

WINONA



GRADUATE CATALOG 2002 - 2004
WINONA STATE UNIVERSITY | WINONA, MINNESOTA
Minnesota State Colleges and Universities (MnSCU)

WINONA

STATE UNIVERSITY

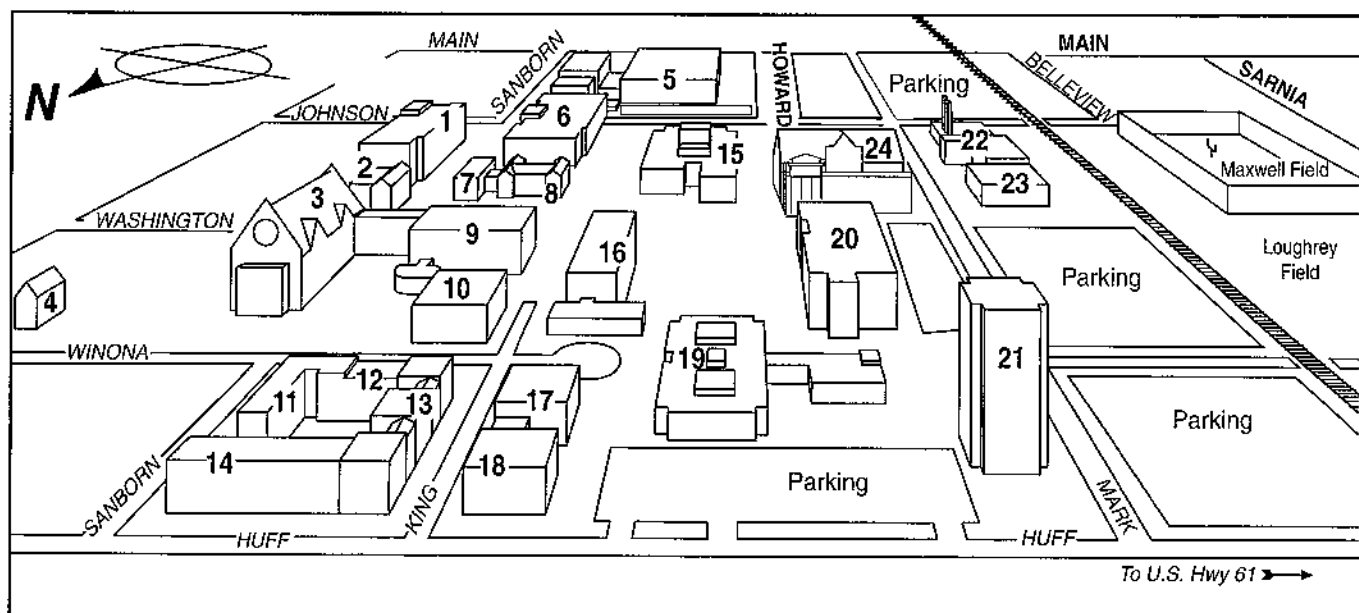
GRADUATE CATALOG 2002 – 2004

P.O. Box 5838 • Winona, MN 55987-5838

1-800-DIAL-WSU • (507) 457-5000

www.winona.edu/graduatestudy

WINONA CAMPUS MAP



1. Maxwell Hall — Houses the Fitness Center, Conference Center and Children's Center
 2. Student Health Services and University Archives
 3. Stark Hall — houses the College of Nursing and Health Sciences, the College of Science and Engineering, the Departments of Nursing and Engineering, as well as the Composite Materials Technology Center
 4. Alumni House — Alumni Affairs
 5. Memorial Hall — houses the Health and Human Performance and Physical Education and Recreation departments, and the facilities for the University's indoor athletic activities and events
 6. Somsen Hall — houses the College of Business, the departments of Accounting, Administrative Information Systems, Economics and Finance, Marketing, Foreign Language; and most administrative offices including the offices of the President, Academic Affairs, Administrative Affairs, Admissions, Financial Aid, Registrar, Adult Continuing Education and Extension, Human Resources (Personnel), Development and University Advancement, Business, academic and administrative computer centers, Publications Office, and the Print Shop.
 7. Howell Hall — houses Student Support Services, the television studio, Audio Visual Services, Media Services, and Disability Resource Center (DRC) and Interpreter Services
 8. Phelps Hall — houses the Mass Communication and Psychology departments, Advising and Retention, the Academic Skills Center, University Honors Program, and the Public Information Office
 9. Pasteur Hall — houses the departments of Biology, Chemistry, Physics, and Geology
 10. Watkins Hall — houses the departments of Computer Science and Art, including a gallery for student and professional art shows and the Watkins Art Collection
 11. Conway Hall — women's residence hall
 12. Shepard Hall — co-ed residence hall
 13. Morey Hall — co-ed residence hall
 14. Richards Hall — co-ed residence hall, and houses Honors Hall
 15. Performing Arts Center — houses the departments of Music, Communication Studies, Theatre Arts and Dance, and facilities for university-sponsored cultural events and KQAL, the campus radio station
 16. Gildemeister Hall — houses the College of Education including the departments of Education, Special Education, Counselor Education, Educational Leadership, Mathematics and Statistics, as well as the Career Planning and Placement Office and the Student Counseling Center
 17. Prentiss Hall — men's residence hall
 18. Lucas Hall — women's residence hall
 19. Kryzsko Commons and University Center — houses the university food services, recreational facilities and lounges, conference rooms, the "Smaug" snack bar, the Campus Book Store and the Alumni Lounge, as well as the offices for Cultural Diversity, the International Student Program, Housing and Student Affairs
 20. Minne Hall — houses the College of Liberal Arts, departments of English, History, Paralegal, Political Science, Sociology and Social Work, Philosophy, Women's Studies, Global Studies and the Writing Center
 21. Sheehan Hall — women's residence hall
 22. Heating Plant
 23. Maintenance Building
 24. Main Library — contains the University's library holdings and the Academic Assistance Center
 25. Lourdes Hall — co-ed residence hall, houses Residential College (not pictured)
- All buildings and parking lots accessible to the handicapped — all buildings equipped with elevators with the exception of #4, Alumni House. Call (507) 457-5008 to pre-arrange accessibility.

Note: Rochester Campus Map (See page 35.)

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2002-2003 ACADEMIC CALENDAR

FALL SEMESTER - 2002-2003

Registration begins, Tuesday	April 16, 2002
Last day for new and former Graduate and Undergraduate students to complete application and file intent to return for Fall Semester,	Tuesday August 6, 2002
Deadline for applying for graduation in May 2003, Friday	August 9, 2002
Faculty Orientation/Development, Monday, Tuesday, Wednesday, Thursday, Friday,	August 26,27,28,29,30 2002
New Student Orientation/Registration, Wednesday, Thursday, Friday	August 28,29,30, 2002
Final application deadline for Arranged Classes, Internships, Independent Studies (GRADUATE and UNDERGRADUATE), Friday.....	August 30, 2002
Labor Day Holiday (no classes), Monday	Sept. 2, 2002
Day classes begin, Tuesday	Sept.3, 2002
Evening classes begin, Tuesday	Sept. 3, 2002
Last day to add classes without approval of instructor, Friday	Sept. 6, 2002
Approval of instructor needed to add classes, Monday & Tuesday	Sept. 9 & 10, 2002
Last day to drop classes with tuition refund, Tuesday	Sept. 10, 2002
Last day to drop or add classes, Tuesday	Sept. 10, 2002
Financial Aid Disbursement, Monday	Sept. 16, 2002
Fall Term tuition payment due, Friday	Oct. 4, 2002
Non-Class Faculty Duty Day - Student Fall Break Day, Friday	Oct 11, 2002
Midterm Day (Last day for undergraduates to make up work from Spring & Summer Terms), Tuesday	Oct. 22, 2002
* Last day to notify the Office of Graduate Studies of intent to take Spring Semester Comprehensive Examinations, Tuesday	Oct. 22, 2002
Veterans' Day Holiday, (observed—no classes), Monday	Nov. 11, 2002
Last day to withdraw from classes, Friday	Nov. 15, 2002
Registration for Spring Semester begins, Tuesday	Nov. 19, 2002
Thanksgiving break begins at 10:00 p.m., Tuesday	Nov. 26, 2002
Faculty Duty Day, Wednesday	Nov. 27, 2002
Classes resume, Monday	Dec. 2, 2002
Deadline for applying for graduation in December 2003, Friday	Dec. 13, 2002
Final Examinations, Monday, Tuesday, Wednesday, Thursday,	Dec. 16,17,18,19, 2002
Fall Semester Commencement, Friday	Dec. 20, 2002
Non-Class Faculty Duty Day, Monday	Dec. 23, 2002
Grades due, 9:00 a.m., Monday	Dec. 23, 2002

SPRING SEMESTER - 2002-2003

Registration begins, Tuesday	Nov. 19, 2002
Last day for new and former Graduate and Undergraduate students to complete application and file intent to return for Spring Semester, Monday.....	Dec. 9, 2002
Deadline for applying for graduation in December 2003, Friday	Dec. 13, 2002
Non-Class Faculty Duty Days, Monday, Tuesday, Wednesday, Thursday, Friday	Jan 6,7,8,9,10, 2003
Final application deadline for Arranged Classes, Internships, Independent Studies, (GRADUATE and UNDERGRADUATE), Friday	Jan. 10, 2003
New Student Registration, Friday	Jan. 10, 2003
Day classes begin, Monday	Jan.13, 2003
Evening classes begin, Monday	Jan.13, 2003
Last day to add classes without blue cards, Thursday	Jan. 16, 2003
Approval of instructor needed to add classes, Friday & Tuesday	Jan. 17 & 21, 2003
Martin Luther King Holiday (no classes), Monday	Jan. 20, 2003
Last day to drop classes with tuition refund, Tuesday	Jan. 21, 2003
Last day to drop or add classes, Tuesday	Jan. 21, 2003
Financial Aid Disbursement, Monday	Jan. 27, 2003
All University Assessment Day, Wednesday	Feb. 12, 2003
Spring Term tuition payment due, Friday	Feb. 14, 2003
Midterm Day (Last day for undergraduates to make up incompletes from Fall Semester), Thursday	March 6, 2003
* Last day to notify the Office of Graduate Studies of intent to take Summer Comprehensive Examinations, Thursday.....	March 6, 2003
Spring Break begins at 10:00 p.m., Friday	March 7, 2003
Classes resume, Monday	March 17,2003
Last day to withdraw from classes, Friday	April 4, 2003
Registration for Fall Semester, 2003 begins, Tuesday	April 22, 2003
Final Examinations, Monday, Tuesday, Wednesday, Thursday,	May 5,6,7,8, 2003
Spring Semester Commencement, Friday	May 9, 2003
Non-Class Faculty Duty Days, Monday, Tuesday, Wednesday.....	May 12,13,14, 2003
Grades Due, 9:00 a.m., Monday	May 12, 2003

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

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

*Pertains to Graduate students ONLY.

SUMMER TERM – 2003

Summer term classes begin and end at various times between Commencement (May 9) and the beginning of Fall Semester classes (September 2.) Check course listings to find out when the classes you are interested in begin and end.

Summer Registration opens, Monday	March 17, 2003
Last day for new students to apply for admission	May 5, 2003
Last day for former students to file intent to return, Monday	May 12, 2003
Deadline for applying for Arranged Classes, Internships, Independent Studies, Friday	May 30, 2003
Official beginning of Summer Term, Monday	June 2, 2003
(Some classes begin before this date. Check course listings for beginning and ending dates of all courses.)	
Last day to add or drop (with 100% refund) a course that begins on June 2 or 3 and meets for more than 21 days, Wednesday	June 4, 2003
Fourth of July Holiday (no classes), Friday	July 4, 2003
* Last day to notify the Office of Graduate Studies of intent to take Fall Comprehensive Examinations, Monday	July 28, 2003
Deadline for applying for graduation in May 2004, Monday	July 28, 2003
Official end of Summer Term, Friday	August 8, 2003

Final Examinations will be held during the last scheduled class meeting.

2003–2004 ACADEMIC CALENDAR

FALL SEMESTER – 2003–2004

Registration begins, Tuesday	April 22, 2003
Last day for new and former Graduate and Undergraduate students to complete application and file intent to return for Fall Semester, Tuesday	Aug. 5, 2003
Deadline for applying for graduation in May 2004, Friday	Aug. 8, 2003
Faculty Orientation/Development, Monday, Tuesday, Wednesday, Thursday, Friday	August 25,26,27,28,29, 2003
New Student Orientation/Registration, Wednesday, Thursday, Friday	August 27,28,29, 2003
Final application deadline for Arranged Classes, Internships, Independent Studies (GRADUATE and UNDERGRADUATE), Friday	Aug. 29, 2003
Labor Day Holiday (no classes), Monday	Sept. 1, 2003
Day classes begin, Tuesday	Sept. 2, 2003
Evening classes begin, Tuesday	Sept. 2, 2003
Last day to add classes without approval of instructor, Friday	Sept. 5, 2003
Approval of instructor needed to add classes, Monday & Tuesday	Sept. 8 & 9, 2003
Last day to drop classes with tuition refund, Tuesday	Sept. 9, 2003
Last day to drop or add classes, Tuesday	Sept. 9, 2003
Financial Aid Disbursement, Monday	Sept. 15, 2003
Fall Term tuition payment due, Friday	Oct. 3, 2003
Non-Class Faculty Duty Day - Student Fall Break Day, Friday	Oct 10, 2003
Midterm Day (Last day for undergraduates to make up work from Spring & Summer Terms), Tuesday	Oct. 21, 2003
*Last day to notify the Office of Graduate Studies of intent to take Spring Semester Comprehensive Examinations, Tuesday	Oct. 21, 2003
Veterans' Day Holiday, (observed—no classes), Monday	Nov. 10, 2003
Last day to withdraw from classes, Friday	Nov. 14, 2003
Registration for Spring Semester begins, Tuesday	Nov. 18, 2003
Thanksgiving break begins at 10:00 p.m., Tuesday	Nov. 25, 2003
Faculty Duty Day, Wednesday	Nov. 26, 2003
Classes resume, Monday	Dec. 1, 2003
Deadline for applying for graduation in December 2004, Friday	Dec. 12, 2003
Final Examinations, Monday, Tuesday, Wednesday, Thursday	Dec. 15,16,17,18, 2003
Fall Semester Commencement, Friday	Dec. 19, 2003
Non-Class Faculty Duty Days, Monday, Tuesday	Dec. 22,23, 2003
Grades due, 9:00 a.m., Monday	Dec. 22, 2003

* Pertains to Graduate students ONLY.

