95
Non-Resident	\$59.00	\$62.00

FEES

ACTIVITY FEE

Maximum activity fee	\$80.00 per quarter or \$40.00 per summer session
Students enrolled in regular on-campus offerings	\$7.00 per credit hour
Students taking courses in Rochester	\$7.00 per credit hour
Students enrolled at off-campus locations other than Rochester in extension courses, continuing education unit courses or workshops	no fee
Senior citizens over the age of 62 enrolled on a space available basis	no fee

The fee structure listed is subject to change.

INSURANCE

Health Insurance is available to all full-time students. The cost is approximately \$75.00 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.

CLASS FEES

Bowling is \$7.00 per quarter and golf \$11.00 per quarter in addition to the regular tuition.

INCIDENTAL FEES

Several smaller fees may arise with special class enrollment and other curriculum projects. A charge of \$5.00 per credit hour is made for the privilege of credit by examination.

LATE REGISTRATION FEE

Payment in full for all tuition, fees and residence hall costs 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. Payments of tuition and fees will not be accepted beyond the periods on the following schedule:

- Regular Quarter—Ten class days
- Summer Session—Four class days
- Extension—No later than second class meeting

REFUND POLICY

Students who withdraw from the university should obtain Application for Refund forms from the Registrar's Office.

Students dropping courses must obtain the appropriate forms from the Registrar's Office, first floor Somsen.

Students who withdraw or with credit drops from the university 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. As for textbooks and materials, refunds are not made. Used books may be sold at the university bookstore during the last week of each quarter or session.

The university also enforces "drop-add" fees. Students who change a part of their programs after classes have started will be required to pay a \$5.00 fee per program change when classes are added. The "drop-add" clause is intended only for students who must correct errors in their programs.

Students are expected to pay all accounts to the university when they are due. The university is authorized to withhold the issuance of diplomas and official transcripts or credits and to deny further registration until all monies due the university have been paid.

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.

16 / FINANCIAL INFORMATION

WITHDRAWALS

If a student withdraws within the first few days of the term before the financial aid checks are available for distribution, the student will not receive any aid since no progress has been made toward a degree. A student withdrawing within the first few days of the term will be required to pay any incurred expenses from his or her own funds.

Standard university refund policies and procedures will be followed when a student withdraws from the institution for any reason during the quarter after student aid checks have been distributed. University refund policies could require the student to make immediate repayment of all or a percentage of the funds received.

LOANS

Carl D. Perkins Direct Student Loan: A 5% interest loan available to students demonstrating financial need. Repayment does not begin until nine months after leaving school. Partial cancellation of the loan is provided for teaching in certain areas or certain subject matters.

The Guaranteed Student Loan Program (GSL) provides loans of up to \$2,500 per year for undergraduate students and \$5,000 per year for graduate students. Students borrow through a commercial lending institution or the Minnesota State Student Loan Program. The interest rate is 8 percent with the Federal government paying the interest while the student is enrolled on at least a half-time basis and during a six month grace period. Financial need is required. Applications are approved through the Financial Aid Office.

The PLUS Program is a loan program which provides an opportunity for parents of dependent applicants to borrow funds, at 12 percent or lower interest, for their sons/daughter's educational costs. Independent graduate students may borrow on their own behalf. Application is made through a commercial lending institution. Repayment begins 60 days after the loan check is disbursed.

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

Student Educational Loan Fund (SELF): The Minnesota Higher Education Coordinating Board provides loans of up to \$4,000 per year for undergraduate students and \$6,000 per year for graduate students. This loan is available to any student enrolled at least half-time in a Minnesota school or is a Minnesota resident attending an eligible school in another state. A student is eligible for SELF loans regardless of family 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.

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

Independent Study and Arranged Courses

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 department chairperson and appropriate college dean. Application for independent study must be completed according to announced deadlines.

Requests for a regular course to be given by arrangement on an individual basis should be submitted to the major advisor for special consideration. The application must be approved by the instructor of the arranged course, the department chairperson, and college dean.

Application forms for independent study and arranged classes may be obtained in the Office of Graduate Studies. Please refer to the quarterly registration schedules to determine the deadlines for submitting these application forms.

Internships

Internship programs are available in many departments by arrangement with the department chairperson. 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.

Drop/Add Policy

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

Course and University Withdrawal

Students withdrawing either from a class or from the university are 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 withdrawal is processed by the deadline date, a mark of W (withdrawal) will be recorded on the transcript. If a course is dropped or if a student withdraws from the university without giving official notification, a grade of E will be recorded. Transcripts will not be issued for students who withdraw without fulfilling financial and other obligations to the university.

Credit Transfers and Transcript

Academic courses, undergraduate and graduate, completed at Winona State University are accepted at universities and other colleges where they are applicable to the curriculum chosen and meet the prescribed scholastic standards.

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. Students who graduate spring quarter must participate in commencement exercises unless excused by the appropriate dean on presentation of proof that attendance at commencement will cause undue hardship.

DEGREE REQUIREMENTS

Master Of Science Admission Requirements

1. Each student must submit a completed Application for Admission to Graduate Study form (available from the Office of Graduate Studies) and two official transcripts of all previous undergraduate and graduate credits.
2. Transcripts must show that the student has received a Bachelor's degree from a college or university accredited by N.C.A.T.E., by the appropriate 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 on probation.
3. If the student has a minimum grade point average of 2.5 on a 4-point scale, the dean of the college will admit the student to graduate studies. A student whose grade point average is less than 2.50 may be admitted to graduate studies in the following ways: (a) by scoring at least 900 on the Graduate Record Examination General Test (Verbal plus Quantitative), or (b) if the student is unsuccessful in meeting the Graduate Record Examination requirement, he/she may apply to a specific department for probationary admission. If after taking 12 credits on a probationary basis the student has maintained a grade point average of 3.0, the probationary status will be removed. Students not meeting

20 / ACADEMIC INFORMATION

this requirement will be denied admission to the program. Students should contact the specific department for further information concerning departmental admission requirements.

4. No more than 16 credits earned before being officially admitted to graduate studies may be applied to any program.
5. Some course work must be taken within two (2) years after admission to graduate study or the admission will be invalid and must be renewed.

Advisement

As soon as possible after admission, the student must read the departmental regulations and must request the chairperson of his/her major department to appoint an advisor, who will determine whether there are deficiencies to be removed.

Removal of Deficiencies

The student must have an undergraduate major or a minimum of thirty-six (36) undergraduate quarter hours of credit in the field of specialization for the Master's degree (except in educational administration and school counseling). A deficiency should be made up as soon as possible. The credits earned for removing deficiencies 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 remove this deficiency.

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 for the Master of Science degree. Any courses taken beyond 24 credits may not count toward degree requirements.

The application must include a proposed program of course work, must indicate whether a thesis plan has been selected and must be approved by the advisor, the chairperson of the major department and the appropriate dean. Any later changes in this program must be requested on the supplement to the Application for Admission to Candidacy form and approved by the advisor, the department chairperson and the appropriate dean.

General Requirements

The student must complete the following general M.S. degree requirements:

1. The student must have all deficiencies removed.
2. The student must successfully complete nine (9) credits in professional education, with the

exception of students in the Nursing M.S. Program. This requirement may be satisfied by taking courses offered by any department in the College of Education.

3. The student must complete a minimum of twenty-four (24) graduate quarter credits in the field of specialization (except in elementary teaching, elementary and secondary administration, elementary and secondary counseling) 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.
4. If the student has elected a plan which requires a thesis or research paper, this thesis or research paper must have been completed and approved by the advisor not later than one calendar month prior to graduation. Three unbound copies of the thesis or research paper must be available to the oral examination committee. After this committee has approved the thesis or research paper, all copies must be delivered to the university library for binding and distribution.
5. Each candidate for the Master's degree with thesis or research paper 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 Office of Graduate Studies will post the place and date of this examination at least three (3) days in advance. Candidates for the Master's degree without thesis may also be required by their major department to pass a final oral examination.

All candidates for the Master's degree must pass a final written examination to be prepared by the major department and administered by the Office of Graduate Studies on the dates indicated in the yearly academic calendar.

6. Each candidate for the Master's degree must submit to the Office of Graduate Studies a statement signed by the advisor or by the chairperson of the major department certifying that the student has completed all departmental requirements for the Master's degree. The requirements listed above in 1 through 5 are general, all-university regulations. Students should consult their advisors to determine whether there are also special departmental requirements.

Master of Arts

For degree requirements, see College of Liberal Arts, English Department.

Academic Information

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, and Specialist degrees, a fifth year teacher preparation program, a sixth year educational administration program, and various advanced licensure programs are available.

Students applying for acceptance into a department's graduate program first must make application through the Office of Graduate Studies. The appropriate college dean, who is charged to administer and to enforce graduate study standards, reviews each application. A set of application materials of a qualified applicant is forwarded to the relevant department.

Admission to graduate study does not automatically ensure acceptance to a particular department's graduate program since each department administers its own programs.

Each graduate student is responsible for complying with the regulations on admissions, registration, admission to candidacy, program requirements, graduation requirements, and all other stipulations applying to graduate study. 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 to take courses for graduate credit to complete a regular course load during the quarter of graduation. However, they 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 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. A graduate special student must be admitted to the university but need not be formally admitted to graduate study and 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. A maximum of sixteen (16) credits earned as a graduate special student may be transferred to a degree program if the major department approves.

ASSISTANTSHIPS

Graduate assistantships are predicated on the idea that graduate students, when given the opportunity to assist faculty, can provide a service to WSU and can gain valuable experience through this work association with faculty. Graduate assistants may be assigned to instructional, laboratory, research, and/or other academic duties as determined by the department granting the assistantship. A graduate assistant works under the direct supervision of a faculty member who is jointly responsible for the academic integrity and quality of an assistant's performance.

Graduate assistantships are available to highly qualified graduate students in several departments. Applicants should submit requests for assistantships to the appropriate department chairperson. Anyone who has been appointed to a graduate assistantship prior to the first day of

18 / ACADEMIC INFORMATION

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.

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 appropriate college dean 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 in 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 appropriate college dean. This regulation applies to any combination of courses, workshops, weekend seminars, institutes, and other special offerings.

Transfer Credits

A maximum of fifteen (15) quarter hours of transfer credit may be used to meet the requirements of Winona State University graduate programs (see MBA requirements for exceptions). The credits must be from an accredited graduate institution and their acceptance is contingent upon the approval of the advisor and chairperson of the student's major department and the appropriate

dean. 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 for an advanced degree. 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 graduate programs, 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 should not enroll at another college or university without the approval of the advisor and the appropriate dean if expecting to transfer these credits for fulfilling graduate degree requirements at Winona State University. Failure to obtain this approval could result in taking courses which will not be acceptable.

Incompletes

An "Incomplete" is permitted for special cases where unusual circumstances beyond a student's control prevents 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.

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 grant 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 of Science degree, except in the Counselor Education Department and in the Education Department wherein the limit is 12 credits. The P/NC limit for the Sixth Year Program and Specialist degree is

Fifth Year Program

For program requirements, see College of Education, Education Department in undergraduate catalog.

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.

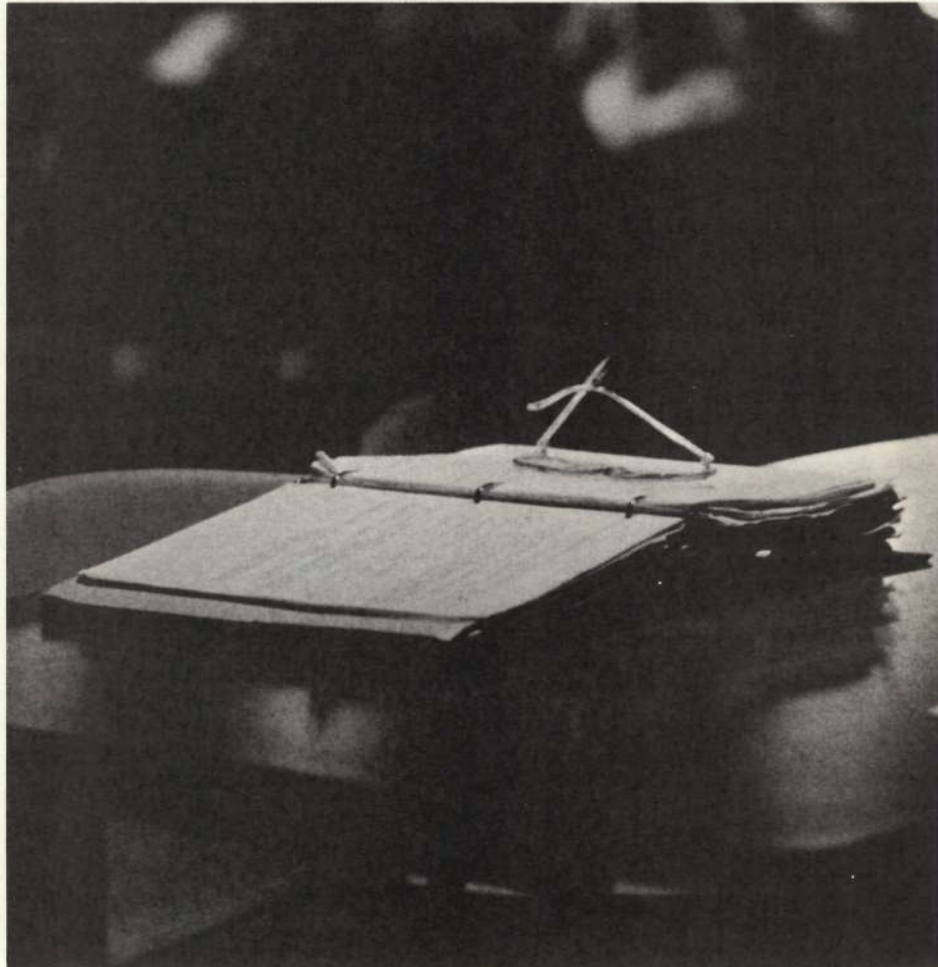


WSU Photo Services

Graduate Programs

All graduate degree and licensure programs are listed in this academic programs section according to college: College of Business, College of Education, College of Liberal Arts and College of Nursing and Health Sciences. Within colleges, programs are listed by departments arranged alphabetically.

Following the graduate programs section are the graduate course descriptions of all departments, including both 400G courses and graduate-only courses.



College of Business

Douglas P. Sweetland, Dean
Somsen Hall 221/457-5014

DEPARTMENTS

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

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 is

occurring and be prepared to deal with that rate of change.

- Develops an inquisitive attitude about problems of society and business as well as actively seeking creative solutions to those problems.
- Recognizes that business and financial decision must now be made within a world-wide frame of reference.

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.

Small Business Development Center (SBDC)

The SBDC is designed to combine federal funds provided by the Small Business Administration and to match those funds with funds generated by the state or by grant monies. These funds are used to provide non-credit educational programs and one-to-one consulting services at no cost to area small businesses encountering problems. The main office is located in Winona with other offices located in Red Wing and Rochester.

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.

Center for Business & Economic Development

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 uni-

24 / COLLEGE OF BUSINESS

versity 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

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 M.B.A. Advisor, Winona State University, and must be returned to him/her 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. A student with a baccalaureate degree from a non-accredited college or university may be provisionally admitted.
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 457-5183 in Winona or 285-0111 in Rochester).
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
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 provisionally-admitted student may take M.B.A. courses for which all prerequisites have been met; however, only 16 credits taken as a provisional student can count towards degree requirements.