SPRING SEMESTER – 2003–2004

Registration begins, Tuesday	Nov. 18, 2003
Last day for new and former Graduate and Undergraduate students to complete application and file intent to return for Spring Semester, Monday	Dec. 8, 2003
Deadline for applying for graduation in December 2004, Friday	Dec. 12, 2003
Non-Class Faculty Duty Days, Monday, Tuesday, Wednesday, Thursday, Friday	Jan 5,6,7,8,9, 2004
Final application deadline for Arranged Classes, Internships, Independent Studies, (GRADUATE and UNDERGRADUATE), Friday	Jan. 9, 2004
New Student Registration, Friday	Jan. 9, 2004
Day classes begin, Monday	Jan.12, 2004
Evening classes begin, Monday	Jan.12, 2004
Last day to add classes without approval of instructor, Thursday	Jan. 15, 2004
Approval of instructor needed to add classes, Friday & Tuesday	Jan. 16 & 20, 2004
Martin Luther King Holiday (no classes), Monday	Jan. 19, 2004
Last day to drop classes with tuition refund, Tuesday	Jan. 20, 2004
Last day to drop or add classes, Tuesday	Jan. 20, 2004
Financial Aid Disbursement, Monday	Jan. 26, 2004
All University Assessment Day, Wednesday	Feb. 11, 2004
Spring Term tuition payment due, Friday	Feb. 13, 2004
Midterm Day (Last day for undergraduates to make up incompletes from Fall Semester), Thursday	March 4, 2004
* Last day to notify the Office of Graduate Studies of intent to take Summer Comprehensive Examinations, Thursday	March 4, 2004
Spring Break begins at 10:00 p.m., Friday	March 5, 2004
Classes resume, Monday	March 15, 2004
Last day to withdraw from classes, Friday	April 2, 2004
Registration for Fall Semester, 2004 begins, Tuesday	April 20, 2004
Final Examinations, Monday, Tuesday, Wednesday, Thursday	May 3,4,5,6, 2004
Spring Semester Commencement, Friday	May 7, 2004
Non-Class Faculty Duty Days, Monday, Tuesday	May 10,11, 2004
Grades Due, 9:00 a.m, Monday	May 10, 2004

SUMMER TERM – 2004

Summer term classes begin and end at various times between Commencement (May 7) and the beginning of Fall Semester classes.

Summer Registration opens, Monday	March 15, 2004
Last day for new students to apply for admission, Monday	May 10, 2004
Last day for former students to file intent to return, Monday	May 10, 2004
Deadline for applying for Arranged Classes, Internships, Independent Studies , Friday	June 4, 2004
Official beginning of Summer Term, Monday	June 7, 2004
(Some classes begin before this date. Check course listings for beginning and ending dates of all courses.)	
Last day to add or drop (with 100% refund) a course that begins on June 7 or 8 and meets more than 21 days, Wednesday	June 9, 2004
Fourth of July Holiday (no classes), Monday	July 5, 2004
* Last day to notify the Office of Graduate Studies of intent to take Fall Comprehensive Examinations, Monday	August 2, 2004
Deadline for applying for graduation in May 2005, Monday	August 2, 2004
Official end of Summer Term, Friday	August 13, 2004

Final Examinations will be held during the last scheduled class meeting.

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

* Pertains to Graduate students ONLY.

KEY CONTACTS ON CAMPUS

(The area code prefix is 507.)

Academic Affairs	457-5010 fax: 457-5586
Admissions	800 DIAL WSU or 457-5100 fax: 507-457-5620 admissions@winona.edu
Affirmative Action	457-5008 or 457-5013
Business Office (Student Accounts)	457-5075 fax: 457-5598
College of Business	457-5014 fax: 457-5697
College of Education	457-5570 fax: 457-5476
College of Liberal Arts	457-5017 fax: 457-5086
College of Nursing & Health Sciences	457-5122 fax: 457-5550
College of Science & Engineering	457-5585 fax: 457-5681
Cross-Cultural Outreach	457-2394 fax: 457-2472
Disability Resource Center	457-2391 or 457-2409, TTY fax: 457-5155
Financial Aid	457-5090 fax: 457-5628
Graduate Office	457-5038 fax: 457-5578
Housing	457-5305
International Services	457-5303 fax: 457-2474
Library	457-5140 fax: 457-5594
Maxwell Children's Center	457-5368 or 457-2744
President's Office	457-5003 fax: 457-2415
Registrar	457-5030 fax: 457-5578
Rochester Center	285-7100 fax: 285-7175
Scholarship Administration Office	457-5198
Student Affairs	457-5300 fax: 457-2472
Technical Support Center	457-5240
Veterans' Assistance	457-5109

ADMINISTRATION

Minnesota State Colleges and Universities (MnSCU) Board of Trustees

James H. McCormick, Chancellor
(www.mnscu.edu)

Will Antell, Bayport, MN (2000-2006)
Andrew Boss, St Paul, MN (1998-2004)
Nancy Brataas, Rochester, MN (1996-2002)
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Robert H. Hoffnan, Wasceca, MN (2000-2006)
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Joann Splonkowski, Rochester, MN (2000-2002); Technical College Student Trustee
Joseph Swanson, Inver Grove Heights, MN (2000-2002); Community College Student Trustee
Michael M. Vekich, St Louis Park, MN (1996-2002)

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www.winona.edu/president

Darrell W. Krueger, President
Theresa Arrick-Kruger, Human Resources Director, Affirmative Action Officer, Sexual Harassment Officer
Dennis Martin, Director, Institutional Research/Planning
Larry Holstad, Director, Athletics

Office of Vice President for Academic Affairs

www.winona.edu/academics.html

Steven M. Richardson, Vice President for Academic Affairs
Christine Clements, Associate Vice President for Academic Affairs/Interim Dean of Library
Carol Anderson, Dean, College of Education
Pauline Christensen, Chair, Adult, Continuing Education & Extension and Director of Graduate Program
Tim Gaspar, Dean, College of Nursing and Health Sciences
Kenneth Gorman, Dean, College of Business
Joe Gow, Dean, College of Liberal Arts
Nancy Jannik, Dean, College of Science & Engineering
Susan Hatfield, Assessment Coordinator
Russell Lohmann, Director, Rochester Center
Barbara Certel, Director, Advising & Retention
Gregory Peterson, Director, Financial Aid
Nancy Kay Peterson, Director, Grants and Sponsored Projects
June Reineke, Director, Maxwell Children's Center
Douglas Schacke, Director, Admissions
_____, Registrar

Office of Vice President for Student Affairs & Facilities

www.winona.edu/studentaffairs

Cal Winbush, Vice President for Student Affairs & Facilities
Vicki Decker, Director, Career Services
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Terri Markos, Director, International Services & Cultural Outreach
Shirley Mounce, Director, Parking Services
Diane Palm, Director, Student Health Services
Joe Reed, Director, Student Union/Student Activities
Don Walski, Director, Security Services

Office of Vice President for Technology

www.winona.edu/tsc

Joe Whetstone, Vice President for Technology
Joanne Rosczyk, Director, Telecommunications and Safety
Judy Rounthe, Director, Media Services

Office of Vice President for University Advancement

www.winona.edu/alumni affairs

James Schmidt, Vice President for University Advancement
Nancy Brown, Director, Fund Development
Richard Davis, Director, Publications & Print Shop
Tom Grier, Director, University Communication
Kim Dehlin Zeiher, Director, Alumni Affairs
Linda Wood, Director, Major Gifts & Planned Giving

Office of Comptroller

Scott Ellinghuysen, Comptroller/Chief Financial Officer
Marie Bush, Budget Director
Karen Krause, Bookstore Director

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

THE UNIVERSITY

Winona State University holds a unique place in the history of higher education in the State of Minnesota. The University was founded on August 2, 1858, when the first Minnesota State Legislature passed a bill establishing normal schools, thereby establishing Winona State University as the first teacher preparation institution west of the Mississippi River. On September 3, 1860, classes began at Winona State University, which has since become a recognized leader in providing excellence in higher education. It is one of seven state universities that are part of the 34-member Minnesota State Colleges and Universities (MnSCU) system. The University operates on three campuses: its original, main campus and the west campus are located in the city of Winona; a non-residential campus is located in Rochester, Minnesota, 45 miles to the west.

The Winona campuses are largely residential and primarily serve a traditional student age population; whereas, the Rochester campus serves primarily non-traditional students. The Institute for Lifelong Education, headquartered on the Rochester campus, meets the needs of the non-traditional student on each campus and provides the structure for outreach activities compatible with the University's mission. Commonly held principles help Winona State University (WSU) prepare undergraduate and graduate students. We value differences and work collaboratively, continuing the legacy of a century-and-a-half of service.

The city of Winona (population 29,000) is nestled among the bluffs of the beautiful Hiawatha Valley on the banks of the Mississippi River—one of the most scenic areas in Minnesota. Students have convenient access to shopping, recreational activities, and community resources. Additional cultural opportunities are available in La Crosse, Wisconsin (30 miles away), Rochester (45 miles away), and in Minneapolis-St. Paul (120 miles away).

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

University Center Rochester (UCR) is an example of the sharing characteristic of Minnesota institutions. The UCR partnership includes WSU-Rochester Center, Rochester Community and Technical College, and the University of Minnesota, offering degree programs from the Associate level through the Doctorate at a single location. Interactive TV and computing connections link UCR to Winona and other sites.

MISSION

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

We are an exemplary arts and sciences institution with select professional and graduate programs anchored in a general education core. With an enrollment of approximately 7,600 undergraduate and graduate students, WSU is a mid-sized public university committed to retaining small class sizes and to challenging students by maintaining rigorous academic standards. Faculty and administration are involved with students, facilitate cooperative and active learning, and provide prompt respect for our students' diverse talents and ways of knowing. Faculty are dedicated to creating an optimal learning environment for students by using contemporary technology and by building learning communities, which help students maximize their post-graduation successes. Students acquire disciplinary expertise, enabling them to pursue careers or to enter graduate or professional schools. They learn the value of aesthetics and ethical integrity, along with the importance of becoming community leaders and furthering the public good.

WSU recognizes that many of the learning experiences of college occur outside the classroom. It is, therefore, committed to building and maintaining a caring community. Campus community members strive for amicable relationships based on shared values and an affirmation of the principle of freedom of speech within an atmosphere of civility and

mutual respect. Governed by collective bargaining agreements and guided by principled leadership, we respect diversity and collaborate to resolve issues that affect us all. We celebrate our common successes and our distinctive heritage.

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

GOALS OF THE UNIVERSITY

WSU is dedicated to the following goals:

- **Student Success:** All WSU students will graduate possessing the skills, capacities and talents required for high performance in subsequent endeavors by offering undergraduate and graduate programs and degrees which provide direct entry into graduate programs or employment opportunities that require significant educational preparation.
- **Student Satisfaction:** WSU students and alumni will report high levels of satisfaction with their experience at WSU. WSU will provide for the educational, personal, and social development of students through effective academic advising and counseling, and through high quality cultural, recreational, and extra-curricular programs.
- **General Education:** All WSU students will have a solid foundation in general education. WSU will provide a comprehensive base of liberal studies as the foundation for university degrees in the arts, letters, and sciences as well as offering specialized professional, technological and occupational degrees.
- **Faculty and Staff Development:** WSU will develop the human resources to accomplish the goals of the university by supporting a commitment to research and to scholarly and creative activities that enhance instructional programs and teaching excellence.
- **Partnership Development:** WSU graduates will meet or exceed the expectations of the citizens, businesses and communities that we serve.

WSU will:

- Provide pre-professional programs that are coordinated with professional programs at other universities.
- Maintain a special commitment to lifelong learning by meeting off-campus instructional and continuing education needs of the citizens of the service region.
- Provide public service to the region and serve as a cultural center and a source of problem solving expertise.
- Assume leadership in consortia relationships and cooperate with private business and research organizations to maximize educational and employment opportunities for citizens of the region through the sharing of expertise and resources.
- **Technology:** There will be a seamless integration of technology into the University at all levels.
- **Enrollment:** WSU will effectively manage enrollment to meet the needs of the university. WSU will provide educational opportunities for all individuals including minorities, the disadvantaged, handicapped, and non-traditional students.
- **Assessment:** WSU will evaluate all programs to meet the needs of a changing educational and technical environment.

MISSION OF GRADUATE EDUCATION

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

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

GOALS FOR GRADUATE EDUCATION

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

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

EXPECTATIONS OF GRADUATE STUDENTS

Advanced Study: Students who study at the graduate level will build on previous academic preparation by becoming involved in rigorous advanced study within the chosen discipline to levels beyond basic knowledge and comprehension. Graduate study will require that students analyze, synthesize, apply, and evaluate concepts learned.

Scholarly Research: Graduate students will be expected to distinguish themselves through professional reading research, and writing. Students will demonstrate the ability to responsibly manage information and data in a manner truthfully and intellectually acceptable to professional peers.

Professionalism: Graduate students will be expected to become involved in scholarly research designed to question and critically evaluate the beliefs and ethics of the chosen profession. Central to this development is involvement in professional and scholarly association, and meaningful intellectual discussions and collaboration with graduate faculty for successful integration of knowledge, skills, and attitudes of the profession.

People Skill Development: In the current era of human development, the ability to work collaboratively and cooperatively with professional peer in a multicultural/gender fair/disability sensitive environment is the blueprint for future personal, professional, community and national success. Students will be expected to demonstrate these behaviors throughout their graduate study.

ACCREDITATION AND MEMBERSHIPS

WSU is accredited by the following organizations:

- Higher Education Commission of the North Central Association of Colleges and Schools (NCA) – for undergraduate and graduate programs
- National Council for the Accreditation of Teacher Education (NCATE) – for all education programs (undergraduate and graduate) and the Minnesota Board of Teaching for the preparation of elementary and secondary teachers, elementary and secondary principals, school superintendents, and guidance counselors
- Council for Accreditation of Counseling and Related Educational Programs (CACREP) – Counselor Education program
- National League for Nursing Accrediting Commission (NLNAC) – for undergraduate and graduate Nursing programs
- Commission for Accreditation of Allied Health Education Programs – for Athletic Training (an Exercise Science program)
- Council on Social Work Education – for the Social Work program
- Accrediting Board for Engineering (ABET) – for the Composite Engineering program
- National Association of Schools of Music (NASM) – for the Music program
- National Association of Schools of Theatre (NAST) – for the Theatre program

WSU is recognized by the following organizations:

- National Association for the Education of Young Children (NAEYC)
- National Council of Teachers of English (NCTE)
- Association for Childhood Education International (ACEI)
- Council for Exceptional Children (CEC)
- National Council for the Social Studies (NCSS)
- National Council of Teachers of Mathematics (NCTM)
- Association for the Advancement of Collegiate Schools of Business (AACSB)
- American Bar Association (ABA) – for the Paralegal program

WSU is approved by:

- American Chemical Society
- Minnesota Board of Teaching
- Minnesota Board of Nursing
- Commission on Collegiate Nursing Education (CCNE)
– preliminary approval

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

LOCATION AND COMMUNITY

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

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

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

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

CAMPUS FACILITIES

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

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

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

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

While emphasis has been placed on providing students with exemplary facilities for academic work, the University also provides students with comfortable, satisfying living accommodations. WSU has excellent facilities for student living and activities. There are seven residence halls that can accommodate 1800 students, including the Lourdes Hall Residential College.

The Residential College, housed in Lourdes Hall, offers students both housing and a unique educational opportunity. The Residential College's general mission is "to provide an enhanced learning environment for highly motivated students to promote excellence in the achievement of their undergraduate education." Students are encouraged to discover the love of learning, tolerance for individual differences and benefits of a liberal education by developing their talents through strong student educational pursuits and high expectations from the University. Having

the intimacy of a smaller environment and the resources of a state university, WSU is able to create an atmosphere of collaborative learning. This is accomplished, in part, through a required First-Year Experience Seminar during the fall semester, which focuses on critical thinking and through banquets, speaker series, world forum dinners and floor activities.

ACADEMIC PROGRAMS

WSU comprises five distinctive colleges:

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

Through these colleges, WSU offers 7 master's degree programs, 64 undergraduate degree programs, 13 pre-professional programs, and several licensure and specialist degree programs.

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

ADULT, CONTINUING EDUCATION AND EXTENSION

Somsen Hall, Room 109 (507)457-5080

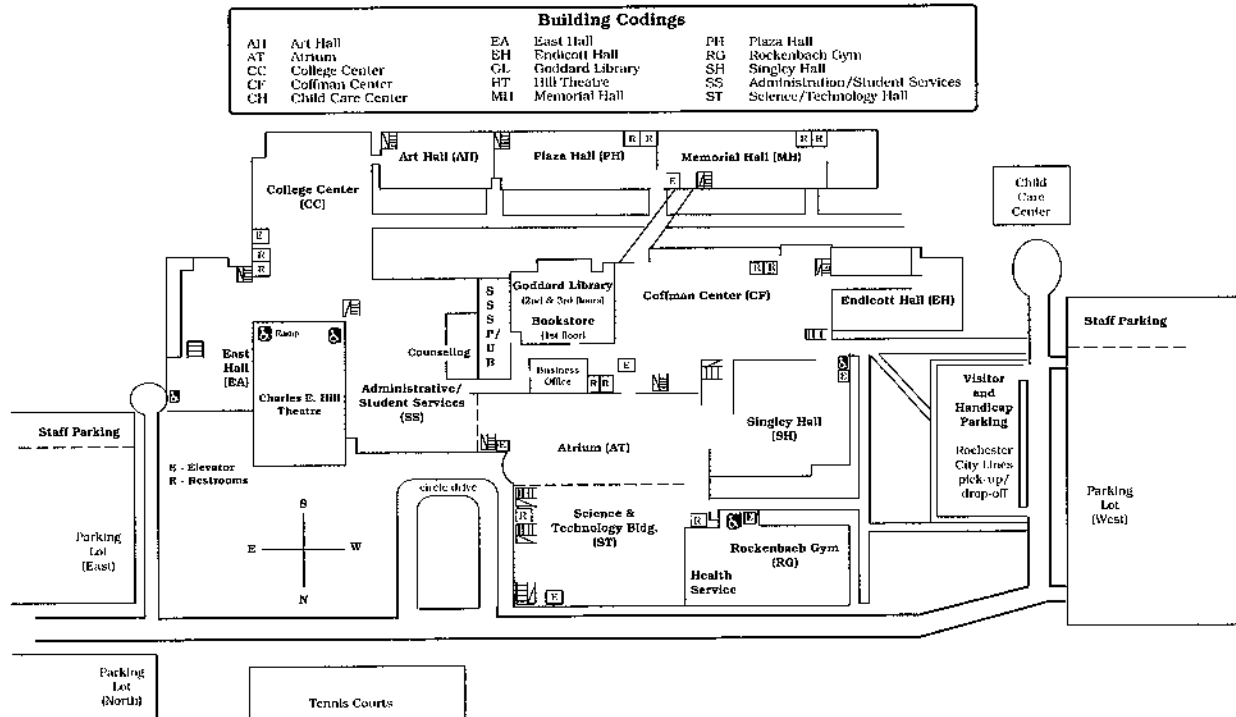
WSU offers a wide range of learning experiences and opportunities through the Adult, Continuing Education and Extension Division. These include non-credit and CEU activities; customized training, workshops and conferences; extension credit courses; classes available via distance learning technology; senior citizen registration; and the Adult Entry Program which features individualized advising, career counseling and credit for prior learning. Non-credit programs, credit courses and advising are located in numerous places throughout the WSU service area. Special programs may also be developed to meet the continuing education needs of specific agencies, schools, businesses and industries.

WSU-ROCHESTER CENTER

Rochester Campus Map

Rochester Community Technical College
 University of Minnesota Rochester Center
 Winona State University - Rochester Center

Office of the Director, WSU-Rochester, U.S. Highway 14 and 30th Ave. SE
 SS210 UCR (507-285-7100)



GENERAL INFORMATION

Since 1917, Winona State University has served students in Rochester and the surrounding area. In 1993, Winona State University, along with the University of Minnesota and Rochester Community and Technical College, collaborated to create the University Center at Rochester (UCR) that is equipped with state-of-the-art technology for interactive television and computer systems that link UCR students with the Winona campus and the world. The Greater Rochester Area, which UCR serves, has a population of over 100,000 people; area residents have a high level of education attainment, and they are highly receptive to the lifelong learning opportunities offered by WSU-Rochester and the other institutions. WSU-Rochester serves approximately 2,000 students per year.

Because it is located in the City of Rochester, UCR has unique opportunities to collaborate with IBM, Mayo Clinic, and the Rochester School District to offer specialized classes in computer science, the health professions, and education.

WSU has a formal 2 + 2 program with RCTC leading to eleven (11) baccalaureate degrees. There are also five (5) master's degrees with sixteen (16) different programs and an educational specialist degree offered by WSU in Rochester.

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

DEGREE/PROGRAMS

Undergraduate Programs (2 + 2)

WSU-Rochester cooperates with Rochester Community and Technical College to offer complete educational programs to the area. Through the 2 + 2 program, students can complete eleven (11) baccalaureate degree programs by transferring lower-division credits from RCTC and completing upper-level courses at WSU-Rochester. Students can also complete numerous undergraduate minors and five graduate degrees within sixteen (16) different graduate programs – all at the Rochester campus of WSU.

Undergraduate Programs

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

Graduate Programs

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

Master of Science in Counselor Education

- Community Counseling
- Professional Development
- School Counseling

Master of Science in Education

Master of Science in Educational Leadership

- Elementary School Leadership
- Secondary School Leadership
- General Leadership

Master of Science in Nursing

- Advanced Practice Nursing
- Adult/Family Nurse Practitioner
- Clinical Nurse Specialist
- Nurse Administrator
- Nurse Educator

Collaborative Master's Program with University of Minnesota with emphasis in Public Health/Psych/Mental Health Nursing

Specialist Degree in Educational Leadership

Special Programs

WSU cooperates with the University of Minnesota in offering a master's degree in teaching leadership and cooperates with Mayo Clinic in offering a master's degree in nurse anesthesia.

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

National Technological University (NTU)

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

Non-Credit Programs

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

Adult Entry Program

The Adult Entry Program is designed for mature students who have never attended college or are returning to college. Counselors are

available in Rochester on a regular basis to assist adult students seeking a college education. Awarding college credit for life/work experience is possible under this program. (See Adult, Continuing Education and Extension Section for more information.)

Computer Facilities

The center is equipped with state-of-the-art technology for interactive television and computer systems that link UCR students with main campuses and the world. The computer facilities consist of four teaching computer labs, two open computer labs, and a shared computer lab. All labs allow students access to mainframes on the Winona campus.

Faculty

All program areas offered at WSU-Rochester are staffed with residential faculty who live and work in the Rochester area. In addition, WSU faculty members, who commute from the main campus, teach some classes.

LIBRARY

WSU-Rochester students have access to both the UCR Goddard Library and the University Library on the main campus. WSU-Rochester's library holdings are integrated into UCR's Goddard Library holdings of over 57,000 volumes. This arrangement provides students with an extensive resource of reference and research material on the WSU-Rochester campus. In addition, students may request overnight courier service to the main campus library for articles and books; they may also do online searches using the PALS and Luninet systems.

REGISTRATION

Students can enroll at WSU-Rochester classes without being formally admitted, but graduate students not in a degree program need to enroll as a Graduate Special and provide proof of an undergraduate degree.

STUDENT SERVICES

Campus Visits

Students are encouraged to visit WSU-Rochester at the University Center in Rochester any time. For more information about programs and services, call (800)-366-5418 or (507) 285-7100.

Career Services

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

Counseling

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

Financial Aid

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

Housing and Dining

WSU-Rochester Center, along with its UCR partners, Rochester Community and Technical College (RCTC) and University of Minnesota-Rochester (UM-R) is considered a commuter campus. However, a variety of housing options are available in the Rochester area, including furnished and unfurnished apartments, efficiencies, single room rentals and houses. RCTC has a listing of housing information for students. In addition, Professional Property Management is a local independent agency, which also provides information on housing for UCR students. Students may obtain housing information from both of these sources at the UCR Information Desk.

WSU-Rochester Center's cafeteria is located on the third floor of the College Center. In addition to the cafeteria, food and beverage vending machines are available throughout the campus complex. Microwaves for student use are also available in the cafeteria, as well as in some vending machine areas.

Joint WSU/RCTC Services

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

Parking Services

Students will be charged a \$1.50 parking fee per credit with a maximum parking fee of \$22.50 per semester. This fee will automatically be added to students' semester billing for tuition and fees. No parking permit will be issued. "Yellow" lots are for student parking.

Student Disclosure Policy

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

GRADUATE PROGRAMS, DEGREES, AND CERTIFICATES

Specialist Degree

- Elementary/Secondary School Leadership
- General School Leadership (Superintendency)

Master of Arts in English

Master of Science

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

Master of Software Technology (Start date to be determined)

Advanced Licensure Programs

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

Certificate Program in Educational Technology Certificate Program in Training and Development Post-Master's Certificates in Nursing

- Clinical Nurse Specialist
- Nurse Educator
- Nurse Practitioner

Director of Graduate and Continuing Education

Pauline Christensen, Ph.D.
Somsen 109 (507) 457-5088
pchristensen@winona.edu

Office of Graduate Studies

Mary Zeise, Office Manager
Somsen 114C (507) 457-5038
mzeise@winona.edu

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

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

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

GENERAL INFORMATION

www.winona.edu/graduatestudy

AFFIRMATIVE ACTION OFFICE

Somsen Hall, Room 204 (507)457-5008

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

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

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

CAREER SERVICES

Gildemeister Hall, Room 110 (507)457-5340

Website: www.career.winona.edu

Seniors, graduate students and alumni seeking full-time employment or juniors and seniors seeking internships can receive assistance from Career Services, 110 Gildemeister Hall. Equipment is available for your use in preparing your interactive, multi-media electronic portfolio known as "WINGS." We also have computer terminals available for your use in registering on our web site or updating your information on the web site. Opportunities are available to interact with employers through Career Fairs, Job Fairs and on-campus interviews. Career Services also provides a referral service of your electronic resume to employers in addition to allowing employers to access your resume directly through our web site. Small group and individual advising is available from the Director. The office is open from 8:00 a.m. to 4:30 p.m. during the academic year and 7:30 a.m. to 4:00 p.m. during the summer. You also can access job openings or update your resume via the internet 24 hours a day, seven days a week from the comfort of your computer. Employment information and graduate follow-up results are available in the office as well as on our web site: <http://career.winona.edu>.