5. Based on the above criteria, the M.B.A. Advisor and Admissions Committee will recommend to the Dean of Business that the student be: a) Unconditionally admitted to graduate study and to the M.B.A. Program; b) Provisionally admitted to graduate study and to the M.B.A. Program with a stipulated deadline for the completion of all deficiencies; c) Denied admission to the M.B.A. Program. Final decisions on all applications for admission will be made by the Dean of Business.
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.

TRANSFER CREDIT

Five (5) graduate classes with a grade of B or better may be accepted in transfer from any accredited graduate institution upon presentation of two official transcripts from that institution and subject to the approval of the M.B.A. Director, the appropriate chairperson, and the Dean of Business. Subject to the same approvals, an additional three (3) graduate classes may be accepted on transfer from the University of Minnesota, universities of the State University System of Minnesota, or from the University of Wisconsin-Eau Claire, University of Wisconsin-La Crosse, or University of Wisconsin-Madison. Transfer courses are acceptable for all of the competencies listed in 4 above.

REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE

The student must have completed the following requirements:

1. All deficiencies must have been removed and all prerequisites must be completed.
2. An acceptable score on the Graduate Man-

BUSINESS EDUCATION & OFFICE SYSTEMS ADMINISTRATION

agement 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.

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)

BUSINESS EDUCATION AND OFFICE SYSTEMS ADMINISTRATION

Somsen Hall 301/457-5165
Gorman (Chairperson), Eiken, Smith

A primary objective of BEOSA graduate education is to provide advanced professional preparation for the improvement of competencies directly related to teaching excellence. In addition, the program seeks to promote the intellectual development, content mastery, and updated expertise required to meet the challenges of technological change and office automation.

The M.S. program requirements are designed to be adequately flexible so as to allow each student a program of study suited to individual interests, needs, and professional objectives. Sufficient structure is integrated into program flexibility to ensure that graduates acquire certain requisites necessary to professional growth.

Procedures

Before completing nine hours of course work, contact the BEOSA Department chairperson to obtain an Advisor Consent Form. Contact the Graduate Office to obtain the necessary admissions forms. With your advisor, prepare an Application to Candidacy form.

Be thoroughly familiar with the regulations applying to all Master of Science programs as specified in the introductory section of this catalog.

Program Guidelines

1. A maximum of 8 credits of independent study

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.

will apply to the total credits required for Plan A and Plan B.

2. Any single independent study of more than three credits must be proposed in outline form to all departmental graduate faculty for approval.
3. A maximum of 8 credits of pass/no credit course work will apply to the M.S. degree, excluding the internship. No P/NC courses may be taken in the BEOSA Department by a student pursuing the M.S. degree in the department.
4. Only BEOSA course work will be subject to coverage in a final comprehensive examination. All departmental graduate faculty will evaluate student performance on the comprehensive examination.

**MASTER OF SCIENCE
BUSINESS EDUCATION
45-51 Q.H.****Plan A and Plan B
Requirements****Professional Requirements
(23 q.h.)**

- 513 Tests and Measurements in Business Education (4)
- 510 Trends in Office Technology (4)
- 517 Curriculum Construction in Business Education (4)
- 555 Internship (4)

**26 / COLLEGE OF BUSINESS
BUSINESS EDUCATION & OFFICE SYSTEMS ADMINISTRATION**

551 Business Education Learning Systems (4)
518 Research in Business Education (3) OR
570 Ed. Adm.-Research and Writing (3) OR
501 Bus. Adm.-Research Methodology (3)

**Professional Electives
(16-19 q.h.)**

College of Education and College of Business:
elect a minimum of 6 credits from each college,

with the remaining 10-13 credits from either
college.

**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.)



College of Education

Nancy E. Seminoff, Dean
Gildemeister Hall

DEPARTMENTS

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

DEGREES OFFERED

Master of Science

Counselor Education
— Professional Development Program
— Community Counseling Program
— Elementary School Counseling
— Secondary School Counseling
— Interdisciplinary Program
Education

— Elementary Education
— Early Childhood Concentration
— Educable Mentally Handicapped
— Learning Disabilities
Educational Administration
— Elementary School Administration
— Secondary School Administration
Health, Physical Education and Recreation
— Health
— Physical Education

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

— Counselor-Elementary
— Counselor-Secondary
— EBD (Emotionally/Behaviorally Disturbed) offered cooperatively with the University of Minnesota
— MR Educable Mentally Handicapped
— Learning Disabilities
— Prekindergarten

— Principal/Assistant Principal
— Superintendent/Assistant Superintendent

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

COUNSELOR EDUCATION

Gildemeister Hall Room 132/457-5335
Hatfield (Chairperson), Eiken, Maher, Van Kirk.
Adjunct Professors: Buhler, Gardiner, Holter,
Westphal.

The department's major purpose is to provide students in the helping professions and in education with a background in the science of human behavior, learning, development, personality, counseling, and group process.

The department offers five programs leading to the Master of Science degree:

Professional Development Program

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.

Community Counseling Program

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.

Elementary School Counseling Program

Successful completion of this program leads to recommendation for licensure in Minnesota, Wisconsin, and other states.

Secondary School Counseling Program.

Successful completion of this program leads to recommendation for licensure in Minnesota, Wisconsin, and other states.

Interdisciplinary Program

This program is intended for persons who are interested in a broad interdisciplinary graduate preparation in counseling, psychology and sociology.

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

1. Apply for admission to graduate study with the Graduate Office.
2. When accepted for graduate study, applicants will receive an application for admission to the Counselor Education Department. This appli-

cation 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.

3. Prospective candidates are required to take C.E. 507 Intro to Counseling and C.E. 565 Theories of Personality before completing the departmental admission requirements. The two courses will provide an opportunity for the applicant to become acquainted with the program and the field of counseling. If this is not possible, the applicant may make a written request for a personal interview with the staff.
4. 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.
5. All persons admitted will be accepted into the Professional Development Program. Persons seeking admission into the three counseling programs will reapply while taking 566 Counseling Procedures.
6. Admission deadline dates are mid-term day fall, winter, spring and first summer session.
7. Admission to graduate study is not complete until (a) candidacy forms are signed by the student's advisor, the department chairperson, the Director of Graduate Studies and (b) Graduate Record Examination scores are on file with the WSU Graduate Office. Students will be required to meet the program requirements that are in effect when all admission procedures are completed.

The university Graduate Bulletin in effect at the time items (a) and (b) above have been completed will determine a student's program requirements in counselor education.

Graduation Requirements:

1. In addition to successfully completing the required course work, candidates must complete final written comprehensive examinations near the end of their programs.
2. A master's paper also must be completed before graduation.
3. As an alternative to a master's paper, a student may elect the thesis plan which is a more 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.

4. Students may include a maximum of twelve (12) credits of pass/no credit courses on their Master's degree programs in counselor education.

MASTER OF SCIENCE

PROFESSIONAL DEVELOPMENT 51 Q.H.

REQUIRED COURSES (28-29 q.h.)

- 420G Stress Management (3)
- 507 Introduction to Counseling (3)
- 522 Human Relations (4)
- 560 Group Process and Dynamics (3)
- 564 Statistics, Tests and Measurement (3) OR
- 570 Ed. Adm. - Research and Writing (3)
- 565 Theories of Personality (4)
- 566 Counseling Procedures (4) OR
- 571 Microskills for Professionals (3)
- 598 Program Synthesis (2)

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

ELECTIVES (22-23 q.h.)

COMMUNITY COUNSELING 54 Q.H.

REQUIRED COURSES (37 q.h.)

- 507 Introduction to Counseling (3)
- 555 Internship in Counseling (6)
- 560 Group Process and Dynamics (3)
- 564 Statistics, Tests and Measurement (3)
- 565 Theories of Personality (4)
- 566 Counseling Procedures (4)
- 568 Individual Counseling Practicum (3)
- 569 Group Counseling Practicum (3)
- 582 Organization and Administration of Counseling Services (3)
- 598 Program Synthesis (2)

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

NOTE: Students must complete a minimum of 17 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.

ELECTIVES (17 q.h.)

ELEMENTARY SCHOOL COUNSELING

60 Q.H.

REQUIRED COURSES

(50-51 q.h.)

- 507 Introduction to Counseling (3)
- 513 Learning Disorders (3) OR
- 430G Sp. Ed Learning Characteristics of LD/ED/MR (4)
- 515 Child Development (3)
- 522 Human Relations (4)
- 545 Career and Life Planning (3)
- 555 Internship in Counseling (6)
- 560 Group Process and Dynamics (3)
- 564 Statistics, Tests and Measurement (3)
- 565 Theories of Personality (4)
- 566 Counseling Procedures (4)
- 568 Individual Counseling Practicum (3)
- 569 Group Counseling Practicum (3)
- 570 Developmental Counseling (3)
- 582 Organization and Administration of Counseling Services (3)
- 598 Program Synthesis (2)

ELECTIVES (9-10 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

(60 Q.H.)

REQUIRED COURSES

(47 q.h.)

- 507 Introduction to Counseling (3)
- 522 Human Relations (4)
- 525 Adolescent Development (3)
- 545 Career and Life Planning (3)
- 555 Internship in Counseling (6)
- 560 Group Process and Dynamics (3)
- 564 Statistics, Tests and Measurement (3)
- 565 Theories of Personality (4)
- 566 Counseling Procedures (4)
- 568 Individual Counseling Practicum (3)
- 569 Group Counseling Practicum (3)
- 570 Developmental Counseling (3)
- 582 Organization and Administration of Counseling Services (3)
- 598 Program Synthesis (2)

ELECTIVES (13 q.h.)

Electives may be arranged in special interest areas such as special education, educational adminis-

30 / COLLEGE OF EDUCATION EDUCATION

tration, chemical dependency, marriage and family, sexuality, child abuse, death and grief counseling, etc.

INTERDISCIPLINARY PROGRAM

51 Q.H.

REQUIRED COURSES

(27 q.h.)

Sociology

405 Models of Intervention (4)

435 Family Roles and Relationships (4)
Psychology

421 Cognitive Behavior Modification (4)

420G Abnormal Psychology (4)
Counselor Education

564 Statistics, Tests and Measurement (3)

565 Theories of Personality (4)

566 Counseling Procedures (4)

NOTE: 507, Intro to Counseling and 565, Theories of Personality, are prerequisites for 566.

ELECTIVES (24 q.h.)

Major area of concentration 9-12 hours. Minor area of concentration 6-8 hours.

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)

312 Mental Health (undergraduate only)

420G Stress Management

*430 Helping Skills (undergraduate only)

*431G Chemical Dependency: Causes and Symptoms

*432G Chemical Dependency Assessment

*433G Ethical Issues in Counseling

*434G Special Populations in Chemical Dependency

*435G Minority Issues for Helping Professionals

*463G Chemical Dependency Counseling

491G Crisis Intervention Counseling

492G Sexual Issues for Helping Professionals

*494G Family Systems Counseling

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

EDUCATION

Gildemeister Hall Room 152/457-5350

Frank, Chairperson, Billman, Erickson, Grangaard, Kessler, Kirk, Koplin, Matson, McMillan, Munson, Sanford.

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

Winona State University, through the Department of Education, offers the Master of Science degree in the following areas.

1. Master of Science in Elementary Education

2. Master of Science in Elementary Education, Early Childhood Concentration.

Winona State University through the Department of Education also offers non-degree licensure programs without the Master's degree in prekindergarten licensure.

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 one month prior to registration. The application must be supported by two official copies of all transcripts sent directly from other institutions attended. After the application for admission to graduate study has been approved, the student is free to enroll in course work. See calendar and schedule.

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 pertinent transcripts and

determine whether there are any deficiencies which must be removed.

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

- c. File an application with the Education Department for admittance to the particular licensure program.
- d. File application for admission to candidacy for the Master's degree after the completion of nine credits and before completion of sixteen credits. Forms are available in the Office of Graduate Studies. Deficiencies, if any, must be removed before the student is admitted to a Master's degree program.
- e. Take the Graduate Record Aptitude Test prior to the completion of sixteen quarter hours of credit. Registration packets are available in the Office of Graduate Studies.

2. Course Work:

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

3. Graduate Writing Requirement:

- a. Thesis Option Only: A research based thesis approved by the advisor, which demonstrates ability to use scientific methods and procedures is required.
 - The thesis constitutes 6 credits of graduate work. Three credits are counted in lieu of Ed. 518 and three credits are counted as electives.
 - An oral examination of the thesis is required.
- b. Research Paper Option Only: A graduate level paper approved by the advisor in accordance with published departmental guidelines is required.
 - No course credit is provided.
 - No oral examination is required.

4. Comprehensive Examination:

A final written examination compiled by the advisor is required. The examination is based upon the candidate's course work.

5. Academic Average:

Candidates must maintain a B average. No course will 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—Graduate Office
 2. Education Department Master's Program application—Education Office
 3. Licensure Program Application where needed—Education Office—Advisor is appointed.
 4. With advisor, file WSU Master's candi-

dacy program—Graduate Office (After 9 and before 16 credits are completed)

5. Graduate Record Aptitude Test Results—Graduate Office (Before 16 credits are completed)
 - b. Completion of thesis or research paper one quarter in advance of graduation—Register for Research Project 599 during a regular registration period (Thesis option only).
 - c. The comprehensive examination based upon course work must be arranged with advisor when the candidate registers for final quarter of course work.
 - d. Complete oral examination of thesis one quarter in advance of graduation. (Thesis option only)
 - e. File application for graduation at least two calendar months prior to graduation in the Office of Graduate Studies.
 - f. Students under all plans take part in commencement exercises in accordance with current policy. Caps, gowns and hoods are obtainable in the university bookstore one month prior to commencement exercises.

M.S. ELEMENTARY EDUCATION

48 Q.H.

REQUIRED COURSES (21 q.h.)

Education (18 q.h.)

- 500 Curriculum Planning (3)
- 508 Improvement of Instruction (3)
- 518 Field Experience in Elementary Classroom Procedures (3)
- 523 Foundations of Education (3)
- 540 Current Issues in Education (3)
- 581 Trends in Measurement (3)
- Educational Administration (3 q.h.)
- 570 Research and Writing (3)

ELECTIVES (27 q.h.)

M.S. ELEMENTARY EDUCATION

48 Q.H.

Winona State University/Rochester Public Schools Graduate Induction Program

Open to inexperienced teachers, licensed elementary teachers.

REQUIRED COURSES (45 q.h.)

- 500 Curriculum Planning (3)
- 508 Improvement of Instruction (3)
- 511 Advanced Methods in Reading (3)

32 / COLLEGE OF EDUCATION EDUCATIONAL ADMINISTRATION

- 513 Advanced Methods in Social Studies and Language Arts (3)
- 514 Advanced Methods in Science and Mathematics (3)
- 523 Foundations of Education (3)
- 540 Current Issues in Education (3)
- 550 Education Orientation (3)
- 551 Induction Practicum (4-12)
- 570 Ed.Ad.-Research and Writing (3)
- 581 Trends in Measurement and Reporting (3)
- 598 Seminar (1-3)

ELECTIVES (3 q.h.)