COUNSELING CENTER

Gildemeister Hall, Room 132 (507-457-5330)

The Counseling Center provides short-term counseling to currently enrolled students. These services are provided at no cost to the student. The counseling center is staffed by a full-time office manager, three professional counselors, and graduate student interns.

Services provided include personal counseling, career counseling, and outreach. The information exchanged during the counseling process is confidential. No information will be released without the student's written permission, and students are advised of the limitations of this confidentiality. Students should call the Counseling Center or stop by between 8:00 a.m. and 4:30 p.m. to schedule an appointment.

DISABILITY RESOURCE CENTER

Howell Hall, Room 136 (507)457-2391

Website: www.winona.edu/disabilityservices

Winona State University is committed to making its programs accessible to all qualified students. You may request educational accommodations from the 504 coordinator, Nancy Dumke, Disability Resource Center, Howell Hall 136, (507) 457-2391 or (507) 457-2409 (TDD) and facility accommodations from Theresa Arrick-Kruger, Affirmative Action Officer, (507) 457-5013.

INTERNATIONAL SERVICES AND CULTURAL DIVERSITY

Kryzsko Commons, Room 130 (507)457-5303

Website: www.winona.edu/internationaloffice

The International Student Office provides assistance to all multicultural and diverse students attending WSU. Information and advice is available regarding admission to the University, scholarships, immigration concerns, Friendship Family Program, orientation programs, insurance requirements, employment regulations for F-1 visa holders and other information related to the well being of international students.

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

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

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

SCHOLARSHIPS FOR INTERNATIONAL STUDENTS

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

MAXWELL CHILDREN'S CENTER

Maxwell Hall, Room 102 (507)457-5368 or (507)457-2744

The Maxwell Children's Center operates under the auspices of the College of Education, and it provides services and educational programs for children of students, faculty/staff, and the community. The Center serves children from six weeks to 12 years of age. The Center is open from 7:15 a.m. to 5:30 p.m., Monday through Friday twelve months a year, excluding university holidays and part of each semester break. Children may be enrolled on a part-time or full-time basis. The Maxwell Children's Center provides for the WSU community:

- An affordable, inclusive, and developmentally appropriate environment for all children
- A valuable classroom setting for university students seeking a variety of Minnesota teaching licensures, both as student staff and practicum/field experience students
- A model program for regional early childhood professionals

WSU students with children are strongly urged to contact the Children's Center as soon as they are admitted to WSU because the center's services are in high demand.

NURSERY SCHOOL

Maxwell Center (507)457-5368

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

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

For more information contact the Education Department.

PARKING SERVICES

Sheehan Residence Hall (507-457-5062)

Email to: parking@winona.edu

Website: <http://www.winona.edu/parking>

Parking permits are required to park in all University parking lots of the Winona campus with the exception of metered spaces in the silver Kryzsko lot and metered spaces on Johnson Street. This includes all students who have a state-issued handicapped permit. Information about how to obtain a visitor permit is available from Parking Services. For the Winona campus, the application process for parking permits starts April 1 to be effective the next school year. If applications exceed the parking spaces available, spring and fall drawings are held. If space becomes available after the drawing, permits are sold on a first-come, first-serve basis. If no permits are available, applicants' names are put on a waiting list. For more details and information about the cost of parking permits on the Winona campus, contact Parking Services.

SECURITY SERVICES

Main Floor, Sheehan Residence Hall (507)457-5555

Website: <http://www.winona.edu/security>

WSU security is responsible for the physical security of all residence halls and academic buildings throughout the University. Security provides 24-hour coverage of the campus and works to ensure the safety of students, staff, faculty and University property, as well as working proactively to prevent crime. Additionally, the Winona Police Department patrols and responds to calls on campus 24 hours a day throughout the year.

WSU Campus Security is a student-staffed security program. Security officers are easily identified by their yellow shirts and/or blue jackets.

Campus Security Act and Winona State University Security Web Site

Winona State University recognizes providing the safest environment possible is an integral element of the University's educational mission and annually publishes a Campus Security Report that is available to everyone. This report provides statements of policy for a broad range of safety and security programs including crime prevention programs including crime prevention and reporting, personal safety, community relations, environmental safety, enforcement authority and response and a 3- year statistical review of designated crimes on campus. A printed copy of this report may be obtained, at no charge, from Winona State University Security Office: Sheehan Hall, Winona State University, Winona, MN 55987, phone number 507-457-5555, or from Winona State University Security's web site: http://www.winona.msus.edu/security/crime_report_wsu.html.

STUDENT CONDUCT

Office of Student Affairs, Conduct Officer

Kryzsko Commons, Room 130 (507)-457-5300

The University's conduct policy and related policies, which express expectations of behavior and provide for the protection of the rights of students, are listed in the Class Schedule, which can be accessed at www.winona.edu/class_schedule or at www.winona.edu/studentaffairs; or by contacting the Office of Student Affairs. Students are responsible for being aware of all student policies and regulations and for complying with them. Behavior that is threatening to the safety or welfare of oneself or others, or that is harassing or discriminatory in nature, will be reviewed promptly by the University and, after due process, is subject to University sanctions. The student code of conduct does not replace or reduce the requirements of civil or criminal laws. If assistance with a complaint or additional information is needed, contact the Student Conduct Officer through the Office of Student Affairs.

STUDENT HEALTH SERVICE

West Wing of Maxwell Hall (507)-457-5160

Minnesota Law

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

Facilities

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

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

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

VETERANS' ASSISTANCE

Veterans Assistance Office

Somsen Hall, Room 106 (507-457-5109)

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

Procedures:

1. Students' application for veteran's benefits can be submitted through the county Veterans Service Office or through WSU. Students must submit with the application a certified copy of their DD-214 Form or a Notice of Basic Eligibility.
2. Enrollment is certified only after students present their DD-214 Form to the Veterans Office (after they have been admitted to the University). Enrollment for full-time students is for the academic year. Summer sessions and/or workshops are separate enrollment periods. The date of students' enrollment is based on the school calendar, workshop dates or contract periods. Note: A mixture of graduate and undergraduate credits is allowed only under special arrangements.
3. Students must report each change in academic load to the Veterans Assistance Office.
4. Payments of benefits: Allowances are paid on a monthly basis, conditional on students' satisfactory progress in an approved course and their conduct. Payments are released upon certification furnished by the school. Students must notify the Registrar's Office and the Veterans Assistance Office when they complete a course, drop a course or their course of training is interrupted.
5. Veterans with Dependents: The Veterans Administration requires students to submit certified copies of marriage certificates, birth Certificates and/or adoption papers for their dependents before they can receive payments based on their marriage and dependents. They are paid a single rate until these documents are on file with the VA. The WSU Veterans Assistance Office and the county Vets Services Officer can help expedite this procedure.
6. Re-enrollment: Students can re-enroll without a new Certificate of Eligibility. Notify the Office of Admissions Veterans Assistance Office.
7. Academic Load: Full-time training requires 12 s.h. of undergraduate credit or 9 s.h. of graduate credit. Three-fourths time training requires 9 s.h. of undergraduate credit or 7-8 s.h. of graduate credit. Half-time training requires 6-8 s.h. undergraduate credit or 6 s.h. of graduate credit.
8. Tutorial Assistance: This program provides tutors to help students overcome a deficiency in any subject required for the satisfactory pursuit of an educational objective. It is available to Vietnam-era vets. See the Veterans Office for detailed information.
9. Credit for Military Schools: Service schools and training are evaluated according to the recommendations of the American Council on Education's Guide to the Evaluation of Educational Experience in the Armed Services when students present an official DD-214 Form to the Office of Admissions.

FINANCIAL INFORMATION

Office of Student Accounts
Somsen Hall, Room 104 (507-457-5075)

TUITION

Undergraduate tuition for full-time students (12-18 credits) for the Winona campus is billed at a flat rate. All full-time Wisconsin residents are also billed at a flat rate. Tuition for classes on the Rochester campus is billed on a per-credit basis (except for Wisconsin residents). All summer session and graduate courses are charged on a per credit basis.

Note: Tuition rates can be viewed at <http://www.winona.edu/billing>

ESTIMATED FEES

Note: All fees subject to change.

Application Fee

A non-refundable fee of \$20 is required with any application for admission. Students who have previously been admitted to WSU and paid the application fee are not subject to this fee when they return to WSU.

Athletics Fee

The athletics fee is assessed to all students attending classes through the Winona and Rochester campuses. The rates are determined by a committee consisting of members of the student senate and university administration. The committee also determines the distribution of funds.

Course Fees

Course fees are assessed to all students attending courses that have additional course fees indicated in the class schedule. Rates are determined by the department chairperson and approved by the Dean and Vice President for Academic Affairs. Departments use course fees to pay for costs not normally incurred in everyday instruction, (e.g., greens fees for a golfing course or a transportation fee for courses with a field trip component).

Health Service Fee

The health service fee is assessed to all students attending classes through the Winona campuses. A committee consisting of members of the student senate and university administration determines the rates and the distribution of funds.

Incidental Fees

Several smaller fees arise from other non-course related matters including health service, credit by exam fees, ID card replacement fees and library fines.

Insurance

Health insurance is available to all full-time students. Further details are available in the Counseling Center (Gildemeister Hall, Room 132).

Late Payment Fee

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

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

MSUSA Fee

The MSUSA Fee is assessed to all students attending classes for college credit. The rates are determined by the Minnesota State University Student Association (MNUSA) and the State Board Office. Funds are used by the Minnesota State University Student Association.

Residential College Fee

The Residential College fee is assessed to all students within the Residential College. The rates are determined by the University Administration and funds are used to provide additional programs for those in residence at the Residential College.

Student Life Fee

The student life fee is assessed to all students attending classes through the Winona and Rochester campuses. A committee consisting of members of the student senate and university administration determines the rates and distribution of funds. Areas receiving funds include the student senate, university clubs, and the Winonan.

Technology Fee

The technology fee is assessed to all students attending classes for credit. The rate is determined by the university administration, and funds are used to support the student computer labs and academic computer services.

Union Facility Fee

The Union Facility Fee is assessed to all students attending classes through the Winona campus. The rate is determined by the university administration, and the state board office. Funds are used to finance the construction, maintenance, and daily operation of the student union building.

REFUND POLICY

If a student's course schedule is reduced for the convenience of the University, the tuition shall be adjusted without penalty. Students dropping classes must inform the Registrar's Office using the official drop procedures.

Students who withdraw from the University should obtain Application for Refund forms from the Registrar's Office, Room 114, Somsen Hall. Students dropping classes must inform the Registrar's Office using the official drop procedures. Students who withdraw from the University or who drop one or more credits will receive a tuition refund according to the refund schedule below; refunds on activity fees will be calculated on the same basis as tuition.

Refunds are not given for textbooks and materials. Used books may be sold at the University Bookstore during the last week of each term.

TUITION REFUND SCHEDULES

Terms at least 10 weeks in length:

Withdrawal Day	Withdrawing	Credit Drops
Up to and including 6th class day of term or 1 day after 1st class session whichever is later	100%	100%
7th through 10th class day of term	75%	None
11th through 15th class day of term	50%	None
16th through 20th class day of term	25%	None
After 20th class day of term	None	None

Terms 3 to 10 weeks in length:

Withdrawal Day	Withdrawing	Credit Drops
Up to and including 3rd class day of term or 1 day after 1st class session whichever is later	100%	100%
4th and 5th class day of term	100%	None
6th through 10th class day of term	50%	None
After 10th class day of term	None	None

Terms of less than 3 weeks:

Withdrawal Day	Withdrawing	Credit Drops
Up to and including 1 day after 1st class session	100%	100%
After 1 day after 1st class session	None	None

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

Withdrawal Day	Withdrawing	Credit Drops
Prior to session beginning	100%	100%
After session has begun	None	None

Estimated Room and Board

Room and Board rates are available on the web at

<http://www.winona.edu/billing>

Payments for residence hall and meal services are made each semester.

Resident Status

As a state-assisted institution, Winona State University's primary function is making higher education available to residents of Minnesota. A higher tuition rate, therefore, is charged to residents of other states or nations. Students can get information about regulations and criteria that determine their residence status from the Office of Admissions (Somsen Hall, Room 106).

If a student is initially classified as a non-resident but believes that he/she has achieved residency, the student can request a change of status by filing a State of Residence form with the Office of Admissions.

Wisconsin, North Dakota, and South Dakota Tuition Reciprocity

Undergraduate or graduate students who live in Wisconsin, North Dakota, or South Dakota can submit the Student Application for Resident Fee Status form, which provides them with a tuition rate similar to what their home state charges. All high schools in Wisconsin, North Dakota, and South Dakota have the necessary form; the form is also available from the Office of Admissions or the Graduate Office (Somsen Hall, Room 114). Approval is granted for one year and is effective as long as the student is enrolled each semester (summer sessions are excluded). Students must re-apply for reciprocity tuition if they leave WSU for more than one academic year.

Midwest Student Exchange Program: Kansas, Michigan, Missouri, and Nebraska

For students who are residents of Kansas, Michigan, Missouri, or Nebraska, the tuition rate is 150% of the resident rate.

FINANCIAL AID

Student Financial Aid Office
Somsen Hall, Room 108 (507-457-5090)

Application for financial assistance requires the completion of the Free Application for Federal Student Aid (FAFSA). To be considered for aid, a student must be enrolled or accepted as a graduate student in an eligible program for the purpose of obtaining a degree and must maintain good standing and meet satisfactory progress standards at the university. To qualify for student loans, graduate students must be enrolled on a half-time basis or more. Half-time enrollment requires a minimum of three graduate credits.

LOANS

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

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

Federal Unsubsidized Stafford Loan: Demonstrated financial need is not required for the Federal Unsubsidized Stafford Loan but a FAFSA must be filed before school certification can occur. The borrower is responsible

for interest that occurs while he/she is in school. The interest rate is variable capped at 8.25 percent. Graduate students may borrow up to the cost of attendance at WSU minus any subsidized Federal Stafford or other aid received. Borrowing is done through a commercial lender.

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

Short-Term Loans: These loans are available to students for emergency expenses. For applications and more information, students should contact the financial Aid Office.

EMPLOYMENT

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

Institutional employment is available to students on a limited basis through various departments on campus. Students seeking this employment should contact campus departments. Graduate assistantships for teaching, research and staff assignments may also be available. Contact the graduate departments for possible openings.

ACADEMIC POLICIES & UNIVERSITY REQUIREMENTS

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

GRADUATE PROGRAMS

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

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

Undergraduate Students in Graduate Courses

Undergraduate students who need twelve or fewer semester credits to complete baccalaureate degree requirements may request permission from the Director of Graduate Studies to take 500 level courses for graduate credit to complete a regular course load during the semester of graduation. Undergraduate students may not enroll in courses at the 600 level or 700 level. These 500 level course credits will not apply toward undergraduate degree requirements, but will apply to graduate program requirements if within time limit regulations. Exceptions may be granted for special departmental programs.

Graduate Special Students (Non-degree seeking)

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

A graduate special student who later wishes to enter a graduate degree program at Winona State must meet all requirements for admission to graduate study and complete an Application for Admission to Graduate Study and an application for the particular program in which they wish to major. A maximum of twelve (12) semester graduate credits earned as a graduate special student may be accepted into a degree program upon recommendation of the major department.

Graduate Assistantships

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

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

General Academic Regulations

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

Academic Dishonesty

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

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

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

Time Limitation

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

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

Course Credit

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

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

Credit Limitations and Overloads

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

Transfer of Graduate Credits

Two official copies of all transcripts must be sent to the Graduate Office, 114 Somsen, Winona State University, P.O. Box 5838, Winona, MN 55987. Ten (10) semester graduate credits of A, B, or Pass grades may be transferred if earned from regionally accredited graduate institutions and

recorded as a graduate course on the official transcript. Acceptance is contingent upon the approval of the student's advisor, chairperson/program director of the student's major department and the Director of Graduate Studies. If graduate credits are being transferred from other Minnesota State Universities (Bemidji, Mankato, Metropolitan, Moorhead, St. Cloud, and Southwest) and/or the University of Minnesota, WSU will accept up to 16 semester hours. However, no more than a maximum total of 16 transfer credits will be accepted without special approval of the Graduate Council.

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

Transfer credits must have been earned within the seven-year time limit for completion of the degree program and will be accepted only after they have been approved as part of the student's degree program on the Application for Candidacy/Program Form.

Supplement to Candidacy/Program Form for Transfer of Graduate Credits

After the Application for Candidacy/Program form has been completed, enrollment at another college or university with the expectation of credit transfer must be approved by the advisor, chairperson/program director of the student's major department, and the Director of Graduate Studies on a Supplement to Candidacy/Program form.

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

Grade Point Average (GPA)

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

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

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

Incompletes

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

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

Audited Courses

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

Pass/No Credit Courses

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

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

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

Independent Study

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

Arranged Classes

A student who desires to enroll in a course that is listed in the WSU Catalog, but not offered during a specified term, must complete an Arranged Class Application Form. The application must be approved by the instructor of the arranged course, advisor, chairperson/program director of the student's major department, college dean, and the Director of Graduate Studies. Arranged courses may only be pursued during those semesters when the course is not offered through the regular schedule. Application for arranged classes must be completed according to announced deadlines specified in the class schedules. Only two required core courses may be taken on an arranged basis following appropriate approvals, and a maximum of nine (9) credits (core and electives) may be counted toward the approved degree program. Any exceptions will be considered on an individual basis.

Internships/Practica/Clinicals

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

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

Drop/Add Policy

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

Course and University Withdrawal

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

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

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

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

Transcript Requests

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

Grade Appeal Policy

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

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

Step 2: Should Step 1 fail to resolve the dispute, the student may file a written grade appeal using a Grade Appeal Form available in the Registrar's Office or the Rochester Center. The written appeal will be forwarded to the Grade Appeal Committee chair within thirty (30) academic calendar days of the term specified in Step 1 with a copy of the

appeal sent to the Vice President for Academic affairs. A Hearing Committee that is a subcommittee of the Grade Appeals Committee will review the case presented by the student and the instructor. Both parties are entitled to assistance and advice from members of the academic community in presenting their case to the subcommittee. The Hearing Committee has the right to recommend to the course instructor that (1) the grade not be changed, (2) the student is entitled to a re-evaluation by the course instructor, or (3) the grade be changed. The finding of the subcommittee is final and will be conveyed to the instructor, student, Vice President for Academic Affairs, and Chair of the Grade Appeal Committee. Within seven (7) academic calendar days the course instructor will inform the student, Grade Appeal Committee Chair and Vice President for Academic Affairs of the action taken regarding the recommendation of the Hearing Committee. The course instructor is not obligated to abide by the recommendation of the Hearing Committee.

Graduation

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

ADMISSION POLICIES

Admission to Graduate Study

1. Follow application deadlines published in the catalog and class schedule to allow complete processing prior to registration.
2. Complete the Application for Admission to Graduate Study and send to Graduate Office, Winona State University, P.O. Box 5838, Winona, MN 55987, along with a \$20 non-refundable application fee made payable to Winona State University. The fee is waived for students who have previously been admitted to WSU as an undergraduate or graduate special student.
3. Request two official transcripts from each undergraduate and graduate college or university attended. All transcripts must be submitted directly by each institution to the Graduate Studies Office. Transcripts must show that the student has received a Bachelor's degree from an institution accredited by an appropriate national accrediting body, a regional accrediting agency, or by the reporting state agency of the state in which the college or university is located.
4. Coursework must begin within two (2) years after admission to a graduate degree program or the student must reapply, provide two copies of official transcripts, and pay the application fee.

Admission to Graduate Degree Program

1. After admission to Graduate Study, completed applications from students who have a minimum, cumulative GPA of 2.5 on a four (4) point scale from their baccalaureate degree-granting institution will be forwarded to the appropriate department for admission review and recommendation. Check the departmental sections of the catalog to determine additional criteria such as a higher GPA, test scores, references, etc.
2. Students with a cumulative grade point average lower than required by their graduate department from their baccalaureate degree granting institution may be granted provisional status from the Graduate Studies Office. Students admitted on a provisional basis are required to achieve at least a 3.00 GPA in their first 12 semester hours of 600 level course work before being permitted to apply for a graduate degree program. In addition, provisionally admitted students will be required to satisfy any course work deficiencies or additional admission criteria indicated by the department/program to which the student is applying. Upon completion of the 12 semester hours and/or other requirements, the student must formally apply for admission to a degree program by contacting the Office of Graduate Studies, 114 Somsen, 507-457-5038. A registration hold will indicate when students have reached this level.

3. Following receipt of the departmental recommendation, the Office of Graduate Studies will notify the student of the action taken on the application.
4. Students unable to satisfy the departmental or above stated requirements will be allowed to continue to enroll in graduate level course work as a Graduate Special Student, not in a degree program.

Test Requirements

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

Prerequisites

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

Graduate Level Appeals Process

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

International Students

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

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

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

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

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

Filing Candidacy/Program Form

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

The Application for Candidacy/Program Form must include a detailed proposed program of completed and needed coursework for degree completion, must indicate a thesis plan or other capstone writing experience, and must include any courses/credits accepted in transfer toward the degree program. (Two official copies of transcripts for transfer credit must be on file in the Graduate Office.) The Application for Candidacy/Program form must be approved the advisor, the chairperson/program director of the major department, and the Director of Graduate Studies. Any proposed changes to the approved candidacy/program must be requested in advance on the Supplement to the Application for Candidacy/Program Form and be approved by the advisor, the department chairperson/program director and the Director of Graduate Studies.

Research and Writing Requirements

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

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

M.S. and M.A. Degree Requirements

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

1. The student must meet all academic prerequisites and requirements.
2. The student must complete at least 30 semester hours (WSU and transfer credits) with a minimum grade point average of 3.0. No course will be counted if the grade is below C. These are minimum standards; departments may require higher standards and additional credits. At least fifty percent of the credits required for the master's degree must be in courses numbered at the 600 level or above.
3. All degree candidates must pass a final **comprehensive examination** to be prepared by the major department. A Notification of Intent to Take the Comprehensive Exam form must be received in the Office of Graduate Studies by midterm day of the semester preceding the semester the exam will be taken. Students must have completed all coursework or be enrolled in their last course(s) to be eligible for the comprehensive examination. Students who choose the thesis option may take the examination before enrolling in the thesis course.
4. Each candidate in a thesis option must pass a final oral examination by a committee of three graduate faculty members at least two weeks before graduation. The advisor will be the chairperson of this committee. Candidates for the Master of Science degree without thesis may also be required by their major department to pass a final oral examination.
5. If the student has elected a plan that requires a thesis, the thesis must be completed and approved by the advisor no later than two weeks prior to graduation. Unbound copies of the thesis must be made available to the oral examination committee. After this committee has approved the thesis, three bound copies must be submitted to the Office of Graduate Studies for distribution. A bindery sign-off form must be received by the Graduate Studies Office before a degree can be granted.
6. Each candidate must submit to the Office of Graduate Studies a statement signed by the advisor or by the chairperson/program director of the major department certifying that the student has completed all departmental requirements for the master's degree at least ten days prior to the last day of the semester.

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

Specialist Degree

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

COLLEGE OF BUSINESS

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

DEPARTMENTS

Administrative Information Systems

MISSION

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

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

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

Departments in the college will use quality indicators and assessment techniques to ensure educational excellence, conduct periodic program reviews as required by the Minnesota System of Colleges and Universities, and solicit input from our stakeholders, the students, alumni, and businesses. In addition, the faculty will exemplify professional standards that respect the dignity of the university community and the public.

ADMINISTRATIVE INFORMATION SYSTEMS

Business Education Training and Development

319 Somsen Hall, 457-5165

Chairperson: *J. Karjala*

Graduate Faculty: *J. Karjala*

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

The training and employee development field is a growing industry with exceptional employment opportunities. To help meet the increasing demand for training professionals, the AIS department has developed the Training and Development Certificate as a professional credential for persons seeking to change careers, upgrade skills or enter the human resources field.

CERTIFICATE PROGRAM IN TRAINING AND DEVELOPMENT (15 S. H.)

- 510 Administrative Communication (3)
- 540 Training and Employee Development (3)
- 541 Training Techniques and Media (3)
- 552 Managing Training and Development Programs (3)
- 570 Seminars in Business Education and Training (3)

COURSE DESCRIPTIONS

510/410 Administrative Communication - 3 S.H.

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

512/412 Team Building - 1-3 S.H.

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

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

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

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

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

552/452 Managing Training and Development Programs - 3 S.H.

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

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

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

COLLEGE OF EDUCATION

135 Gildemeister Hall, 457-5570
Carol Anderson, Dean

DEPARTMENTS

Counselor Education
Education
Educational Leadership
Physical Education and Recreation
Special Education

DEGREES OFFERED

Educational Specialist

Elementary School Leadership
Secondary School Leadership
General School Leadership

Master of Science

Counselor Education
Professional Development
Community Counseling
School Counseling
Education
Education (K-12)
Learning Disabilities Concentration
Developmental Disabilities Concentration

Educational Leadership

Elementary School Leadership
Secondary School Leadership
General School Leadership

Advanced Licensure Programs

FBD (Emotionally/Behaviorally Disturbed) offered cooperatively with the University of Minnesota
Learning Disabilities
Developmental Disabilities
Principal/Assistant Principal
Superintendent/Assistant Superintendent

MISSION

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

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

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

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

RESEARCH AND REGIONAL SERVICE

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

FIELD EXPERIENCES

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

COUNSELOR EDUCATION

132 Gildemeister Hall, (507) 457-5335 Fax: (507) 457-5882
EA 201 WSU-Rochester, (507) 285-7488 Fax: (507)-285-7170
Web Site: www.winona.edu/counseloreducation
Chairperson: *Nicholas Ruiz*
Graduate Faculty: *Borrer, Fawcett, T. Hatfield, Ruiz, Ward*

Gaylia Borrer, Professor; B.S., Davis & Elkins College, M.S., West Virginia University, Ph.D., University of Iowa; 1989 -
Mary Fawcett, Assistant Professor, B.A., University of North Carolina-Chapel Hill, M.A., Appalachian State University, Ph.D., University of South Carolina; 1999 -

Tim Hatfield, Professor; B.A., Harvard University, M.Ed., Harvard Graduate School of Education, Ph.D., University of Minnesota; 1980 -
Nicholas Ruiz, Professor; B.A., Ph.D., University of Minnesota; 1989 -

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

DEGREE OFFERED

Master of Science

MAJORS

Community Counseling
School Counseling
Professional Development

COUNSELOR EDUCATION DEPARTMENT MISSION

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

COUNSELOR EDUCATION DEPARTMENT GOALS AND OBJECTIVES

Department Goals and Objectives are articulated in the *Counselor Education Department Student Handbook*.