M.S. ELEMENTARY EDUCATION

EARLY CHILDHOOD CONCENTRATION—58 Q.H.

PROFESSIONAL EDUCATION (18 Q.H.)

- 500 Curriculum Planning (3)
- 523 Foundations of Education (3)
- 570 Ed. Ad.—Research and Writing (3)
Select one of the following three courses:
- 511 Advanced Methods in Reading (3)
- 512 Advanced Methods in Elementary Language Arts (3)
- 513 Advanced Methods in Elementary Social Studies (3)
Elect two 500 level courses

SPECIALIZED COURSES (41 Q.H.)

- 410G Foundations of Early Child Education (4)
- 411G Kindergarten Education (3)
- 413G Development in Infancy (3)
- 414G Development in Early Childhood (4)
- 416G Prekindergarten Education (4)
- 418G Prekindergarten Practicum (2)
- 422G Socialization of the Young Child (3)
- 423G Young Children with Special Needs (4)
- 424G Organization and Administration of Early Childhood Program (3)
- 461G Student Teaching—Kindergarten (8)
- 467G Student Teaching—Nursery School (4)

EDUCATIONAL ADMINISTRATION

Gildemeister Hall Room 135/457-5345
Nasstrom (Chairperson), Walden. Adjunct Professors: Harris, Johnson, Mjolsness, Strand.

The department provides programs leading to the degrees of Master of Science and Specialist

PREKINDERGARTEN LICENSURE

30 Q.H.

PREREQUISITE:

Elementary Education licensure.

REQUIRED COURSES

- 410G Foundations of Early Childhood Education (4)
- 413G Development in Infancy (3)
- 414G Development in Early Childhood (3)
- 416G Prekindergarten Education (4)
- 418G Prekindergarten Practicum (2)
- 422G Socialization of the Young Child (3)
- 423G Young Children with Special Needs (4)
- 424G Organization and Administration of Early Childhood Program (3)
- 467G Student Teaching—Nursery School (4)

PREKINDERGARTEN LICENSURE

44 Q.H.

(For Non-Elementary Education Majors)

PREREQUISITE:

A Bachelor's degree in any area.

- 190 Human Relations (4)
- 200 Growth and Development (4)
- 410G Foundations of Early Childhood Education (3)
- 413G Development in Infancy (3)
- 414G Development in Early Childhood (3)
- 416G Prekindergarten Education (4)
- 418G Prekindergarten Practicum (2)
- 422G Socialization of the Young Child (3)
- 423G Young Children with Special Needs (4)
- 424G Organization and Administration of Early Childhood Program (3)
- 459 Professional Topics and Issues (4)
- 464G Student Teaching—Prekindergarten (4)
HPER
- 204 Personal and Community Health (3)

KINDERGARTEN ENDORSEMENT—

Students with a major in Elementary Education may earn a kindergarten endorsement by completing Ed. 411G and successfully completing eight quarter hours of student teaching in a kindergarten setting.

in Educational Administration and to the Sixth Year Certificate in Educational Administration. The Specialist Degree or the Sixth Year Certificate may emphasize general administration, elementary administration or secondary 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 university, 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. Adm. 680 or Ed. Adm. 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." The field experience may also be waived for individuals who have gained licensure in one administrative area and who have had three 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 new 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 get in touch with the department. Note: "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.

SPECIALIST DEGREE IN EDUCATIONAL ADMINISTRATION

The Specialist Degree in Educational Administration is designed for those who wish to achieve a proficiency beyond the Master's degree level in elementary, secondary or general school administration. The program is available to students with or without the Master's degree.

Completion of the program will enable the qualified student to meet the requirements of the Minnesota State Department for the Entrance License in Educational Administration. The entrance license, however, will not be granted to recipients of the degree until they have provided evidence of three years of successful teaching experience. For elementary principals, experience must be at the elementary level and for secondary principals it must be at the secondary level.

Admission Requirements for Advanced Graduate Study

1. If the student with a Master's degree has a minimum grade point average of 3.25 on a 4-point scale, the dean of the college will admit the student to advanced graduate studies. A student whose grade point average is less than 3.25 may be admitted to advanced graduate studies by scoring at least 900 on the Graduate Record Examination Test (Verbal plus Quantitative).
2. If a student with a Bachelor's degree has a grade point average of 2.50 on a 4-point scale, the dean of the college will admit the student to advanced graduate studies. A student whose grade point average is less than 2.50 may be admitted to advanced graduate studies by scoring at least 900 on the Graduate Record Examination General Test (Verbal plus Quantitative).

530 - Will sub. 552 sub 527

34 / COLLEGE OF EDUCATION EDUCATIONAL ADMINISTRATION

Admission to Specialist Degree Program.

Admission will be granted when the student has been admitted to advanced graduate study and has received the approval of the department's Graduate Admissions Committee. The committee may require a personal interview and/or qualifying examination.

Admission to Candidacy for Specialist Degree.

Admission will be granted after the student has been admitted to the Specialist degree program and has filed a program of studies which has been approved by the Department of Educational Administration and the Dean of Education. The Specialist degree in Educational Administration will be awarded when the student has:

1. Completed at least ninety-three (93) quarter hours of graduate credit beyond the Bachelor's degree. At least one quarter of full-time study is required (nine quarter hours of residence credit).
2. Completed all course work leading to the degree and maintained a 3.0 grade point average. No grade lower than a C is counted for graduate credit. Only grades earned at Winona State University will be counted in determining the grade point average.
3. Completed all degree requirements within eight (8) years of admission to the Specialist degree program.
4. Submitted three (3) copies of an approved field study to the Office of Graduate Studies. (Prior to undertaking the study, the student must have secured approval of his/her proposal).
5. Passed a final oral examination on the field study and a written comprehensive examination.

Please consult the Department of Educational Administration for possible changes and/or additions to the degree requirements.

SPECIALIST DEGREE PROGRAM

Candidates must earn a minimum of ninety-three (93) graduate credits beyond the Bachelor's Degree or forty-five (45) graduate credits beyond the Master's degree, which have been approved by the Graduate Committee.

MAJOR FIELD COURSES (48 Q.H.)

Required of all candidates:

- 504 Curriculum Development and Administration (3)
- 510 School Law (3)
- 527 School Business Management (3)
- 528 Personnel Administration in Education (3)
- 535 Public Relations for Management (3)

- 578 Supervision of Instruction (3)
- 580 Foundations of Educational Administrations (3)

- 583 School Finance (3)
- 604 Seminar in Curriculum and Supervision (3)
- 608 Seminar in Problems and Trends of Educational Administration (3)
- 680 Practicum in Educational Administration (9)

OR
681 Internship in Educational Administration (9)
NOTE: Ed. Adm. 680 or 681 may be waived if the candidate has had appropriate experience. Certain 495G or 610 courses may substitute for Ed. Adm. 527.

**Required of candidates specializing in
Elementary Administration**

- 524 Elementary School Management (3)
- Required of candidates specializing in
Secondary Administration**

- 520 Secondary School Management (3)
- Required of candidates specializing in
General Administration**

- 520 Secondary School Management (3)
- 522 Planning of School Facilities (3)
- 524 Elementary School Management (3)

ELECTIVES IN EDUCATIONAL ADMINISTRATION OR RELATED EDUCATION COURSES (9 OR MORE Q.H.)

Courses at 600, 500 and 400G levels.

RESEARCH COURSES (6-15 Q.H.)

Required of all candidates:

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

REQUIRED FIELD STUDY (9 Q.H.)

- 699 Ed. Adm. - Specialist Degree Field Study (9)

COGNATE COURSES (12-21 Q.H.)

Graduate level courses

COMPREHENSIVE EXAMINATIONS

Candidates will be required to pass written comprehensive examinations during the quarter they expect to graduate. The examinations will emphasize the area of specialization.

FIELD STUDY

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

ORAL EXAMINATION

Candidates will present a satisfactory oral defense of their field study to their committee.

SIXTH YEAR CERTIFICATION PROGRAM 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. Students must have earned a Master's degree or completed all course requirements for the degree before undertaking the program. Completion of the program will enable qualified students to meet the requirements of the Minnesota State Department of Education for the Entrance License in Educational Administration.

The license will not be granted, however, until the student has provided evidence of three years of successful teaching experience. For elementary principals, experience must be at the elementary level, and for secondary principals it must be at the secondary level.

Admission Requirements for Advanced Graduate Study

If a student with a Master's degree has a grade point average of 3.0 on a 4.0 scale, the dean of the college will admit the student to advanced graduate studies. A student whose grade point average is less than 3.0 may be admitted to advanced graduate studies (a) by scoring at least 900 on the Graduate Record Examination General Test (Verbal plus Quantitative), or (b) if unsuccessful in meeting the Graduate Record Examination requirement, by applying to the department for probationary admission. If after taking 12 credits on a probationary basis the student has maintained a grade point average of 3.0, the probationary status will be removed.

Admission to Sixth Year Certification Program.

Admission will be granted when the student has been admitted to advanced graduate study and has

1. Earned a minimum of nine (9) quarter hours of graduate credit at Winona State University in the Department of Educational Administration and maintained an overall grade point average of 3.0.
2. Received the approval of the Department Graduate Admissions Committee. The committee may require a personal interview and/or qualifying examination.

Admission to Candidacy for Sixth Year Certificate.

Admission will be granted after the student has been admitted to the Sixth Year Program and has filed a program of studies which has been approved by the Department of Educational Administration and the Dean of Education. The Sixth Year Certificate in Educational Administration will be awarded when the student has

1. Completed an approved program of at least forty-five (45) quarter hours of graduate credit beyond the quarter hours taken in the Master's degree program.
2. Completed all course work leading to the certificate and maintained a grade point ratio of 3.0. No grade lower than a C is counted for graduate credit. Only grades earned at Winona State University will be counted in determining the grade point average.
3. Completed all program requirements within eight (8) years of admission to the Sixth Year Certification Program.

Please consult the Department of Educational Administration for possible changes and/or additions to degree requirements.

SIXTH YEAR CERTIFICATE PROGRAM

Candidates must earn a minimum of ninety-three (93) credits beyond the Bachelor's degree, including at least forty-five (45) units beyond the units completed for the Master's degree.

MAJOR FIELD COURSES (48- 60 Q.H.)

Required of all candidates:

- 504 Curriculum Development and Administration (3)
- 510 School Law (3)
- 527 School Business Management (3)
- 528 Personnel Administration in Education (3)
- 535 Public Relations for Management (3)
- 578 Supervision of Instruction (3)
- 580 Foundations of Educational Administration (3)
- 583 School Finance (3)
- 604 Seminar in Curriculum and Supervision (3)
- 608 Seminar in Problems and Trends of Educational Administration (3)
- 680 Practicum in Education Administration (9)
OR
- 681 Internship in Educational Administration (9)

NOTE: Ed. Adm. 680 and 681 may be waived if the candidate has had appropriate experience. Certain 495G and 610 courses may substitute for Ed. Adm. 527.

Required of candidates specializing in Elementary Administration:

- 524 Elementary School Management (3)

**36 / COLLEGE OF EDUCATION
EDUCATIONAL ADMINISTRATION**

**Required of candidates specializing in
Secondary Administration:**

520 Secondary School Management (3)

**Required of candidates specializing in
General Administration:**

520 Secondary School Management (3)

524 Elementary School Management (3)

552 Planning of School Facilities (3)

**ELECTIVES IN EDUCATIONAL
ADMINISTRATION OR
RELATED EDUCATION
COURSES (9 or more Q.H.)**

Courses at 600, 500 and 400G levels only.

**RESEARCH COURSES
(6-15 Q.H.)**

Required of all candidates:

526 Educational Measurement and Evaluation
(3)

570 Research Writing (3)

**COGNATE COURSES
(12-21 Q.H.)**

Graduate level courses.

**MASTER'S DEGREE
PROGRAM**

A candidate must earn a minimum of forty-eight
(48) graduate credits approved by his/her advisor.

**MAJOR FIELD COURSES
(24 Q.H.)**

Required of all candidates:

504 Curriculum Development and
Administration (3)

510 School Law (3)

528 Personnel Administration (3)

535 Public Relations (3)

578 Supervision of Instruction (3)

580 Foundations of Educational Administration
(3)

583 School Finance (3)

**Required of candidates specializing in
Elementary School Administration:**

524 Elementary School Management (3)

**Required of candidates specializing in
Secondary School Administration:**

520 Secondary School Management (3)

**RESEARCH COURSES
(6 Q.H.)**

Required of all candidates:

526 Educational Measurement and Evaluation
(3)

570 Research and Writing (3)

ELECTIVES (6-12 Q.H.)

Graduate level courses in Educational Adminis-
tration or related education areas. Students
seeking certification as principals in Wisconsin
and Iowa must include Ed.Adm. 680 or 681 (3
Q.H.).

**COGNATE COURSES
(3-12 Q.H.)**

Graduate level courses.

WRITING REQUIREMENTS

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.

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

EXAMINATIONS

With thesis:

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

Without thesis:

Each candidate must pass a comprehensive
written examination and may be required to pass
a final oral examination.

Note: The student should secure a copy of the
Educational Administration Department's guide-
lines for the Master of Science in Education
Degree.

HEALTH, PHYSICAL EDUCATION AND RECREATION

Memorial Hall, Room 122/457-5200
T. Poll-Sorensen, Chairperson; Behnke, Grob,
Gunner, Marston, Martin, Miller

MASTER OF SCIENCE

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)

The following courses may be applied to Plan A—
Health Education: 428G, 429G, 431G, 502, 503,
504, 505, 506, 513, 526, 530, 540, 541, & 599.

PLAN B—Physical Education Concentration

Physical Education Electives (18)
Professional Education (9)

The following courses may be applied to Plan B—
Physical Education: 417G, 420G, 435G, 445G,
470G, 510, 513, 516, 517, 520, 524, 526, 528,
530, 533, 540, 541, 550, 553, and 599.

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 Graduate Office for permission to take the comprehensive examination.

**38 / COLLEGE OF EDUCATION
SPECIAL EDUCATION**

SPECIAL EDUCATION

Gildemeister Hall 220/457-5535
Rocco (Chairperson), Anderson, Palmer, Heddle
(Liaison)

The department prepares special-needs advocates to serve as teachers or other school-related staff who create curriculum and instruction designed to meet individual special needs of students.

Procedures include both classroom and clinical work. An eclectic approach is used with strong emphasis on Applied Behavioral Analysis.

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

Licensure Programs

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

Educable Mentally Handicapped—A licensure sequence.

Emotionally/Behaviorally Disordered—A licensure sequence offered in conjunction with the University of Minnesota.

Learning Disabilities—A licensure sequence.

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

Graduate Degrees

The department offers two graduate programs leading to the M.S. degree in education with concentrations in Educable Mentally Handicapped and in Learning Disabilities. Both M.S. programs are in process of revision; contact departmental advisors for new program details.

Admission

Sequence to follow:

- 1) Complete graduate admission application at the Graduate Office.
- 2) Following graduate admission, complete the admission form for the desired departmental program. GPA of 3.0 or acceptable Graduate Record Examination score required, as well as three recommendation letters addressed specifically to the department. Submit all transcripts and supporting documentation for review by the faculty committee.
- 3) Complete initial graduate course with A or B grade; take the Graduate Record Examination.