ACCREDITATION

The Counselor Education Department Community Counseling and School Counseling programs are fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Initial accreditation was granted in October 2001, with reaccreditation scheduled for December 2008.

The Professional Education Unit of Winona State is accredited by the National Council for Accreditation of Teacher Education (NCATE) including the advanced program in School Counseling. The Minnesota Board of Teaching has approved the licensure program in School Counseling.

ADMISSION REQUIREMENTS

The Counselor Education Department's admissions process (described in more detail in the *Counselor Education Department Student Handbook*) has been developed to ensure that only the top qualified applicants are selected for admission into the department. Persons seeking admission must meet the following criteria:

1. The applicant must have been admitted to Winona State University as a **Graduate Regular Student** before they will be considered for admission into the Counselor Education Department. See **Admission to Graduate Study in Academic Information Section** of the current *Winona State University Graduate Catalog*.
2. The applicant must complete all Counselor Education Department application materials and have them on file in the department by March 15 in order to be considered for admission at the beginning of the fall semester or by September 1 in order to be considered for admission at the beginning of the spring semester. It is the applicant's responsibility to ensure that the department has received all application materials and letters of recommendation prior to consideration for admission. Incomplete or late applications will not be considered for admission.
3. The applicant must have earned a 2.75 Grade Point Average (GPA) on a 4.0 grading scale during their baccalaureate program. If the applicant does not meet this admission prerequisite they must complete twelve (12) semester credits of graduate work as a **Graduate Special Student** (see below) and earn a letter grade of B or better in each completed course before they will be considered for admission into the Counselor Education Department.
4. The applicant must complete a formal screening process including a group and individual interview with the Counselor Education Department faculty and be selected as one of the top qualified candidates for admission into the department. Screening for admission into the Counselor Education Department will be offered twice a year. Screening for fall admission will be held on the second Friday in April, and screening for spring admission will be held on the last Friday in September. The applicant will be notified by mail as to the time and location of the screening. Within ten (10) working days of the scheduled screening date, the department chairperson will provide the applicant with written notification of the department faculty's admission decision.

NOTE: Persons interested in applying to the Counselor Education Department may contact the CE Department Administrative Assistant in Winona at (507) 457-5335 for the names, telephone numbers, and e-mail addresses of department faculty who assist students with the application and admission process.

GRADUATE SPECIAL STUDENTS

General information regarding **Graduate Special Student** status at Winona State University is found under the Academic Information section of the *Winona State University Graduate Catalog*. Persons who may be interested in applying to the Counselor Education Department but do not meet the requirements for admission as a **Graduate Regular Student** may be admitted to the university as a **Graduate Special Student**. **Graduate Special Students** may apply to the Counselor Education Department upon successful completion of twelve (12) semester credits of letter grade only graduate work with a grade of B or better in each completed course. **Graduate Special Students** may only register for enrollment in the following Counselor Education Department Courses or other related graduate level coursework outside of the department: CE 532 – Stress Management, CE 534 – Human Relations and Diversity, CE 610 – Child/Adolescent Development, CE 612 – Adult Development, CE 625 Career Development and Appraisal, and CE 633 – Ethical Practice and Social Change.

APPLICATION FOR ADMISSION TO CANDIDACY

The *Application for Admission to Candidacy* may be completed only after an individual has been admitted to the Counselor Education Department. The *Application for Admission to Candidacy* defines the specific program requirements that an individual must meet in order to complete their degree from the Counselor Education Department. During CE 601 – Foundations of Counseling – the student is required to complete their *Application for Admission to Candidacy* in consultation with their faculty advisor.

ADVISING

Once an applicant's file is complete (all required application materials are on file in the Office of Graduate Studies and in the Counselor Education Department) the Administrative Assistant in Winona will assign the student to an advisor from the Counselor Education Department faculty. The assigned faculty advisor will serve in an advisory capacity throughout the student's program of study unless the student requests in writing a change of advisor.

FINANCIAL ASSISTANCE

Financial assistance for graduate students enrolled in the Counselor Education Department is available through graduate assistantships, federal and state grants, scholarships, loans, and campus employment. Students may contact the **Winona State University Financial Aid Office** for specific financial assistance information. Students may contact their faculty advisor for scholarships specifically earmarked for Counselor Education students.

GRADUATION REQUIREMENTS

1. Students must complete all degree requirements for the major as stated on their *Application for Admission to Candidacy*.
2. Students must complete a one hundred fifty (150) clock hour practicum experience.
3. Students must complete a six hundred (600) clock hour internship experience.
4. Students must pass a final written comprehensive examination.
5. Students must complete a major capstone writing project in consultation with their advisor, to be presented as part of the requirements for CE 695 – Capstone Project.
6. Students may elect to complete a master's thesis, an extensive research project that must be approved by the candidate's advisor and an oral examination committee.

ENDORSEMENT STATEMENT

When considering students for practicum and/or internship, and program graduates for employment, licensure, and/or certification, the faculty of the Counselor Education Department will endorse candidates only for positions for which they qualify by education, training, and personal qualifications. Program and/or degree requirements as defined by the student's *Application for Admission to Candidacy* will serve as a guide to faculty when recommending students and graduates for specific positions in either a community counseling or school counseling setting. Both the Community Counseling and School Counseling programs offered by the Winona State University Counselor Education Department meet all curriculum and clinical instruction requirements as defined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

DESCRIPTION OF PROGRAMS

Community Counseling: This program prepares persons for careers as professional counselors in public and private community counseling settings (e.g., community mental health centers, social service agencies, correctional institutions, and rehabilitation settings). Successful completion of the program leads to eligibility for counselor licensure in many states. Note: The state of Minnesota does not currently offer a licensure option to community mental health counselors.

School Counseling: This program prepares effective school counselors for work in K-12 settings, and emphasizes the development of individual, group, consultation, advocacy, systemic, and leadership skills necessary to promote the development and academic success of all students in an increasingly pluralistic society. Successful completion of the program leads to recommendation for licensure as a school counselor in Minnesota, Wisconsin, and other states.

Professional Development (A Non-Counseling Degree): This program provides practicing professionals with a non-counseling degree emphasizing: 1) professional growth and development, 2) a better understanding of self and others, and 3) the promotion of more effective work relationships in the student's respective field. Upon completion of this major, some graduates apply for admission into the department's counseling programs.

PROGRAM REQUIREMENTS

COMMUNITY COUNSELING (48 S.H.)

REQUIRED COURSES (46 S.H.)

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

ELECTIVES (2 S.H.)

SCHOOL COUNSELING (48 S.H.)

REQUIRED COURSES (46 S.H.)

- 534 Human Relations & Diversity (3)
- 601 Foundations of Counseling (3)
- 610 Child / Adolescent Dev. (3)
- 615 Group Theory & Practice (3)
- 620 Tests, Meas., & Res. Design (3)
- 622 Family Systems Counseling (3)

- 625 Career Dev. & Appraisal (3)
- 633 Ethical Practice & Social Change (3)
- 635 Orientation to School Counseling (3)
- 645 School Counseling Practice (3)
- 658 Microskills (3)
- 660 Counseling Theory & Practice (3)
- 680 Counseling Practicum (3)
- 690 Internship (3 or 6)
- 695 Capstone Project (1)

ELECTIVES (2 S.H.)

NOTE: Minnesota and Wisconsin school counselor licensure requirements specify directed coursework beyond the forty-eight (48) semester credit hours required for the MS degree by the Counselor Education Department. See the Counselor Education Department Student Handbook for detailed information regarding school counselor licensure in Minnesota and Wisconsin.

PROFESSIONAL DEVELOPMENT (34 S.H.)

(A non-counseling degree)

REQUIRED COURSES (28 S.H.)

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

Plus at least one (1) of the following:

- An additional lifespan development course [610 or 612] (3)
- 532 Stress Management (3)
- 635 Orientation to School Counseling (3)
- 640 Orientation to Community Counseling (3)
- 622 Family Systems Counseling (3)

ELECTIVES (6 S.H.)

COURSE DESCRIPTIONS

532/432 Stress Management - 3 S.H.

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

534 Human Relations and Diversity - 3 S.H.

The purpose of this course is to: (1) promote student growth and development through the learning and practice of basic communication and helping skills; (2) study cultural diversity as it relates to human relations and communication; (3) examine gender and sexual orientation in terms of human relations and communication; and (4) address human relations and communication as they relate to special populations (persons with disabilities, older adults, economically disadvantaged individuals, children, etc.). Grade only.

536/436 Sexual Issues for Helping Professionals - 2 S.H.

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

591/491 Crisis Intervention Counseling - 3 S.H.

All therapists or helpers at one time or another will be called upon to deal with crisis. The purpose of this course is to provide students and helping professionals with a foundation for understanding crisis and with effective models for working with crisis. Both knowledge and skill training will be addressed. P/NC or letter grade.

592/492 Chemical Dependency: Assessment - .5-2 S.H.

This course looks at the assessment tools necessary 1) to identify the pre-chemically dependent person so that preventative steps may be taken, and 2) to detect the chemically dependent person at the earliest possible point so that intervention and treatment can occur when they are likely to be most effective. P/NC or letter grade.

593/493 Chemical Dependency: Special Populations - .5-2 S.H.

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

595/495 Workshop: Counseling Specialties - .5-4 S.H.

The topics of these workshops will vary. Announcements of the topics and any special enrollment issues will be made in advance of the workshop offering. P/NC or letter grade.

596/496 Chemical Dependency: Causes & Symptoms - 2 S.H.

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

597/497 Chemical Dependency Counseling - 2 S.H.

This course is designed for people who want to develop skills for counseling people with alcohol and drug-related concerns. Focus will be on learning the intervening processes to be used with the drug dependent person. Consideration will also be given to working with the affected family members. Grade only.

598/498 Death, Dying & Surviving - 2 S.H.

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

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

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

601 Foundations of Counseling - 3 S.H.

This course introduces students to the profession of counseling. Through scholarly research and writing, students will examine the role and

function of counselors in a variety of settings. Current trends and issues in counseling also will be addressed. Throughout the course, major emphasis will be placed on the learning and practice of basic helping skills in a supervised setting. As a course requirement, all students also will participate as practice clients with advanced practicum students from the department. Prerequisite: Admission to the Counselor Education Department. Grade only.

610 Child/Adolescent Development - 3 S.H.

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

612 Adult Development - 3 S.H.

The purpose of this course is to promote students' thinking and learning about adults' ongoing growth, adaptation, and change throughout the lifespan. Major theories, issues, eras, and trends in adult development will be addressed. Grade only.

615 Group Theory and Practice - 3 S.H.

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

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

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

622 Family Systems Counseling - 3 S.H.

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

625 Career Development & Appraisal - 3 S.H.

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

630 Counseling Children & Adolescents - 1 S.H.

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

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

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

635 Orientation to School Counseling - 3 S.H.

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

640 Orientation to Community Counseling - 3 S.H.

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

645 School Counseling Practice - 3 S.H.

This course addresses important conceptual and practical issues of effective school counseling practice, with an emphasis on the critical

importance of proactive, primary prevention applications that positively impact student development. Developmental guidance curriculum, consultation, advocacy, and resiliency concepts will be presented. Grade only.

650 Diagnosis and Treatment Planning - 3 S.H.

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

658 Microskills - 3 S.H.

This is a practice course, which provides a systematic skills approach to developing basic counseling skills. Students will have the opportunity to practice microskills (e.g., rapport building, attending, paraphrasing, etc.) on a weekly basis. Prerequisite: Students must be admitted to the Counselor Education Department and have successfully completed (earned a letter grade of B or better) in CE 601. P/NC only

660 Counseling Theory and Practice - 3 S.H.

This course exposes students to theories of personality development and change, theories of counseling, and counseling techniques. Students practice application of counseling theories in a laboratory setting with simulated situations. Students are encouraged to identify and develop a tentative theory of personality as it relates to an effective counseling approach. A strong emphasis is placed on the ethical standards of the counseling profession and on multicultural issues. Prerequisite: CE 658 and successful completion (GPA of 3.0 or better) of thirty (30) semester credits of coursework in the Counselor Education Department. Grade only.

680 Counseling Practicum - 3 S.H.

This course provides an opportunity for the student counselor to begin to develop and refine their individual and group counseling skills within the functional milieu of a community or school setting. All practicum activities are closely supervised by university and field-based supervisors. Prior to entry into the course, all students must provide to the instructor verification of having current professional liability insurance. Prerequisite: All coursework up to and including CE 660. Note: Students must earn a letter grade of B or better in CE 660 in order to be admitted to CE 680. Grade only.

690 Internship - 3 or 6 S.H.

This course provides a practical, field-based experience in a school or community setting. This experience may be arranged with supervision coordinated through the CE Internship Coordinator and an on-site supervisor. A total of six (6) credits of internship work must be completed. Prerequisite: CE 680 with a letter grade of B or better. Grade only.

695 Capstone Project - 1 S.H.

This course provides Counselor Education students with the opportunity to integrate a professional portfolio of representative student accomplishments, including a major capstone paper. It serves as a transition from the role of student to that of professional. Note: May be taken concurrently with CE 680 or CE 690. Grade only.

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

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

EDUCATION

152 Gildemeister Hall, 457-5360 Fax: (507)457-5354

Chairperson: *Jean Leicester*

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

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

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

Nancy Eckerson, Assistant Professor, Education; B.S., Mankato State University; M.S. Mankato State University; Ph.D., Iowa State University; 2000-

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

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

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

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

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

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

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

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

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

Penny Warner, Assistant Professor, Education; B.S., University of Wisconsin-Eau Claire; M.S., University of Wisconsin-Stout; Ph.D., University of Minnesota-Twin Cities; 2000-

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

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

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

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

1. Candidates with a composite undergraduate G.P.A. of 2.75 or better will be admitted without being required to take the Graduate Record Exam. Students applying for the Graduate Induction Program must meet the minimum 2.75 G.P.A. requirement.
2. If the composite G.P.A. is less than 2.75, the candidate must earn a combined GRE score of 1350 or better (verbal, quantitative, and analytical) in order to be admitted.
3. If a candidate does not meet criteria of either 1 or 2 above, and intends to apply to a graduate program in the education department, the candidate may enroll as a special graduate student. After completion of 6-9 semester credits, the student must re-apply for admission through submission of a professional portfolio. See graduate advisor for portfolio guidelines. Re-applications for admission will be reviewed by the graduate committee of the education department.

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

DEGREE PROGRAM WITH THESIS OR RESEARCH OPTION

1. Admittance:

- File application for admission to graduate study in the Office of Graduate Studies at least one month prior to registration. The application must be supported by mail receipt of two official copies of all transcripts from other institutions attended. After the application for admission to graduate study has been approved, the student is eligible to enroll in course work. See calendar and schedule. Registration packets for GRE, if needed, are available in the Office of Graduate Studies.
- File application for admission to Education Department Master's program. An advisor will be appointed by the department in accordance with departmental policy. The advisor will review all transcripts and determine whether any deficiencies exist.
- File Application for Candidacy/Program Form for the Master's degree after the completion of six credits and before completion of eighteen credits. Forms are available in the Office of Graduate Studies. Deficiencies, if any, must be removed before the student is eligible for candidacy for the Master's degree program.

2. **Course Work:** Complete all course work required for the degree (32 credits minimum). All course work must be approved by the advisor and the Director of Graduate Studies.

3. **Graduate Writing Thesis Option:** Complete a research-based thesis approved by the advisor, which demonstrates ability to use scientific methods and procedures. The thesis constitutes 4 credits of graduate work. (Two credits are counted in lieu of ED 518 and two are counted as program electives.) An oral examination of the thesis is required.

4. **Comprehensive Examination:** Write a final examination compiled by the advisor based upon the candidate's core course work.

5. **Academic Average:** Maintain a 3.0 average. A course will not be counted for graduate credit if the earned grade is below C.

6. Timeline to be followed:

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

MASTER OF SCIENCE EDUCATION (32 S.H.)

REQUIRED COURSES (14-16 S.H.)

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

ELECTIVES (16- 18 S.H.)

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

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

MASTER OF SCIENCE GRADUATE INDUCTION PROGRAM

(In collaboration with ISD 535)

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

REQUIRED COURSES (32 S.H.)

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

MASTER OF SCIENCE LEARNING COMMUNITY PROGRAM (32 S.H.)

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

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

REQUIRED COURSES (14- 16 S.H.)

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

PRESCRIBED COURSES (9–11 S.H.)

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

Additional Electives (5–9 S.H.)

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

**EDUCATIONAL TECHNOLOGY CERTIFICATE(2003)
(12 S. H.)**

This certificate program is designed for students interested in developing technology skills necessary to use technology in their classroom teaching in meaningful ways. Students will study the relationship between technology and classroom practice including technology's impact on society, technology's role in classroom instruction, and models of classroom integration. The program is based on the National Educational Technology Standards for Teachers (NETS-T) developed by the International Society for Technology in Education and assists students in developing a variety of technological skills that reflect the six NETS-T standards: 1) technology operations and concepts; 2) planning and designing learning environments and experiences; 3) teaching, learning and the curriculum; 4) assessment and evaluation; 5) productivity and professional practice; and 6) social, ethical, legal, and human issues. The collection of courses in the certificate program focuses on introductory issues in educational technology and practical use of multimedia software and the Internet.

The courses in the educational technology certificate program are taught as an integrated seminar. Because course projects will overlap course boundaries, students are expected to register for all five courses concurrently. The program is open to graduate students and teacher education seniors eligible within university guidelines, and is designed to be offered in the summer only.

- 501 Current Issues in Educational Technology (3)
- 502 Productivity Tools in Education (2)
- 503 The Internet in Education (3)
- 504 Digital Media (2)
- 505 Critical Thinking, Problem Solving, and Technology (2)

COURSE DESCRIPTIONS**501 Current Issues in Educational Technology - 3 S.H.**

This course is designed to introduce students to current issues in education technology including the digital divide, gender equity in technology, faculty/staff development, and other issues surrounding the integration of technology into teaching. Grade only.

502 Productivity Tools in Education - 2 S.H.

This course is a survey of computer software programs that transcend academic disciplines. Word processing, spreadsheets, databases, multimedia authoring tools (e.g., Hyperstudio and PowerPoint), and graphics programs and their use in educational settings. Grade only.

503 The Internet in Education - 3 S.H.

This course included a brief history of the Internet and its educational uses. Practical content includes: Internet searches (including using various search engines and databases such as iNet Library, Marco Polo, and others), Internet technologies (including CU Sec Me, and other conferencing programs) and web authoring (including basic design issues incorporating elements found on other sites and ftp). Each of these areas will be explored in relation to their contribution to classroom instruction and learning. Grade only.

504 Digital Media - 2 S.H.

This course will focus on capturing and editing digital photographs, video, and sound. Students will create digital media and include them in multimedia (web-based or CD projects). Grade only.

505 Critical Thinking, Problem Solving, and Technology - 2 S.H.

This course is designed to introduce students to various digital media and their instructional uses. Students will create digital movies, edit audio, and create and edit computer-generated graphics. Grade only.

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

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

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

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

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

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

516/416 Early Childhood Education - 4 S.H.

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

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

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

529/429 Secondary Reading & Teaching Strategies - 4 S.H.

Emphasis is on reading comprehension, strategies, study skills in content areas, lesson planning, lesson presentation skills, media techniques appropriate to the instructional process. Prerequisite: ED301, 302. Offered each semester. Grade only.

533/433 Materials and Methods in Environmental Education - 2 S.H.

Curriculum materials relating to the broad topic of human impact upon the environment; group work, field trips, consultants, and lectures. Prerequisites: ED 301 and 302 for undergraduate or graduate status. Offered yearly. Grade only.

534/434 Remedial Mathematics Methods - 3 S.H.

Diagnostic and remediation techniques to facilitate acquisition of basic mathematics skills. Prerequisite: ED334 or consent of instructor. Offered yearly. Grade only.

542/442 The Adult Learner - 3 S.H.

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

549/449 Middle School Philosophy, Organization and Interdisciplinary Planning - 3 S.H.

The major focus of this course will be the middle school concept including its philosophy, organization and methods of interdisciplinary planning. Prerequisites: ED 301, 302, 306. Offered yearly. Grade only.

550/450 Comparative Education - 3 S.H.

A study of the purposes, organization, offerings, and achievements of education in selected foreign countries. Grade only.

559/459 The Professional Educator - 3 S.H.

Designed to familiarize teacher education majors with school organizational patterns, legal responsibilities, philosophies of education, professional organizations, and related topics prior to student teaching. Offered each semester. Prerequisites: ED 300, 301 and 302. Junior or senior status.

561 Advanced Practicum in Kindergarten - 5 S.H.

Responsibilities for planning and conducting kindergarten activities under supervision. Offered each semester. P/NC only.

567 Advanced Practicum in Preschool - 3 S.H.

Supervised teaching in a preschool program. Students enroll in the three-credit preschool experience. Offered each semester. P/NC only.

570 Advanced Practicum in Middle School - 3-6 S.H.

A supervised practicum in middle level education at a middle school site. P/NC only.

583/483 Multicultural Children, Youth and Families - 2 S.H.

In keeping with the Minnesota mandate for schools to develop and implement multicultural and gender-fair curricula, this course is designed to help present and future teachers acquire the knowledge, concepts, strategies, and resources needed to integrate content about ethnic groups into mainstream curricula. Offered yearly. Grade only.

590/490 Individual Problem in Education - 1-3 S.H.

Opportunity for the qualified advanced undergraduate and graduate student to work independently. Topics may include research, development of special projects, selected readings, etc. Time arranged. Prerequisites: Consent of major advisor, completion of the Common Professional Sequence, and for elementary majors, completion of the professional education sequence. May be repeated to a total of 4 credits. Offered each semester. P/NC only for undergraduates.

598/498 Workshops and Seminar - 1-3 S.H.

The subject matter to be developed by the department and instructor prior to the workshop or seminar. 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.

599/499 Workshops and Seminar - 1-3 S.H.

The subject matter to be developed by the department and instructor prior to the workshop or seminar. The student may repeat the course without limitation on the number of credits as long as the subject matter is different. Offered on demand. Grade only.

600 Improvement of Instruction and Curriculum Planning - 3 S.H.

An examination of current models of instructional strategies and curriculum development. Literature and training materials are reviewed and analyzed. Offered yearly. Grade only.

612 Current Trends in Language Arts - 3 S.H.

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

613 Current Issues in Social Studies - 3 S.H.

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

614 Current Issues in Science Education - 3 S.H.

Current issues, the curriculum content, and materials of instruction generated by contemporary research for K-12 settings will be discussed. Offered yearly. Grade only.

615 Current Issues in Mathematics Education - 3 S.H.

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

618 Field Experience in Classroom Procedures - 2-4 S.H.

A culminating experience designed to encourage a student to apply principles and procedures learned during his/her graduate program. Students should take the course during the latter part of their program. Offered each semester. Grade only.

623 Foundations of Education - 3 S.H.

In order to critically examine current practice, this course presents students with an historical perspective of the philosophical concepts which have influenced American education in the last century. Offered yearly. Grade only.

640 Current Educational Issues - 3 S.H.

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

650 Teacher Induction and Curriculum Orientation - 3 S.H.

Students involved as fellows in the induction program will progress through a designed series of in-service activities to prepare for their role as teachers. Includes curriculum training in specified areas. Offered yearly. Grade only.

651 Induction Practicum - 4-8 S.H.

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

671 Supervision/Coaching of Instruction - 2 S.H.

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

675 Action Research: Assessment of Classroom Learning - 3 S.H.

Methodologies for classroom action research to evaluate teaching and learning are developed for use by teachers. Incorporates a variety of assessment strategies which can be utilized to measure and record student achievement. Offered yearly. Grade only.

690 Developing Cultures for Learning - 3 S.H.

The course is designed to help educators to collaborate effectively in the design and implementation of effective learning communities in their classrooms, schools, and school districts. Offered only through the Learning Community Master's Program. Grade only.

691 Constructivist Learning Theory - 3 S.H.

This course is designed to increase students' understanding of constructivist learning theory and increase their ability to apply principles of constructivist theory in their instructional planning and classroom teaching. Offered only through Learning Community Master's Program. Grade only.

692 Creating Inclusive Classroom Environments - 2 S.H.

This course prepares teachers to become more responsive to the multi-faceted dimensions of their students and enable groups to embrace diversity. The focus will be on developing a way to treat students equitably by recognizing each one's uniqueness and by structuring teaching methods accordingly. Offered only through Learning Community Masters Program. Grade only.

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

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

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

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

699 Master's Thesis - 4 S.H.

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

EDUCATIONAL LEADERSHIP

132 Gildemeister Hall, (507) 457-5345, Fax: (507) 457-5882

www.winona.edu/educationalleadership

Chairperson: *Lee Gray*

Graduate Faculty: *Gray* (lgray@winona.edu), *Nelson* (wnelson@winona.edu), *Wiseman* (mwiseman@winona.edu),

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

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

Mary Jane Wiseman, Associate Professor, Educational Leadership; B.A. George Washington University; M.A.; Longwood College; Ph.D. Virginia

Polytechnical Inst. & State University; 1992 -

DEGREES OFFERED:**Master of Science in Educational Leadership (M.S.)****Emphasis:**

- Elementary School Leadership
- Secondary School Leadership
- General School Leadership (non-licensure program)

Educational Specialist in Educational Leadership (Ed.S.)**Concentrations:**

- Elementary School Leadership (principalship)
- Secondary School Leadership (principalship)
- General School Leadership (superintendency)

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

The Educational Specialist degree (or equivalent) program provides a course of study that contributes to initial licensure in Minnesota as a principal, assistant principal, or superintendent. For Minnesota licensure, the following requirements must be met. The student ordinarily should:

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

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

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

ADMISSION TO DEPARTMENT OF EDUCATIONAL LEADERSHIP

Applicants wishing to be accepted as graduate students in the Department of Educational Leadership must first make application through the Office of Graduate Studies. The Department of Educational Leadership Graduate Admissions Committee is responsible for making the final decision on admittance to the program. The committee may require a personal interview and/or a qualifying examination. All application forms can be downloaded from either of the following websites: <http://www.winona.edu/educationalleadership> or <http://www.winona.edu/graduatestudy>. Prospective graduate students must meet the following requirements to be considered for admission to graduate study in Educational Leadership.