EDUCABLE MENTALLY HANDICAPPED LICENSURE PROGRAM 45 Q.H.

Phase I (20 q.h.)

475G Education of Exceptional Children and Youth (4)

478G Student Management Systems (4)

489G Administrative Procedures (4)

483G Assessment/Methods I (4)

484G Practicum I (4)

Phase II (8 q.h.)

Prerequisites: Phase I completion and comprehensive examination.

430G Learning Characteristics LD/ED/EMH (4)

431G Practicum II (4)

Phase III (17 q.h.)

440G Assessment/Methods III EMH (4)

441G Practicum III (12)

470G Seminar (1)

LEARNING DISABILITIES LICENSURE PROGRAM 45 Q.H.

Phase I (20 q.h.)

475G Education of Exceptional Children and Youth (4)

478G Student Management Systems (4)

489G Administrative Procedures (4)

483G Assessment/Methods I (4)

484G Practicum I (4)

Phase II (8 q.h.)

Prerequisites: Phase I completion and comprehensive examination.

430G Learning Characteristics LD/ED/EMH (4)

431G Practicum II (4)

Phase III (17 q.h.)

Phase III application approval required.

445G Assessment/Methods III LD (4)

446G Practicum III LD (12)

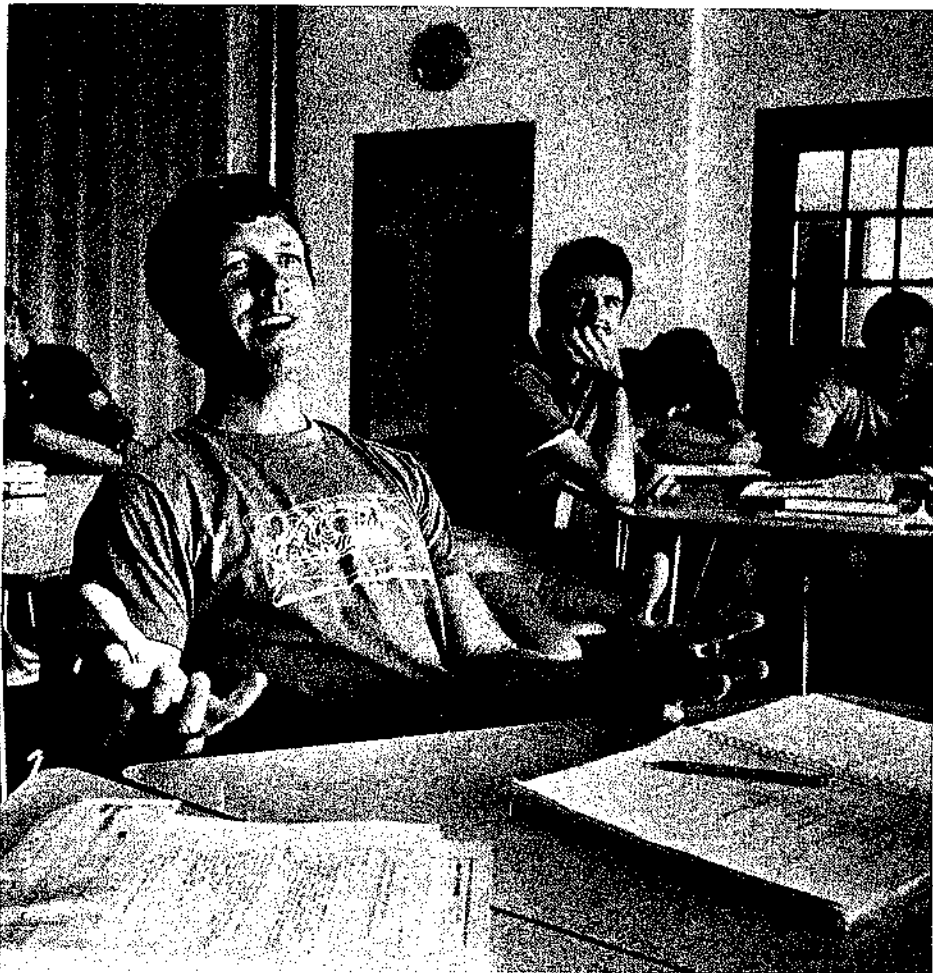
470G Seminar (1)

**M.S. IN EDUCATION:
EDUCABLE MENTAL
RETARDATION
CONCENTRATION
51-54 Q.H.**

Revision of program pending. Please contact
Special Education Department.

**M.S. IN EDUCATION:
LEARNING DISABILITIES
CONCENTRATION
51-54 Q.H.**

Revision of Program Pending. Please contact
Special Education Department.



WSU Photo Services

College of Liberal Arts

Richard C. Coughlin, Dean
Minne' Hall, Room 206

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 60 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 Language Department is in Somsen Hall. The Mass Communication Department has additional facilities in Phelps Hall.

ENGLISH

Minne Hall 457-5440

Graduate Faculty: J. Nichols (Chairperson),
Bennett, Cowgill, DeGrazia, Dorner, Grawe,
Meeker, A. Nichols, Raz, Robinson.

MASTER OF SCIENCE PREREQUISITES

An undergraduate major in English equivalent to that required by Winona State University. (See department "Requirements for the M.S." for exceptions.)

REQUIREMENTS

1. Candidates for the degree must have taken an upper-division course in criticism and one in language. Those courses not already taken on the undergraduate level may be taken for graduate credit. Courses such as 418G, 420G, and 447G meet this requirement.
2. Courses in Professional Education (9)
3. Plan A—Thesis (45 hours)
Thesis (maximum 6)
Non-English Electives (maximum 9)
Electives in English (to complete the 45 hour total)
OR
Plan B—Non-Thesis (51 hours)
Non-English Electives (maximum 9)
Electives in English (to complete the 51 hour total)
Three "Approved" Papers
NOTE: Fifty percent of all credit for the M.S. degree must be in 500-level courses.

SPECIAL DEPARTMENTAL REQUIREMENTS

See Department of English "Requirements for the M.S." for complete details of the program.

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

MASTER OF ARTS PREREQUISITES

1. An undergraduate major in English equivalent to that required by Winona State University. In the event that one or more requirements for the undergraduate English major have not been met prior to admission to Winona State University, these may be made up after admission, but a student will not be admitted to candidacy for the M.A. degree until all undergraduate requirements have been fulfilled.
2. A "B" average (or 3.00 average figured on a basis of 4.00 for "A") in undergraduate English courses.
3. The Graduate Record Examination General Test.

REQUIREMENTS

Candidates for the degree must have taken one upper-division course in criticism and two in language. Those courses not already taken on the undergraduate level may be taken for graduate credit. Courses such as 418G, 420G, and 447G satisfy this requirement. Fifty percent of all credit for the M.A. degree must be in 500-level courses.
Plan A—Thesis (45 Hours)
Thesis (maximum 6)
Non-English Electives (maximum 9)
Electives in English (to complete the 45 hour total)
OR
Plan B—Non-Thesis (45 Hours)
Non-English Electives (maximum 9)
Electives in English (to complete the 45 hour total)
Three "Approved" Papers

SPECIAL DEPARTMENTAL REQUIREMENTS

See Department of English "Requirements for the M.A. in English" for complete details of the program.

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

**42 / COLLEGE OF LIBERAL ARTS
HISTORY**

HISTORY

Minne Hall 212 457-5400
Graduate Faculty: Henry (Chairperson),
Byman, Mishark, Ridings, Schmidt, Sobiesk

MASTER OF SCIENCE PREREQUISITES

Undergraduate major or a minimum of thirty-six (36) undergraduate credits in history and related disciplines.

REQUIREMENTS (24 Q.H.)

Any two of the following:
550 History Research and Writing (3)
552 Theories of History (3)
560 American Historiography (3)
565 European Historiography (3)
General Electives (9)
Professional Education (9)

WITH THESIS (45 Q.H.)

History Electives (15 q.h. from areas of specialization)
History 599—Thesis (6 q.h.)

WITHOUT THESIS (51 Q.H.)

History Electives (27 q.h.) from areas of specialization

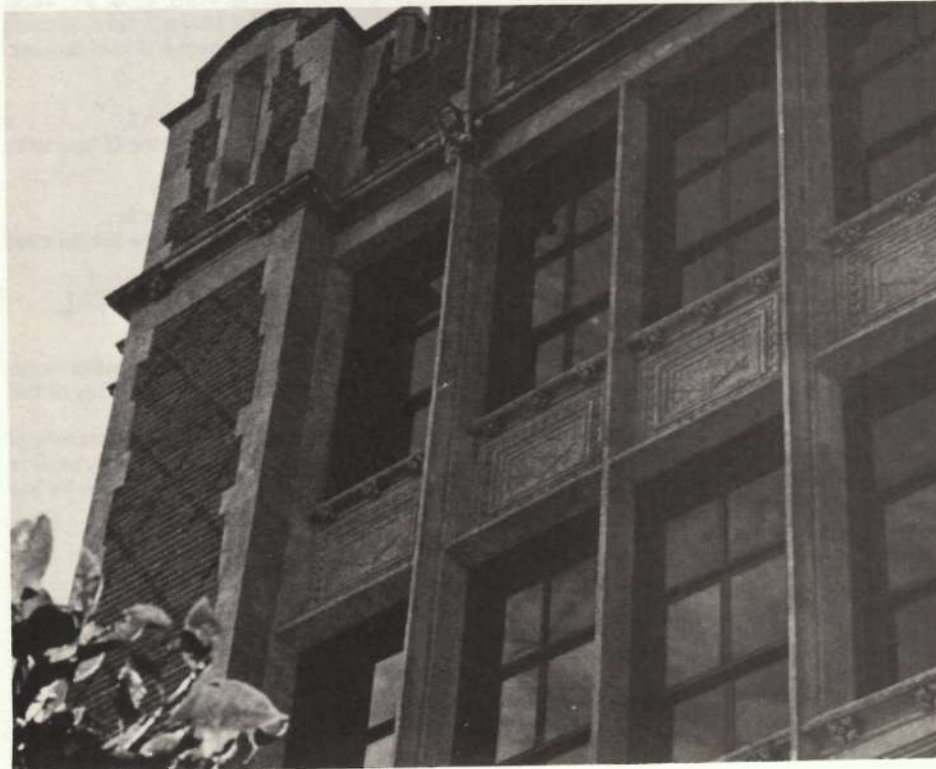
Areas of Specialization:

1. Early U.S. History to 1877
2. Modern U.S. History 1877 to Present
3. Early European and English History to 1789
4. Modern European and English History 1789 to Present

Students will be examined on areas of specialization and must pass both exams.

NOTE: 50 percent of all Masters course work must be at the 500 level.

The student should contact the History Department for further information and for advisor assignment for pursuing the Masters degree.



College of Nursing and Health Sciences

Rosemary A. Langston, Dean
Phelps Howell Hall 231/457-5121
Graduate faculty: Dison, Langston, Smith

The Master of Science degree program in nursing is designed to provide advanced preparation in adult health nursing with a role focus of clinical nurse specialist or nurse educator.

Adult Health Nursing

Adult Health Nursing focuses on the nursing of well, ill, or 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 will practice in a variety of settings using the advanced nurse role components of clinician, teacher, consultant, and researcher. Content, process, and clinical experience will be organized to develop advanced level of practice in nursing care of clients in primary, secondary, and tertiary prevention.

Clinical Nurse Specialist—Adult Health

Students who elect the clinical specialist functional role will develop, test, and practice the roles of the clinical nurse specialist. The component roles of clinician, teacher, consultant, and researcher will be demonstrated in a student selected nursing practice area within adult health nursing.

Nurse Educator—Adult Health

Students who elect the nurse educator functional role will be prepared to teach nursing in an academic or service setting. Courses and learning experiences focus on patterns of nursing education or staff development; the role of the nurse educator in teaching, research, service, and practice; professional and social forces in an academic setting; and current issues and trends in nursing education and staff development. There

is opportunity to practice the faculty role with the guidance of faculty or staff development preceptors.

Nurse Administrator

The nurse administrator role will be developed in two to three years.

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. Undergraduate grade point average of 3.00 on a 4.00 scale.
4. 900 on the Graduate Record Exam (verbal plus quantitative).
5. One year of clinical nursing experience.
6. Completion of undergraduate course in health assessment. Undergraduate courses in nursing research and statistics are strongly recommended.
7. Recommendations from a) current or most recent employer and b) two non-relatives who are familiar with applicant's professional background and expertise.
8. A personal goal statement.
9. Evidence of licensure to practice nursing as a registered nurse.

Applications must be accompanied by two official transcripts of all previous undergraduate and graduate credits and GRE results.

Completed applications due by March 1 for fall quarter enrollment. Notification of status by April 30.

Applications may be obtained from:
Office of Graduate Studies
Winona State University

44 / COLLEGE OF NURSING AND HEALTH SCIENCES

114 Somsen Hall
Winona, MN 55987

**M.S. DEGREE NURSING
54 Q.H.**

CORE COURSES (31 q.h.)

- 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 (5)
- 562 Secondary Prevention in Adult Health (5)
- 563 Tertiary Prevention in Adult Health (5)
- 564 Advanced Role Seminar (2)
- 599 Thesis

ROLE COURSES (8 q.h.)

- 565 Clinical Nurse Specialization (8) OR
- 570 Nursing Education I (4)
- 571 Nursing Education II (4)

COGNATE COURSES (12 Credits)

Counselor Education

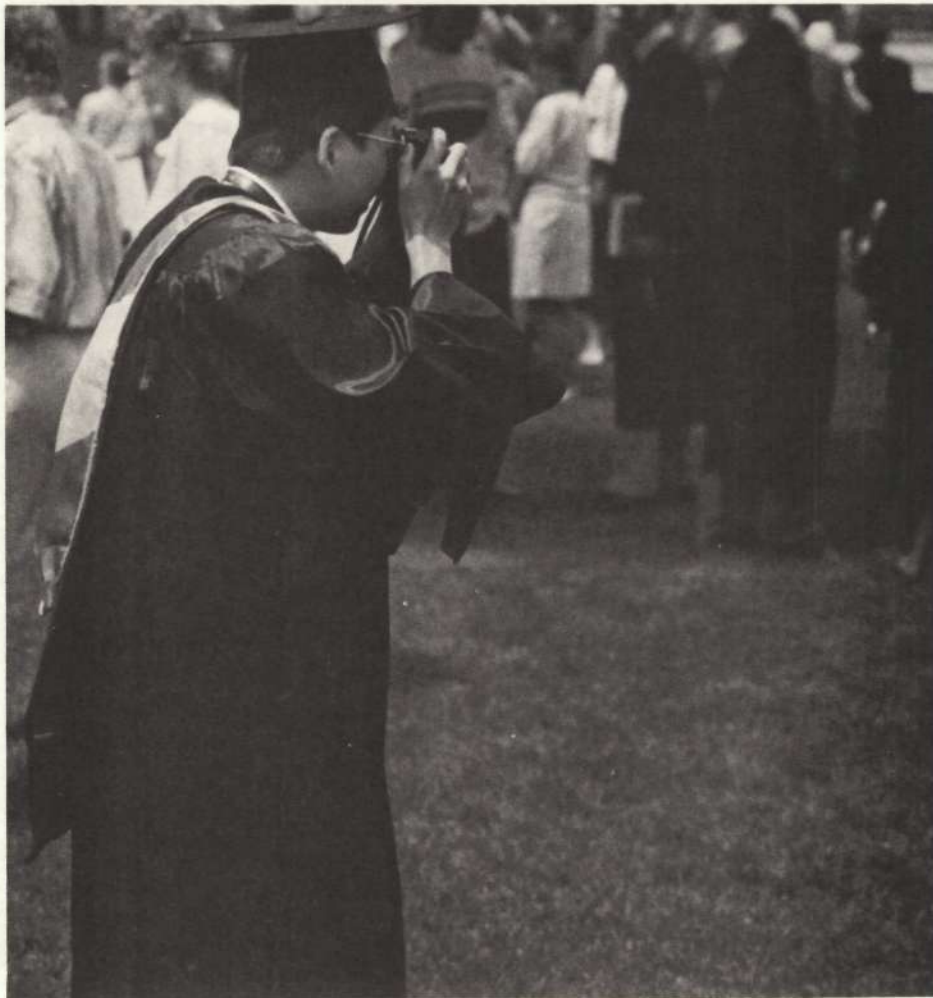
- 535 Adult Development (3) Mathematics and Statistics
- 501 Statistics for Health Care Research (3)

Biology

- 501 Advanced Physiology (3)

Elective

- (500 level) (3)



Graduate Courses

ACCOUNTING

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. Prerequisite: 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.

440G Cost Accounting I—4 Q.H.

Cost accounting fundamentals including long-term planning, control, cost allocation, quantitative analysis and behavioral considerations in systems design. Prerequisites: Acct. 202, Econ. 201.

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 Accounting for Consolidations—4 Q.H.

An in-depth study of the accounting for business combinations. Prerequisite: Completion of (strongly recommended), or concurrent enrollment in Acct. 303.

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 is designed to help the business manager be aware of the accounting alternatives available to him/her for: planning, forecasting, directing, controlling, import taxes, and auditor selection. A survey of the varieties of skills and organizations providing accounting services to managers will also be presented. Prerequisites: Acct 201 and 202. Grade only.

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

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

ART

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. Prerequisite: 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: Art 300. Offered yearly.

438G 20th Century Art History—4 Q.H.

20th Century Art History from Post-Impressionism and Cubism to the present with emphasis on the major movements in art in Europe and America. Prerequisite: 223 or permission of instructor. Offered yearly.

451G Masterpieces of Titian, Rubens and Rembrandt—4 Q.H.

A study of the work and development of Late Renaissance master, Titan, and the Baroque and Reformation styles of Rubens and Rembrandt, respectively. Library/Research paper.

452G A Survey of Women Artists: 12th Century through 20th Century—4 Q.H.

A lecture/discussion course surveying the history of women artists from 12th Century to the present; Library/Research paper. 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 5 years. New developments in art education, review of current periodical articles concerned with experimental programs.

501 Ceramics IV—3 Q.H.

Hand-built and wheel-thrown ceramics with an emphasis on design, creative expression, use of materials and equipment. Various firing proce-

dures. 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: Art 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 design in relationship to the work of contemporary designers. Special emphasis is placed on Art Nouveau, Art Deco and the Bauhaus. Laboratory experience.

515 Painting IV—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 IV—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.

BIOLOGY

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 during winter quarter. 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. Biology 308, Chemistry 212 and 213. 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: Biology 211 and Chemistry 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: Biology 207, Chemistry 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.

BUSINESS EDUCATION AND OFFICE SYSTEMS ADMINISTRATION

434G Word/Information Processing for Paralegals—4 Q.H.

An examination of the electronic office to determine how word/information processing relates to the paralegal profession. Includes hands-on experience on word/information processing equipment utilizing appropriate software. Prerequisite: basic keyboarding proficiency. Offered yearly. Grade only. Not open to BEOA majors.

435G Word/Information Systems Management—4 Q.H.

A study of effective management for the information function in organizations. Focuses on the feasibility, design, justification, implementation, and evaluation of word/information systems. Includes the integration of word, data, voice, and image processing; telecommunications, reprographics; electronic mail; executive workstations and personnel considerations. Prerequisite: 240 Word/Information Processing. Offered alternate years. P/NC Option.

442G Word Processing: Materials & Methods—3 Q.H.

Research and materials for developing composition, verbal communications, dictation skills, grammatical knowledge, and transcription skills; curriculum and methods of teaching word processing competency-based materials and articulation. P/NC Option.

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

Specific subject matter is arranged by the department. May be repeated when offered with different subject matter content and title. Enrollment to be approved by the department staff. Offered yearly. P/NC Option.

510 Trends in Office Technology—3 Q.H.

An examination of technological advances in the electronic office. The course includes lectures, discussions, and learning experiences based on

48 / COURSE DESCRIPTIONS

research, literature, and legislation. Study will concentrate on how technology affects office procedures, equipment, and ergonomics.

511 Trends in Accounting and Data Processing—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 Tests and Measurements in Business Education—4 Q.H.

Specialized testing techniques used in vocational and business education subjects. Problem solving procedures, terminology and statistical techniques.

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; etc.

517 Curriculum Construction in Business Education—4 Q.H.

Evaluation and development of instructional materials; study of appropriate curricula for bus-

ness education in secondary schools, technical institutes and community colleges.

518 Research in Business Education Seminar—3 Q.H.

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

550 Trends in Shorthand and Typewriting—3 Q.H.

For experienced teachers of shorthand and typewriting; recent research and literature in the field; materials and methods of instruction.

551 Business Education Learning Systems—4 Q.H.

For experienced business education teachers. A study of recent research and literature pertaining to innovative instructional systems, technology, and integrated methodology. Examines experimental programs being developed for secondary and post-secondary levels.

580 Individual Problems in Business Education—1-4 Q.H.

Individual research problems in Business Education. One to four hours.

599 Research or Thesis in Business—3-6 Q.H.

CHEMISTRY

408G, 409G Chemistry for Teachers in the Elementary School—Each 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. Prerequisite: Chemistry 351 and 412. 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. Prerequisite: Chemistry 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. Prerequisite: Chemistry 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. Prerequisite: organic 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. Prerequisite: 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. Prerequisite: Chemistry 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. Prerequisite: Chemistry 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. Prerequisite: Chemistry 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 to the present day. 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: Chemistry 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. Prerequisite: 15 hours in chemistry and consent of the instructor. May be repeated to a total of four quarter hours.

COMMUNICATION AND THEATRE ARTS

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: 261.

Offered every two years.

484G Studies in Ancient Rhetoric—4 Q.H.

Seminar studies of development, changes, refinements in the heritage of rhetoric from Pericles to Seneca. Prerequisite: 261. Offered on demand.

50 / COURSE DESCRIPTIONS

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.

COMPUTER AND INFORMATION SCIENCES

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. Prerequisite: 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 curriculums. Prerequisites: EDUC 190, 201, 202. Yearly.

480G Computer Workshop—1-3 Q.H.

The emphasis is on using microcomputers in education. Topics will be selected from: Author-

ing languages, LOGO (including turtle graphics), computer assisted instruction (CAI), computer managed instruction (CMI), information retrieval, text editing, educational software/courseware packages, software evaluation, computer curriculums, classroom organization, and computer literacy. (Not open to computer science majors/minors.) Can be repeated for credit. 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.

COUNSELOR EDUCATION

420G 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.

431G Chemical Dependency: Causes and Symptoms—1-3 Q.H.

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

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. Prerequisite: CE 507 or CE 430 or consent of instructor.

433G Ethical Issues in Counseling—1-3 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. Prerequisite: 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. P/NC option. 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. Prerequisite: 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.

463G 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 507 or 430 or consent of instructor.

490G 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.

491G Crisis Intervention Counseling—1-3 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.

492G 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.

52 / COURSE DESCRIPTIONS

494G 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. Prerequisite: CE 507 or 430 or consent of instructor.

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.

500 Individual Problems in Counseling—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.

507 Introduction to Counseling—3 Q.H.

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

513 Learning Disorders—3 Q.H.

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

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.

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.

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.

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.

540 Non-Verbal Communication—3 Q.H.

Kinesics, proxemics, and paralinguistics as they contribute to learning about oneself and others; messages and nuances of gestures, facial expressions, body language and territoriality.

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.

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. Prerequisite: Recommendation from instructor of CE 566 Counseling Procedures and consent of instructor. Offered yearly.

560 Group Process and Dynamics—3 Q.H.

Dynamics of group process in group guidance, group counseling and the classroom. Each student will participate as a group facilitator.

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.

564 Statistics, Tests, and Measurement—3 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.

565 Theories of Personality—4 Q.H.

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

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 per-

sonal style of counseling. Prerequisites: CE 507 and 565.

568 Individual Counseling Practicum—3 Q.H.

Development of a personal counseling style which is effective for the client and rewarding for the counselor. Prerequisites: Recommendation from instructor of CE 566 Counseling Procedures and consent of instructor. Limited enrollment. Offered yearly.

569 Group Counseling Practicum—3 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, CE 566, recommendation from instructor of CE 566, and consent of instructor. Limited enrollment. Offered yearly.

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 every other year.

580 Values Clarification—3 Q.H.

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

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

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

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.

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—2 Q.H.

Part I: Writing techniques and research skills necessary for completion of Master's paper. To be taken midway through a candidate's program.

Part II: An update and synthesis of recent literature and counseling innovations with knowledge and understandings acquired in the program. To be taken at the end 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 students' field of concentration.

ECONOMICS AND FINANCE

ECONOMICS

400G Public Finance—4 Q.H.

The application of economic principles of taxation, public expenditures, borrowing, and administration of public funds. Prerequisite: Econ. 201, 202.

404G International Trade—4 Q.H.

A practical and theoretical approach to international trade. Principles of trade and theory of monetary flows; tariffs and quotas, gold flows, and contemporary international marketing agreements. Prerequisite: Econ. 203.

405G Monetary Theory and Policy—4 Q.H.

The theory and practice of monetary policy in a modern market economy. This includes regulatory policies of the central bank, factors affecting the demand for money and the relationship

between changes in the money supply and interest rates. Prerequisite: Econ. 304.

410G Regional Economics—4 Q.H.

Central tenets of location theory, input output analysis, regional structure and regional trade theory. Course is designed for those interested in regional planning and economics careers. Prerequisites: Econ. 201, 202.

415G Economic Development—4 Q.H.

Economic problems of less developed and developing countries. Alternative growth theories and applications. Evaluation of current growth levels among nations. Prerequisites: Econ. 201, 202.

54 / COURSE DESCRIPTIONS

420G Labor Economics—4 Q.H.

Economic theory relating to labor markets. Wage theory, bargaining models and contemporary labor issues considered. Prerequisites: Econ. 201, 202 or consent of instructor.

430G Economic Problems of Agriculture—4 Q.H.

Current and continuing problems of economic structure in agriculture, policy applications and production. Agricultural marketing, credit and the role played by world food and fiber demand will be analyzed. Prerequisites: Econ. 201, 202. Grade only.

435G Evolution of Economic Thought—4 Q.H.

Analysis of economic concepts and doctrines against a background of evolving urban industrial society. Development of classical Keynesian, and neo-classical economic thought. Prerequisite: Econ. 302 or 303 or consent of instructor.

440G Industrial Organization—4 Q.H.

A theoretical and empirical study of the economic structure, conduct, and performance of industry. Topics include concentration, scale economies, entry barriers, and collusive oligopoly practices. Topics are used to judge industrial performance relative to societal goals. Prerequisite: Econ. 201.

444G Federal Budget, the Deficit and the Economy—4 Q.H.

A study of the Federal budget by functional area, and an analysis of deficits from an historical perspective, from a future perspective, and a consideration of the interrelationship of deficits and

economic activity, particularly in the credit markets. Prerequisites: Econ. 202 or consent of instructor.

480G Independent Studies in Economics—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.

499G Seminar in Economics—3 Q.H.

Advanced analysis of economic method and problems. Specific focus of course is arranged by the instructor. May be taken twice. Prerequisites: Econ. 302 and 303 or consent of instructor.

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. Prerequisite: BA 207 and Econ 202. BA 340.

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. Econ 203.

FINANCE

417G Investments—4 Q.H.

Investment policies affecting the private and institutional investor. Include stocks, bonds, mutual funds, commodities, real estate, trading methods, and federal and state regulation. Prerequisite: Econ 201, 202, Acct 201, Fin 360 or consent of instructor.

420G Insurance—4 Q.H.

An introductory study of automobile, crime, fire, health, liability, life and transportation insurance with emphasis on the economic significance of the various types of insurance contracts. Prerequisite: 310, Fin 360.

421G Money and Capital Markets—4 Q.H.

Types and functions of markets for debt and equity instruments. Flow of funds through money and capital markets; work and functions of the stock exchanges, securities houses and other intermediaries; and government securities regulations. Prerequisite: Fin 360, Econ 304.

422G Investment Analysis and Portfolio Management—4 Q.H.

An in-depth investigation of modern concepts of asset ownership, risk and the reduction of risk

through portfolio construction. Prerequisites: Fin 417.

471G Real Estate Finance—4 Q.H.

The contractual nature and legal implications of the instruments used in financing real estate. The structure and operation of the primary and secondary mortgage markets; instruments, techniques and strategies in financing real property investments. Prerequisites: Fin 360, 371.

472G Real Estate Appraisal—4 Q.H.

The process of value determination for residential and income-producing real property and the analytical tools used in the process. Prerequisites: Fin 360, 371.

473G Feasibility Analysis—4 Q.H.

Development of the feasibility process, the major tool used in analysis of investment opportunities, with a view to determining highest and best use. Prerequisites: Mkt 315; Fin 360, 371.

EDUCATION

410G Foundations of Early Childhood Education—3 Q.H.

History, theory, trends and contemporary issues in early childhood education and the role of the early childhood education. Offered yearly. Grade only.

411G Kindergarten Education—4 Q.H.

Introduction to philosophies, goals, teaching strategies, and content of kindergarten programs. Offered yearly.

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: Education 201.

414G Development in Early Childhood—3 Q.H.

Explores the social, emotional, physical, and cognitive development from age two through the early elementary years. Offered yearly. Grade only. Prerequisite: Education 201.

416G Pre-kindergarten Education—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.

418G Nursery School Education 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.

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.

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: EDUC 416.

424G Organization and Administration of Early Childhood Education—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, day care center, etc. Offered yearly.

427G Remedial Reading—3 Q.H.

Survey course in the diagnosis, prognosis, and remediation of reading difficulties. Prerequisites: Education 328 and 329 or 563. Offered yearly.

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

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

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

Curriculum materials relating to the broad topic of man's impact upon his environment, group work, field trips, consultants and lectures. Offered on demand.

56 / COURSE DESCRIPTIONS

434G Remedial Mathematics Methods—3 Q.H.

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

461G Student Teaching— Kindergarten—8 Q.H.

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

467G Student Teaching in the Nursery School—4 Q.H.

Supervised teaching in a nursery school program. Students enroll in the 4 credit nursery school experience. P/NC Only.

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: 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, selected readings, etc. 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 4 credits. Offered quarterly. P/NC only for undergraduates.

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. The student may repeat the course without limitation on the number of credits as long as the subject matter is different. Offered on demand. P/NC only.

500 Curriculum Planning—3 Q.H.

The purpose is to examine the field of curriculum planning with major focus on the questions with which curriculum planners deal. Also presents an overview of historical and contemporary issues in the field.

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.

511 Advanced Methods in Reading—3 Q.H.

Foundations and/or review of current trends and research in the field of developmental reading at the Elementary and Secondary levels. (Ed. 511 is a prerequisite to Ed. 563 and Ed. 429G, if 429G is taken as a required graduate course for a reading program.)

512 Advanced Methods in Elementary Language Arts—3 Q.H.

Current trends and contemporary research related to objectives, methods, and curriculum in language arts.

513 Advanced Methods in Elementary Social Studies—3 Q.H.

Current trends and contemporary research related to objectives, methods, and curriculum in the social studies.

514 Advanced Methods in Elementary Science—3 Q.H.

An opportunity to gain familiarity with the philosophical bases, the curriculum content and materials of instruction generated by major contemporary research.

515 Advanced Methods in Elementary Mathematics—3 Q.H.

Philosophical, psychological and mathematical foundations of current mathematics curriculums. Special emphasis upon the inquiry approach and the use of math labs.

518 Field Experience in Elementary Classroom Procedures—3 Q.H.

A culminating experience designed to encourage a student to apply principles and procedures learned during his graduate program. Students should take the course during the latter part of their program.

523 Foundations of Education—3 Q.H.

In order to critically examine current practice, this course presents students with an historical per-

spective of the philosophical concepts which have influenced American education in the last century.

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.

540 Current Educational Issues—3 Q.H.

Study of the recognized current issues and trends in education.

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.

551 Induction Practicum—4-12 Q.H.

Acting as a fellows 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.

571 Supervision of Student Teaching—3 Q.H.

A critical analysis of the procedures and policies practiced by supervising teachers in working with either elementary or secondary student teachers.

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 learnings. The study will include evaluation and diagnosis of achievement.

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.

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 concentrations.

EDUCATIONAL ADMINISTRATION

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 Junior High School and Middle School—3 Q.H.

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

504 Curriculum Development and Administration—3 Q.H.

The K-12 curriculum, including a review of historical development and an analysis of conditions affecting change.

510 School Law—3 Q.H.

Laws affecting education.

520 Secondary School Management—3 Q.H.

Roles and responsibilities of secondary school principals in relation to central office, students, staff and community. Special attention to scheduling.

524 Elementary School Management—3 Q.H.

Roles and responsibilities of the elementary school principal in relation to central office, students, staff and community.

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 use of measurement and evaluation in educational decision-making. Emphasis on use and interpretation of tests.

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.

58 / COURSE DESCRIPTIONS

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 organization and governance of American education.

583 School Finance—3 Q.H.

Financing education, including current policies, sources of revenue, and trends in fiscal structure and operation.

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.

Emphasis on developing a personal philosophy of curriculum and supervision in the total teaching-learning process. Prerequisites: 578 and 504 or equivalent.

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 the supervision by the Department of Educational Administration. P/NC Only.

699 Specialist Degree Field Study—9 Q.H.

ENGLISH

402G Teaching Secondary English—4 Q.H.

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

405G Chaucer—4 Q.H.

The Canterbury Tales. Offered yearly.

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

Non-dramatic literature of the Tudor period.

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

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

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

Advanced study and practice in contemporary theory and techniques of writing creative prose and poetry. Includes group meetings and tutorials. Students will complete individualized creative projects. Prerequisites: English 210 or 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.**

— An introductory study of language systems and their relationship to the people who use them, with special attention to American dialects and to the history of the English language. Offered every two years.

— **422G Emerson and Thoreau—4 Q.H.**

— The characteristic work of each author studied against the philosophical and literary background of American transcendentalism. Offered every two years.

— **424G Modern Drama—4 Q.H.**

Trends from Ibsen to the most recent playwrights. Elective in CTA Major. Offered every two years.

— **425G Modern British and American Prose—4 Q.H.**

Offered every two years.

— **432G European Masterpieces in Translation: The Late Nineteenth Century to the Present—4 Q.H.**

— 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.

Major poets, essayists, and critics studied as an expression of the age. Offered every two years.

439G Technical Writing—4 Q.H.

A course in the theory and practice of technical writing. 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.

A study of modern critical theories and their application in original critical evaluations. Offered every two years.

449G Scientific Writing—4 Q.H.

An introduction to the process of scientific writing and to the assumptions about discovery and understanding that lie behind it. Offered every two years.

450G Modern British and American Poetry—4 Q.H.

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.

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.

GEOLOGY

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. 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.

410G Economic Geology—4 Q.H.

The origin and geological environment of the economic mineral deposits. Lectures and laboratory. Prerequisite: Geology 251. Offered every two years.

414G Sedimentology—4 Q.H.

A study of the physical, biological and chemical processes which affect sedimentation. Depositional systems are analyzed in the form of process-response models. Lectures and laboratory; field trips. Prerequisite: Geology 117. Offered yearly.

415G Stratigraphy—4 Q.H.

An interpretation of the stratigraphic record, based upon basin analysis and study of stratigraphic nomenclature and correlation, facies models and sequences, eustatic change of sea level, and plate

tectonics. Lectures and laboratory and required field trips. Prerequisites: Geology 321 and 414. Offered yearly.

420G Hydrogeology—4 Q.H.

The study of the interrelationship of water and earth materials including groundwater occurrence, movement, chemistry, exploration, development, and contamination. Lectures and laboratory. Prerequisite: Geology 116 and Mathematics 215. Offered every two years.

425G Exploration Geophysics—4 Q.H.

Theory, models and problems of modern reflection seismology. Refraction, gravity, and magnetic exploration techniques included. Brief overlook of earthquake seismology. Lectures and laboratory. Prerequisites: Geology 320 and 380. Offered every two years.

430G Principles of Geochemistry—4 Q.H.

Geochemistry includes the understanding and application of chemical principles to geological problems. The chemistry of formation of the three major rock groups will be studied with an emphasis on aqueous geochemistry. Prerequisite: Chemistry 212, 213; Geology 320 (may be waived for chemistry majors). Offered every other year.

475G Earth Science Seminar—1 Q.H.

Oral presentation of current problems in geology, astronomy and related fields extracted from professional journals and other scientific media. Prerequisite: Consent of instructor. Offered yearly.

480G Geological Field Techniques—4 Q.H.

Basic geologic mapping utilizing alidade, plane table and Brunton compass. The measurement and description of stratigraphic sections including some laboratory treatment of field samples. Prerequisite: consent of instructor. Offered every two years.

HEALTH, PHYSICAL EDUCATION AND RECREATION

HEALTH

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

428G Health Science Strategies—3 Q.H.

For the major in health education for further study through experiences provided in the health science laboratory. Prerequisite: 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.

PHYSICAL EDUCATION

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 Head, the student will be granted a coaching practicum under direct supervision. Graduate credit will be granted only for coaching in higher education. Offered quarterly.

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

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.

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.

a study of state high school league regulations for boys and girls programs. Offered on demand.

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: HPER 303, HPER 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: HPER 400G, HPER 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

62 / COURSE DESCRIPTIONS

methods, materials, physical activities and facilities to meet the needs of the orthopedically handicapped, sensory impaired and other health disorders. Prerequisites: HPER 315, HPER 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: HPER 436G, HPER 437G.

440G Advanced Athletic Training—3 Q.H.

An extensive study of specific athletic injuries and the evaluative and treatment techniques for each. Lecture, demonstration and practical application. Offered every other year. Prerequisite: HPER 271. Grade only.

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. Prerequisite:

Biol 233 General Human Anatomy, 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.

RECREATION

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

414G Recreational Leadership—3 Q.H.

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

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 expe-

riences 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 investigation and suggested solutions or recommendations. Prerequisite: 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.

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: 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.

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.

HISTORY

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, and Cuba. Prerequisite: Any history survey course.

462G The Cuban Revolution—4 Q.H.

Development of the Cuban Revolution. Special emphasis is given to prerevolutionary Cuban

society, to the performance of the Castro regime, and to ideological developments in the revolution. Prerequisite: any history survey course.

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. Prerequisite: any history survey course.

SEQUENCE IN AMERICAN HISTORY

428G History of the Upper Midwest—4 Q.H.

Historical development of the upper Mississippi Valley. The course includes Minnesota, Wisconsin, Iowa, North Dakota, South Dakota, Nebraska, and interplay of historical forces since the seventeenth century. Prerequisite: One of the following: History 215, 230, 231, 232, or consent of instructor. Offered as needed.

478G The Age of Jackson—4 Q.H.

Jacksonian democracy, Manifest Destiny, the Mexican War, the deepening sectional rivalry. Prerequisite: History 231 recommended. 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. Prerequisite: History 231 recommended. Offered as needed.

481G American Westward Expansion—4 Q.H.

Emphasis is placed upon the fur trader, cattleman, miner, and farmer on the Trans-Mississippi frontier with special attention given to the Western myth. Prerequisite: One or both of the following recommended: 230 and/or 231. 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. Prerequisite: History 232 or consent of instructor. 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. Prerequisite: One of the following: History 122, 232, or consent of instructor. Offered as needed.

486G American Social and Intellectual History—4 Q.H.

Analysis of American thought, social developments and movements, and selected aspects of American civilization. Prerequisite: One of the following History 230, 231, 232, or consent of instructor. Offered yearly.

488G American Constitutional History—4 Q.H.

A study of the growth and development of the Constitution of the U.S. in the context of American history. Prerequisite: One of the following: History 230, 231, 232, or consent of instructor. Offered yearly.

SEQUENCE IN EUROPEAN HISTORY

400G Ancient Near East and Greece—4 Q.H.

Pre-history and the development of civilization until the time of Rome, with emphasis on the Near East, Greece, and the Hellenistic world. Prerequisite: History 120 or consent of instructor. Offered as needed.

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. Prerequisite: History 120 or consent of instructor. Offered as needed.

402G Early Middle Ages—4 Q.H.

The decline of the Roman Empire, the reorganization of Europe, the early medieval Church, Islam, the Byzantine Empire, and the development of feudalism and manorialism. Prerequisite: History 120 or consent of the instructor. Offered as needed.

403G High Middle Ages—4 Q.H.

The life and institutions of Europe in the High Middle ages; the growth of capitalism and the rise of the city Scholasticism, representative institutions, and the emergence of nationalism. Prerequisite: History 120, consent of instructor. 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. Prerequisite: History 121 or consent of instructor. 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. Prerequisite: History 120, 121, or consent of the instructor. Offered as needed.

409G Reformation—4 Q.H.

Causes of Reformation: Martin Luther and John Calvin. The Reformation in England, Anabaptist, Unitarians, Catholic Counter-Reformation, wars of religion, History 120, 121. Prerequisite: (History) 122 or consent of instructor. Offered as needed.

415G Twentieth Century Europe—4 Q.H.

The peace settlements, the League of Nations, the rise of totalitarianism, World War II. Prerequisite: History 122, 232, or consent of instructors. 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. Prerequisite: History 122 or consent of the instructor. 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. Prerequisite: History 120, 121, or consent of instructor. 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. Prerequisite: History 121, 122, or consent of the instructor. Offered as needed.

432G Modern Germany—4 Q.H.

The cultural, political, and economic development of Germany since 1815. Prerequisite: History 122 or consent of instructor. 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. Prerequisite: History 122, 232, or consent of instructor. Offered as needed.

435G Russo-Asian History—4 Q.H.

Consideration of special aspects of modern Russia and Asia, with particular attention to the interrelationships of the two areas. Prerequisite: One of the following: History 122, 434, or consent of instructor. Offered as needed.

440G World War II—4 Q.H.

An effort to examine the relations in between political leadership and military strategy. Brief description of main events. Prerequisite: History 122, 232, or consent of instructor. Offered as needed.

66 / COURSE DESCRIPTIONS

531 Independent Reading in History—1-3 Q.H.

Course content will be determined by individual student needs. Supplements prior coursework, opens new fields, or develops knowledge of various forms of historical materials. Credit arranged. May be repeated to the maximum of nine hours.

550 Historical Research and Writing—3 Q.H.

An introduction to the techniques of historical research, with emphasis upon application of the techniques in the preparation of a research paper.

552 Theories of History—3 Q.H.

An introduction to the various schools of historical thought and the philosophical problems basic to historical interpretation.

560 American Historiography—3 Q.H.

Analysis of historical interpretation of American history as revealed by leading American historians and major American schools of historical thought.

565 European Historiography—3 Q.H.

Analysis of historical interpretations of European history as revealed by leading American historians and major American schools of historical thought.

599 Thesis—6 Q.H.

Prerequisite: Consent of the History Department.

NOTE: Also see Social Science 565 for use as a History elective.

MANAGEMENT AND MARKETING MANAGEMENT

461G Personnel Compensation—4 Q.H.

Issues, theories, and policies in the areas of wage and salary administration and employee compensation. Prerequisites: Econ. 201, 202 and Mgmt. 375 or consent of instructor.

465G Collective Bargaining—4 Q.H.

How practical differences between labor and management over wages, hours and working conditions—in both private and public employment—are resolved by negotiation and administration of labor agreements. Prerequisite: Econ. 201, 202, Mgmt. 375, or consent of instructor. Recommended but not required, Econ. 420.

467G Personnel Staffing and Evaluation—4 Q.H.

Examination of personnel staffing and evaluation including EEO and Affirmative Action requirements. Areas covered will include recruitment, selection, job analysis, and performance appraisal. Prerequisites: Mgmt. 370, 375, 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: Mgt 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. Prerequisite: Mgmt. 375 or consent of instructor.

490G Organization and Leadership Dynamics—4 Q.H.

Examination of different types of leadership skills used to resolve organizational problems and to achieve the goals of the organization. The behavioral sciences are stressed, with emphasis on leadership and motivation theories. Prerequisite: Mgmt. 370 and 375, or consent of the instructor.

525 Administration Decision-Making—3 Q.H.

Survey of quantitative decision-making methods. Linear programming, breakeven 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: Mgt 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, Mgt 370, Mkt 315.

531 Production Management—3

*541 - Org Behavior & Mgt. - 3***545 Human Resource Development and 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. Grade only.

565 Small Business Consulting—3 Q.H.

Student teams counsel small business firms and help them improve profits or reduce losses. Course is offered under the auspices of the Small Business Administration. Prerequisites: Fin. 463G, Mgt 531, Mktg. 542, Mgmt. 545, Acct. 535. Grade only.

595 Business Policies - 3
*599 Thesis -***MARKETING****418G Marketing Research—4 Q.H.**

Emphasis is placed on research design and implementation, compilation, and interpretation of data used to aid marketing decision-making, and developing research ability by having the student design and execute a marketing related project. Prerequisites: Mktg. 315 and BA 335.

521 Industrial Marketing—4 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 discus-

sion 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 or reduce losses. Course is offered under the auspices of the Small Business Administration. Prerequisites: Fin. 463G, Mgt 531, Mktg. 542, Mgmt. 545, Acct. 535. Grade only.

**MATH AND STATISTICS
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 solution of differential equations. Prerequisite: CS 231 or 232 and Math 329. Alternate years.

440G Linear Programming—4 Q.H.

An introduction to linear programming. Prerequisite: CS 231 or 232 and Math 227 or consent of instructor. On demand.

489G Special Topics—1-4 Q.H.

Experiences in mathematics, and mathematics education for teachers of grades K-12. Prerequisite: Consent of instructor. 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 and Math 218 or consent of instructor. Alternate years.

410G Analysis of Variance—4 Q.H.

Analysis of variance. Prerequisite: STAT 308 and Math 218 or 221, or consent of instructor. Winter alternate years.

489G Special Topics—1-4 Q.H.

Exposure to statistical topics not included in other courses. Prerequisite: Consent of instructor. On demand.

68 / COURSE DESCRIPTIONS

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. Offered only during summer sessions.

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. Offered only during summer sessions.

STAT 501 Statistical Methods for Health Care Research—3 Q.H.

Application and interpretation of statistical techniques in the health profession. Prerequisite: STAT 208 or equivalent or consent of instructor and registration in a graduate nursing degree program.

MUSIC

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: 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: 109 or equivalent. Offered summer only.

445G 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.

METHODS AND EDUCATION

410G Music Supervision and Administration—4 Q.H.

Problems of supervision and administration in public school music programs. Prerequisite: 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.

486G Education Through Music I—3 Q.H.

Learning through musical games, with emphasis on personal and social development of the child through musical experiences. Offered summers.

487G Education Through Music II—3 Q.H.

Observation and participation in classroom experiences with young children. Further emphasis upon experience games. Offered summers.

488G Education Through Music III—3 Q.H.

Observation of advanced pupil groups. Experience game variations (phonics, math, social studies). Use of games and folk dances. Offered summers.

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.

THEORY**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 com-

positions modeled after works analyzed. Offered every two years.

403G Counterpoint—4 Q.H.

Strict counterpoint in 16th Century style, study of species. Prerequisite: 203. Offered alternate years.

406G Conducting II—3 Q.H.

Advanced techniques of conducting choral and instrumental groups. Offered alternate years.

NURSING**510 Theoretical Foundations for Advanced Practice—3 Q.H.**

This course is designed to provide the student with an overview of WSU's graduate organizing framework including nursing roles and functions in primary, secondary, and tertiary prevention, the theoretical foundations of nursing practice, and representative samples of theories of related disciplines. Grade only. Offered yearly on both campuses.

515 Advanced Research for Nursing Practice—4 Q.H.

Advanced research in nursing builds on previous knowledge of research and statistics to develop research-oriented approach to practice. The logic, methods, and techniques of research are explored. The student will critique nursing research studies, interpret their usefulness for clinical

practice, and generate research questions applicable to clinical practice. Theory and practice will be used to define a nursing problem and develop a plan for its study. Grade only. Prerequisites: 510, Stat 501 or concurrent. Offered yearly on both campuses.

520 Issues in Advanced Nursing Practice—3 Q.H.

Theories and current issues of role, leadership, ethical/moral behavior, conflict, organizational behavior, health behavior, and change. Social forces influencing changes in the nursing profession are analyzed in terms of historical antecedents and their current manifestations. Recent legislation at both the state and national levels is considered and its effect on advanced nursing practice is analyzed. Grade only. Offered yearly on both campuses.

70 / COURSE DESCRIPTIONS

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. Grade only. Offered yearly on both campuses.

561 Primary Prevention in Adult Health—5 Q.H.

Application of the nursing process in advanced nursing practice. In-depth study of primary prevention in adult health. Analysis of literature and research relevant to advanced nursing practice in health promotion with emphasis on the component roles of clinician and consultant. Grade only. Prerequisites: 510, CE 535, Advanced Physiology. Offered yearly on both campuses.

562 Secondary Prevention in Adult Health—5 Q.H.

Combination of seminar and clinical lab where students focus on early nursing diagnosis and interventions. Students will select area of focus in adult nursing for emphasis during clinical practicum. Grade only. Prerequisites: 510, CE 535, Advanced Physiology. Offered yearly on both campuses.

563 Tertiary Prevention in Adult Health—5 Q.H.

Combination of seminar and clinical lab which focuses on rehabilitation activities or long term care to prevent further complications, adjust to chronic illness, and achieve optimal function. Grade only. Prerequisites: 510, CE 535, Advanced Physiology. Offered yearly on both campuses.

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. Prerequisites: two: 561, 562 or 563. Grade only. Offered yearly on both campuses.

565 Clinical Specialization—8 Q.H.

This course allows the student to practice the clinical specialist role in a chosen clinical area. Settings are selected according to the interests of students and faculty. Students will have a caseload of patients, work with a preceptor, and develop an in-depth knowledge as a practice base for clinical specialization. Grade only. Prerequisites: 561-563. Offered yearly on both campuses.

570 Nursing Education: Curricular Processes I—4 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 design. Grade only. Prerequisites: 510, CE 535. Offered yearly on both campuses.

571 Nursing Education: Instruction and Evaluation II—4 Q.H.

Role and responsibilities of nurse educators with emphasis on application of teaching strategies and evaluation techniques in classroom and clinical instruction. Grade only. Prerequisites: 561-563, 570. Offered yearly on both campuses.

599 Thesis—5 Q.H.

An individual investigation of a nursing research question 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. Prerequisites: Role courses. Offered yearly on both campuses.

PHYSICS

400G Seminars in Environmental and Human Services—2-4 Q.H.

This course consists of one or more seminars offered from time to time on topics relevant to environmental and human services. Each seminar offers 2-4 hours of credit. The first series of seminars consists of the following four: (a) Environmental Radioactivity, (b) Accident Analysis, (c) Computer Information Systems, and (d) Noise Pollution. 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: 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: 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. Offered every two years. Prerequisites: Physics 223 or 203 and Math 330.

431G Electromagnetic Theory II—4 Q.H.

A continuation of 430 with applications of Maxwell's equations to waveguides, optics, and special relativity. Prerequisite: 430. Offered every two years.

435G Statistical Physics—4 Q.H.

Introduction to the concepts and laws of kinetic theory, thermodynamics, and classical and quantum statistical mechanics; Maxwell-Boltzmann, Fermi-Dirac, Bose-Einstein distribution functions. Prerequisite: 223. Offered every four years.

440G Mathematical Methods in Physics I—4 Q.H.

Partial differential equations of mathematical physics. Orthogonal functions. Fourier series. Prerequisites: 223 and Mathematics 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: 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: 340. Offered every four years.

457G Computer Applications in Manufacturing—4 Q.H.

An introduction to the application of computer controls in manufacturing processing. Three basic

topics will be examined: Computer Controlled Machine Tools, Robotics and Group Technology. Offered on demand.

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. Prerequisites: 21 quarter hours in Physics. Offered on demand.

461G Advanced Laboratory II—2 Q.H.

A continuation of Physics 460. Offered on demand.

480G Microcomputer Workshop—3 Q.H.

An introduction to microcomputer programming and a survey of software available for the science classroom. Applications will include data analysis, graphing, and computer modeling. Prerequisite: strong science background. Offered yearly.

481G Microcomputer Interfacing—4 Q.H.

An introduction to interfacing with the microcomputer. Topics covered will be Address decoding, Device select pulse, input/output ports, Flags and interrupts, Digital to Analog converters, Analog to Digital converters and data transmission. Apple and TRS-80 microcomputers will be used as examples. Prerequisite: experience with BASIC computer language. Offered yearly.

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 5 credits. Offered yearly.

500 Individual Problems in Physics—1-6 Q.H.

An opportunity for 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.

POLITICAL SCIENCE

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. Prerequisite: 103 or 220 and 280, and junior status. 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. Prerequisite: 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 towards 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. Prerequisite: 220 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. Prerequisite: 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 coexist-

ence. Prerequisite: 220 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. Prerequisite: 220, 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. Prerequisite: 220 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

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 are available on a P/NC basis only. Prerequisite: 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.

416G Psychology of Adjustment—4 Q.H.

Concept of psychological adjustment and related elements such as stress, frustration, aggression, conflict, defense mechanisms, and mental health. 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: past models of abnormal behavior, neurosis, psychosis, disorders unique to stages of the life span, prevention, psychological aspects of illness. Prerequisite: 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. Prerequisites: 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. Prerequisite: 210 and either 250 or 420G. 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.

430G Motivation of Behavior—4 Q.H.

Principles of motivational research and theory with emphasis on the motivation of human behavior. Prerequisite: 210, 375. Offered alternate years.

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 and consent of the instructor. Offered yearly.

SOCIOLOGY AND SOCIAL WORK

SOCIOLOGY

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 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.

74 / COURSE DESCRIPTIONS

411G Sociology of Religion—4 Q.H.

An analysis of religious beliefs, institutions and symbols and their role in society. 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. Prerequisite: 150, 212. Offered yearly.

437G The Sociology of Large Scale Organization—4 Q.H.

Analysis of alternative models of organizations with an emphasis on the characteristics which vary across 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. Prerequisite: Soc. 150, Jr/Sr. standing or 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.

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.

SOCIAL WORK

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. Grade Only.

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.

SPECIAL EDUCATION

430G Learning Characteristics of LD/ED/MH—4 Q.H.

Understanding and identification of learning characteristics of mildly handicapped students for placement, instruction, and curriculum planning

required to meet individual special needs. Prerequisites: Phase I; concurrent enrollment in 431 is required. Offered twice yearly.

431G Practicum II—4 Q.H.

Practical application and guided practice in effective teaching procedures for the mildly handicapped. Prerequisites: Phase I; concurrent enrollment in 430. Offered twice yearly.

440G Assessment/Methods III EMH—4 Q.H.

Knowledge and skills for professional entry-level assessment and program development/adaptation for educable mentally handicapped students in school programs. (Prerequisite: Phase II; concurrent enrollment in 441 is required). Offered yearly.

441G Practicum III EMH—12 Q.H.

Demonstration of competencies by the student teacher in professional entry-level knowledge and skills in assessment and program development/adaptation for educable mentally handicapped students in day-long supervised school settings. Offered yearly.

445G Assessment/Methods III LD—4 Q.H.

Knowledge and skills for professional entry-level assessment and program development/adaptation for learning disabled students in school programs. (Prerequisite: Phase II; concurrent enrollment in 446 is required). Offered yearly.

446G Practicum III LD—12 Q.H.

Demonstration of competencies by the student teacher in professional entry-level knowledge and skills in assessment and program development/adaptation for learning disabled students in full-day supervised school settings. (Prerequisites: Phase II; Concurrent enrollment in 445 is required).

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.

482G Mainstreaming Learning Disabilities—3 Q.H.

Procedures for modification of the regular classroom curriculum to meet the individual needs of students with special learning problems at early childhood, elementary, secondary, or post-secondary levels. Prerequisites: Education 202 and methods courses in major. Offered on demand.

475G 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, emotionally disturbed, behavioral disordered, deaf, blind, mentally handicapped, physically handicapped, health impaired, gifted, and culturally diverse students from pre-school through post-school ages. Offered quarterly.

478G Student Management Systems—4 Q.H.

A study of management systems designed to accommodate the special educational needs of handicapped students through applied behavioral analysis. (Prerequisites: Education 201 and 202). Offered twice yearly.

489G Administrative Procedures—4 Q.H.

An overview of special education delivery models including finances, legislation, philosophic considerations and least restrictive alternative approaches. (Prerequisites: Exc. Ed. 400). Offered twice yearly.

483G Assessment/Methods I—4 Q.H.

An introduction to the basic components of special education assessment, IEP development and instruction. Standardized and informal assessment procedures and their relationship to direct instruction are emphasized. Offered twice yearly.

484G Practicum I—4 Q.H.

An introductory supervised practical experience for future EMH and LD teachers in providing intensive direct instruction and behavior management following an individual lesson plan designed to meet specific special needs objectives. Offered twice yearly.

590 Independent Study—1-4 Q.H.

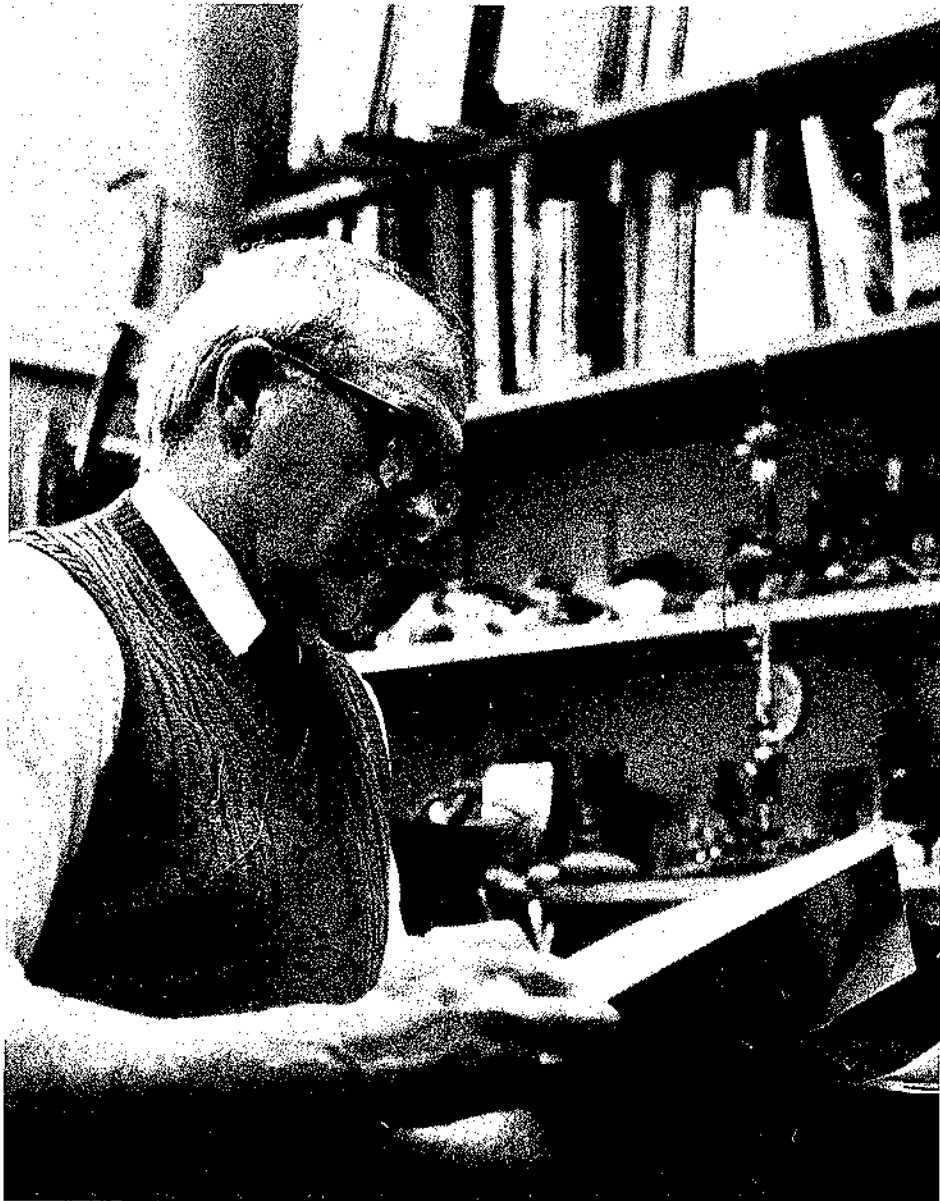
The independent pursuit of a topic in research, project development, or selected readings, in consultation with the instructor. Offered quarterly. P/NC option. Application during preceding quarter required. May be repeated for credit.

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 content and title. Offered according to demand. P/NC option.

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 individual basis only.



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Charles Zane, Director, Student Union/Student Activities
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78 / GRADUATE FACULTY

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FACULTY

***Brian Aldrich**, Professor, Sociology; A.B., Lewis and Clark College; M.S., Ph.D., University of Wisconsin-Madison; 1976-

***Dwight L. Anderson**, Professor, Biology; B.A., Peru State College; M.A., Ph.D., University of South Dakota; Adjunct Staff of Metropolitan Medical Center, United Hospitals, St. Francis Hospital, Northwestern Hospital 1966-

***Janice Andrews**, Associate Professor, Sociology/Social Work; B.A., Augsburg College; M.S.W., Washington University; Ph.D., University of Maryland; 1981-

***Thomas N. Bayer**, Professor, Geology; B.A. Macalester College; M.S., Ph.D., University of Minnesota; 1964-

***Richard C. Behnke**, Professor, Health, Physical Education and Recreation; B.S., Winona State University; M.A., Northern Michigan University; Ph.D., Indiana University; 1969-

***Sandra Bennett**, Associate Professor, English; Mass Communications; 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**, Associate 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-Boulder; 1976-

***George Bolon**, Associate Professor, Physics; B.S., M.S., Oregon State University; Ph.D., University of Utah; 1968-

***David Bratt**, Associate Professor, Communication and Theatre Arts; B.A., Calvin College; M.A., University of Iowa; Ph.D., University of California-Santa Barbara; 1976-

***Raymond J. Brooks**, Assistant Professor, Photography; B.S. Valley City State College, M.S., Moorhead State University; 1965-

***Ervin G. Bublitz**, Professor, Sociology; B.A., St. Mary's College; B.S., M.S., Winona State University; Ph.D., University of Utah; 1970-

***Gary Bunce**, Professor, Mathematics & Computer Science; B.S., North Dakota State University; M.A., Ph.D., University of New Mexico; 1971-

***Ronald Butterfield**, Registrar; A.A., Rochester Community College; 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-Lincoln; 1967-

***George M. Christensen**, Professor, Counseling Center/Psychology; B.S., M.A., Ph.D., University of Minnesota; 1965-

***Gerald W. Cichanowski**, Professor, Mathematics & Computer Science; B.A., Winona State University; M.S., University of Minnesota; Ph.D., Michigan State University; 1983-

***Richard Coughlin**, Dean, College of Liberal Arts; A.B., Williams College; M.A., Ph.D., University of Vermont; 1985-

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

***Huntington H. Cudahy**, Assistant Professor, Counseling Center; B.A., Colorado College; M.S., Ph.D., University of Utah; 1985-

***David Dapkus**, Professor, Biology; B.S., M.S., Ph.D., University of Minnesota; 1974-

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

***Norma Dison**, Associate Professor, Nursing; B.A., Valparaiso University; M.A., M.S.N., Ph.D., University of Minnesota; December, 1975-

***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-

***Robert A. DuFresne**, Distinguished Service Professor; B.S., St. Cloud State University; M.Ed., University of Colorado; Ed.D., University of North Dakota; January, 1967—

***Glenn F. Dukes**, Professor, Mathematics/Computer Science; B.S., M.S., Ph.D., Iowa State University; 1969—

***Wayne Dunbar**, Professor, Chemistry; B.A., Franklin College; M.A., Purdue University; Ph.D., Northern Illinois University; 1976—

***James Howard Eddy**, Professor, Political Science; B.S., St. John's University;

***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 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-Moorhead; 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—

***Joseph Foegen**, Professor, Management/Marketing; B.B.A., M.B.A., Ph.D., University of Wisconsin-Madison; 1958—

***Frederick W. Foss, Jr.**, Professor, Chemistry; B.S., University of Michigan; M.S., University of Minnesota; Ph.D., University of the Pacific; December, 1957—

***Otto J. Frank**, Professor, 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—

***Mary Gander**, Professor, Management/Marketing; B.A., M.S., Ph.D., University of Wisconsin-Madison; 1986—

***Judy M. Gernander**, Professor, Management/Marketing; B.A., Mankato State University; J.D., University of Minnesota Law School; 1970—

***Kenneth L. Gorman**, Associate Professor, Business Education and Office 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—

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

***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; M.S., University of Minnesota; Ph.D., Washington University; St. Louis; 1961—

***Timothy Hatfield**, Associate Professor, Counselor Education; A.B., Harvard College; Ed.M., Harvard Graduate School of Education; Ph.D., University of Minnesota; 1980—

***Walter R. Hinds, Jr.**, Associate Professor, Music; B.P.S.M., Capitol University; B.S., M.S., Juilliard School of Music; 1964

***Richard Hopkins**, Associate Professor, Geography; B.A., Eastern Michigan University; M.A., University of Michigan; 1957—

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80 / GRADUATE FACULTY

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82 / GRADUATE FACULTY EMERITI

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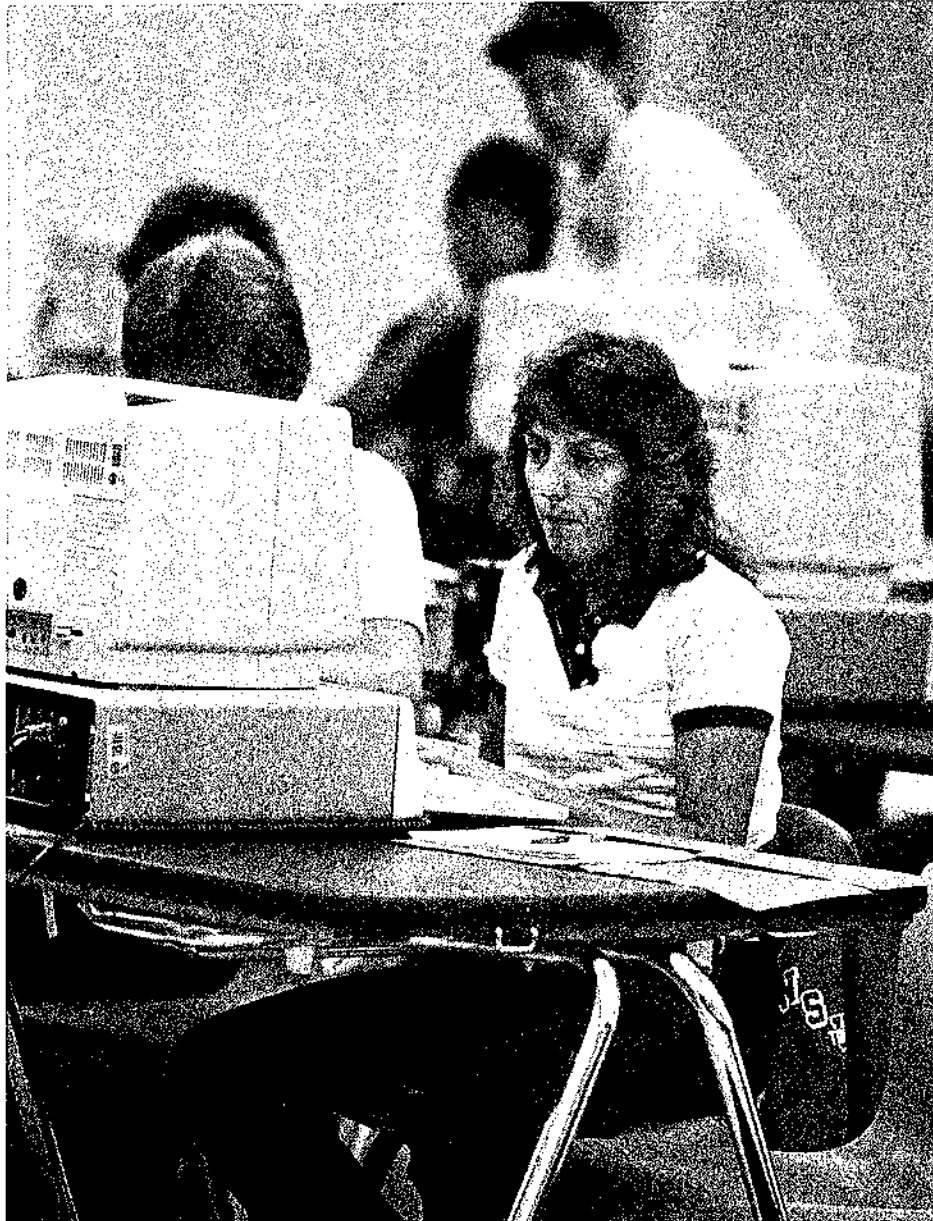
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INDEX

Academic Calendar.....	3-8	Educational Administration.....	32, 57
Academic Information.....	17	Elementary Education.....	31
Accounting.....	45	Elementary School Counseling.....	29
Accreditation & Membership.....	10, 27	Emeriti.....	82
Activity Fee.....	14	Emotionally/Behaviorally Disordered.....	38
Administration/Faculty.....	77-78	English.....	41, 58
Admission Requirements		Equal Opportunity Statement.....	1
Master of Arts.....	20	Evening Offerings.....	13
Master of Business Administration.....	24	Extension Program.....	13
Master of Science.....	19	Faculty.....	78
Nursing.....	43	Fees	
Specialist Degree.....	34	Activity.....	14
Adult, Continuing Ed & Extension.....	11	Application.....	14
Application Fee.....	14	Class.....	14
Application for Graduation.....	19	Drop/Add.....	15
Arranged Courses.....	19	Incidental.....	15
Art.....	46	Late Registration.....	15
Assistantships.....	17	Finance.....	54
Biology.....	47	Financial Information.....	14
Business Education and Office Systems		Fees.....	14
Administration.....	25-47	Insurance.....	14
Calendar.....	3-8	Loans.....	16
Campus Facilities.....	10	Refund Policy.....	15
Campus Living.....	10	Tuition.....	14
Career Planning and Placement		General Academic Regulations.....	18
Services.....	13	General Information.....	12
Center for Business & Econ Dev.....	23	Geology.....	60
Chemical Dependency.....	30	Graduate Programs/Degrees.....	11
Chemistry.....	48	Graduate Special Students.....	17
Class Fees.....	14	Graduation.....	19
College of Business.....	23	Health, Physical Education	
College of Education.....	27	and Recreation.....	37, 61
College of Liberal Arts.....	40	Health Services.....	12
College of Nursing & Health Sciences.....	43	History.....	42, 64
Communication & Theatre Arts		History of WSU.....	9
(CTA).....	49	Housing Services.....	12
Community.....	10	Off-Campus Housing.....	12
Community Counseling.....	29	On Campus Housing.....	12
Computer & Information Sciences.....	50	Incidental Fees.....	15
Contract Between Student and WSU.....	1	Incomplete Grades.....	18
Counselor Education.....	28	Independent Study.....	19
Course Credit.....	18	Information:	
Course Descriptions.....	45	Academic.....	17
Course Withdrawal.....	19	Facilities & Services.....	12
Credit Limitations and Overloads		Financial.....	14
(Quarterly).....	18	General.....	12
Credit Transfer and Transcripts.....	19	Insurance.....	14
Dining Service.....	12	Interdisciplinary Program.....	30
Drop/Add Policy.....	19	International Student Service.....	13
Early Childhood.....	32	Internships.....	19, 27
Economics.....	53	Kindergarten Endorsement.....	32
Educable Mentally Handicapped.....	38	Kryzsko Commons (Student Union).....	10
Education.....	30, 55	Late Registration Fee.....	15

Learning Disabilities	38
Loans	16
Management and Marketing	66
Marketing	67
Master of Arts	
English	41
Master of Business Administration	24
Master of Science	
Business Education	25
Counselor Education	28
Early Childhood	32
Elem. School Admin.	31
Elem. School Teaching	31
English	41
Health	37
History	42
Nursing	44
Physical Education	37
Secondary School Admin.	36
Mathematics	67
Mission Statement-University	9
Music	68
Non-Resident Tuition	14
North Dakota Reciprocity	15
Nursing	44, 69
Adult Health Nursing	43
Clinical Nurse Specialist	43
Nurse Administrator	43
Nurse Educator	43
Office of Graduate Studies	12
Organization	10
Overloads	18
Pass/No Credit Courses	18
Physical Education	37, 61
Physics	70
Placement Service	13
Political Science	72
Prekindergarten Licensure	32
Principal/Assistant Principal	32
Professional Development	29
Reciprocity	15
Refund Policy	15
Residence Halls	10
Rochester Center	11
Secondary School Counseling	29
Sixth Year Certificate	35
Small Business Development Center (SBDC)	23
Small Business Institute	23
Social Work	74
Sociology	73
South Dakota Reciprocity	15
Special Education	38, 74

Special Services for Disadvantaged Students	13
Specialist Degree	33
State University Board	78
Statistics	67
Student Health Service	12
Summer Session Fees	14
Summer School	13
Superintendent/Ass't Superintendent	32
Time Limitation	18
Transcript	19
Transfer Credits	18, 24
Tuition	14
Veterans Assistance	13
Wisconsin Reciprocity	15
Withdrawals	16, 19
WSU-Rochester Center	11

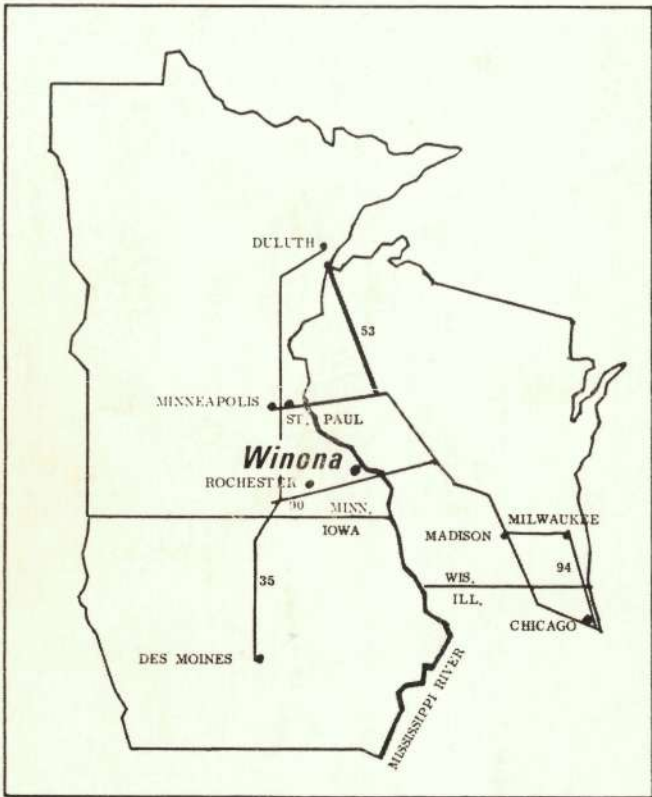
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