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

**MASTER OF SCIENCE DEGREE (M.S.)
EDUCATIONAL LEADERSHIP 33 S.H.**

The Master of Science degree in Educational Leadership satisfies entry-level administrative certification in most states. Under Minnesota requirements, a Specialist degree or equivalent is required for full administrative licensure. The Master of Science degree is also designed for individuals who wish to develop competency in non-licensure roles such as department chair, curriculum committee chair, lead teacher, special project leader, administrative assistant, or administrator in other educational settings. A candidate must earn a minimum of thirty-three (33) graduate semester credits approved by his/her advisor.

MAJOR FIELD COURSES (15 S.H.)

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

Specialization (Required – Choose one area)**General (does not lead to licensure)**

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

Elementary School Emphasis

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

Secondary School Emphasis

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

FIELD EXPERIENCE**(M.S. level only)**

- 780 Practicum/Internship in Educational Administration – (3)

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

ELECTIVE COURSES (VARIABLE CREDITS)

Taken as necessary to satisfy particular competency requirements for licensure in various states, meet the needs and interests of students, and meet minimum credit requirements for the degree.

WRITING REQUIREMENTS WITHOUT THESIS:

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

Writing Requirements with Thesis:

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

Examinations:

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

EDUCATIONAL SPECIALIST DEGREE (ED.S.) EDUCATIONAL LEADERSHIP MINIMUM OF 30 S.H. BEYOND THE M.S.

The Educational Specialist degree in Educational Leadership is designed for individuals who wish to achieve proficiency beyond the Master's degree level in elementary, secondary, or general administration. Completion of the degree contributes to meeting entry requirements for full licensure as an administrator in Minnesota and most other states. This program is also for individuals who wish to pursue a degree higher than the Master's degree for greater competency in non-licensure roles such as department chair, curriculum committee chair, lead teacher, special project leader, administrative assistant, or positions related to policy studies and research in public agencies. Candidates must earn a minimum of 63 graduate semester credits beyond the Bachelor's degree. If individuals hold a Master's degree, a minimum of 30 semester credits must be completed beyond the M.S. to receive the Educational Specialist degree. A minimum G.P.A. of 3.0 is required to receive the degree. Only grades earned at Winona State University will be counted in determining the grade point average.

Major Field Courses (23 S.H.)

- 601 Foundations of Educational Leadership (3)
- 604 Curriculum Development (3)
- 610 School Law (3)
- 635 Public Relations and Politics (3)
- 781 Practicum/Internship (6) (Prerequisite: EL 601 and EL 604, or permission)
- 789 Writing Seminar: Educational Specialist Degree Field Study (3)
- 799 Field Study (advising credits) (2)

Specialization (required – choose one area) K-12 Principal

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

General (Superintendency)

- 620 The Principalship (Secondary emphasis) (3) OR
- 621 The Principalship (Elementary emphasis) (3)
- 626 Educational Assessment (3)
- 627 School Business Management (3)
- 628 Human Resources and Collective Bargaining (3)
- 708 Seminar: Problems, and Trends (3)
- 756 Administration Decision Making - The Superintendent (3)
- 758 Educational Finance (3)

ELECTIVE COURSES (VARIABLE)

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

The writing seminar (EL 789) prepares the student for the task of writing the field study. The class is designed to guide the student in writing the research proposal and early chapters of the study. Completing the field study is an independent research project after completing the class. Candidates will submit three copies of an approved field study to the Office of Graduate Studies. A guide for the completion of the field study is available from the department office.

PREREQUISITE FOR THE FIELD EXPERIENCE

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

EXAMINATIONS

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

COURSE DESCRIPTIONS

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

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

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

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

601 Foundations of Educational Leadership - 3 S.H.

A comprehensive overview of the field of educational administration using a problem-based approach. Students are introduced to the organization, governance, and politics of American K-14 education with attention to administrative preparation and certification and to sources of information on educational leadership. Grade only.

604 Curriculum Planning and Development - 3 S.H.

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

610 School Law - 3 S.H.

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

620 The Principalship (Secondary Emphasis) - 3 S.H.

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

621 The Principalship (Elementary Emphasis) - 3 S.H.

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

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

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

626 Educational Assessment - 3 S.H.

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

627 School Business Management - 3 S.H.

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

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

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

635 Public Relations & Politics - 3 S.H.

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

640 Ethics for School Leaders - 3 S.H.

An approach to ethical issues in school administration in a multicultural educational environment with special emphasis on ethical decision making through case studies, the creation of personal and professional ethical codes, and the study of human relations practices in schools from a leadership perspective and as a reflection of current ideas, world views, ideologies, and belief systems. Grade only.

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

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

670 Research and Writing - 3 S.H.

Form, style, and appropriate research procedures in education. Master's degree only. Grade only.

675 Technology in Educational Leadership - 3 S.H.

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

690 Individual Research - 1-4 S.H.

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

699 Master's Thesis - 6 S.H.

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

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

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

705 School-Community Partnerships - 3 S.H.

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

708 Seminar: Problems and Trends - 3 S.H.

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

752 Planning of School Facilities - 3 S.H.

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

756 Administrative Decision-Making - 3 S.H.

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

758 Educational Finance-3 S.H.

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

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

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

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

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

789 Writing Seminar: Specialist Degree Field Study - Specialist Degree Only - 3 S.H.

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

799 Specialist Degree Thesis/Field Study - (Advising Credits) 2 S.H.

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

PHYSICAL EDUCATION AND RECREATION

122 Memorial Hall, (507)457-5200; Fax: (507)457-5606

Chairperson: *Lorene Olson*

Graduate Faculty: *Callahan, Juaire, Olson, Reidy, Riley*

Doug Callahan, Assistant Professor Physical Education and Recreation; B.S., M.A., University of Denver; Ph.D., University of Kansas; 2000-
Stephen Juaire, Professor, Physical Education and Recreation; B.S., M.S., Winona State University; Ph.D., Florida State University; 1975 -
Lorene Olson, Professor, Physical Education and Recreation; B.S., M.S., University of Wisconsin-La Crosse; Ph.D., University of New Mexico; 1989 -
James Reidy, Assistant Professor, Physical Education and Recreation; B.S., M.S., Ed.D., Oklahoma State University; 2000-
Roger Riley, Associate Professor, Physical Education and Recreation; B.S., M.S., University of Wisconsin-LaCrosse; Ph.D., Texas A&M University; 2000-

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

COURSE DESCRIPTIONS

510/410 Coaching Clinic - 2 S.H.

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

514/414 Recreational Leadership - 3 S.H.

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

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

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

534/434 Developmental/Adapted Physical Education Practicum - 4 S.H.
The application of skills, knowledge and concepts necessary for planning, organizing and conducting developmental/adapted physical education programs through supervised field experience. Grade only. Offered on demand. Grade only.

535/435 Assessment in Adapted Physical Education - 3 S.H.
Instruction in the assessment, prescription and use of instructional methods, materials and equipment relevant to specific handicapping conditions in the adaptive physical education setting. Offered on demand. Grade only.

536/436 Programming/Special Populations in Developmental/Adapted Physical Ed. - 3 S.H.
Fundamental concepts and skills essential to programming and adaptation of methods, materials, physical activities and facilities to meet the needs of physically, mentally and emotionally challenge individuals. Offered on demand. Grade only.

601 Research Methods - 3 S.H.
Methods and techniques of research potential and completed problems analyzed with view to selection of topics. Offered on demand. Grade only.

610 Curriculum Construction in Physical Education - 3 S.H.
A study of the construction and conduct of curriculum in physical education. A study of past experiences and results with due consideration for needs of the present and trends for the future. Offered on demand. Grade only.

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

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

620 Psychology of Coaching - 3 S.H.
Study of the emotional, attitudinal and personality problems of athletes, interpersonal behavior and motivational psychology. Offered on demand. Grade only.

624 Historical Implications for Current Trends and Issues in Physical Education - 3 S.H.
Relationship, from ancient to modern times, between physical education and factors in society with emphasis on influences on today's physical education trends and issues. Offered on demand. Grade only.

626 Planning of Facilities in Physical Education - 3 S.H.
Principles and standards for physical education and recreation equipment and facility planning, construction, use and maintenance. Offered on demand. Grade only.

628 Adapted Physical Education - 3 S.H.
Analysis of physical education for the handicapped student with practical application in a laboratory situation and the legal implications. Offered on demand. Grade only.

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

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

633 Administrative Problems in Physical Education and Recreation - 3 S.H.
A study of administrative problems in physical education and recreation that confront the teacher and leader. Offered on demand. Grade only.

640 Test Construction in Physical Education - 3 S.H.
Principles of construction, selection, and interpretation of physical education tests. Offered on demand. Grade only.

641 Current Literature and Research in Physical Education and Recreation - 3 S.H.
A survey of professional literature and research in the fields of recreation or physical education. Offered on demand. Grade only.

650 Physical Education in Higher Education - 3 S.H.
An examination of the role of physical education in higher education, with special emphasis on problems in university teaching. Offered on demand. Grade only.

653 Physical Education in the Elementary School - 3 S.H.
Examination of the role of physical education in the elementary school and an evaluation of trends in elementary physical education programs. Offered on demand. Grade only.

SPECIAL EDUCATION

Gildemeister Hall 221, (507)457-5535, Fax (507)457-2483
Chairperson: *Frank Rocco*
Graduate Faculty: *Boseker, Long, Palmer, Rocco*

Barbara Boseker, Professor, Special Education; B.S., University of Wisconsin-Milwaukee; M.A., Ph.D., University of Wisconsin-Madison; 1995-
Carol A. Long, Associate Professor, Special Education; B.S., M.A., Ph.D., University of Missouri-Columbia; 1993-
Lyelle Palmer, Professor, Special Education; B.M., M.M., Southern Methodist University; Ph.D., University of North Texas; 1977 -
Frank Rocco, Professor, Special Education; B.S., Clarion College; M.Ed., Boston College; Ph.D., Michigan State University; 1972-

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

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

PROGRAMS AVAILABLE:

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

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

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

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

ADMISSION

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

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

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

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

Phone: (507) 457-5535
Email: jpickart@winona.edu

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

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

MASTER'S DEGREE PROGRAMS

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

ADMISSION FILE REQUIREMENTS – MASTER'S DEGREE (LD OR DD)

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

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

LICENSURE ADMISSION

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

ADMISSION FILE REQUIREMENTS–LICENSURE PROGRAMS

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

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

REGISTRATION FOR FIELD EXPERIENCES:

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

MASTER OF SCIENCE IN EDUCATION LEARNING DISABILITIES CONCENTRATION (44 S.H.)

PREREQUISITE COURSES:

Reading Methods course equivalent

Math Methods course equivalent

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

505 Student Management Systems (3)* or equivalent

CORE COURSES (IN LICENSURE SEQUENCE):

510 Introduction to Assessment/Methods (3)

520 Administrative Procedures (3)*

530 Characteristics of Students with Disabilities (3)

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

631 Field Experience (3)

655 Internship LD (15)

ADDITIONAL COURSE WORK:

ED 623 Foundations of Education (3) (From Education Department)

660 Collaborative Consultation (2)

661 Research Design (2)

662 Research Seminar (2)

600 Level Elective (2)

RESEARCH REQUIREMENT:

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

698 Professional Paper (2)

*Enrollment permitted prior to admission to program

MASTER OF SCIENCE IN EDUCATION DEVELOPMENTAL DISABILITIES CONCENTRATION 56 S.H.

PREREQUISITE COURSES:

Reading Methods course equivalent

Math Methods course equivalent

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

505 Student Management Systems (3)* or equivalent

CORE COURSES (IN LICENSURE SEQUENCE):

507 Management Techniques for Severe Developmental Disabilities (3)

508 Functional Skills Development (3)

509 Medical Aspects (3)

510 Introduction to Assessment/Methods (3)

520 Administrative Procedures (3)*

530 Characteristics of Students with Disabilities (3)

531 Language/Sensory Stimulation (3)

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

631 Field Experience (3)

655 Internship DD (15)

ADDITIONAL COURSE WORK:

ED 623 Foundations of Education (3) (From Education Department)

660 Collaborative Consultation (2)

661 Research Design (2)

662 Research Seminar (2)

600 Level Elective (2)

RESEARCH REQUIREMENT:

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

698 Professional Paper (2)

*Enrollment permitted prior to admission to program.

LEARNING DISABILITIES (LD) LICENSURE PROGRAM ONLY 36 S.H.

500 Exceptional Children and Youth (3)*

505 Student Management Systems (3)*

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

520 Administrative Procedures (3)*

530 Characteristics of Students with Disabilities (3)

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

631 Field Experience (3)

655 Internship LD (15)

* Enrollment permitted prior to admission to program

DEVELOPMENTAL DISABILITIES (DD) LICENSURE PROGRAM ONLY 48 S.H.

500 Exceptional Children and Youth (3)*

505 Student Management Systems (3)*

507 Management Techniques for Severe DD (3)

508 Functional Skills Development (3)

509 Medical Aspects (3)

510 Introduction to Assessment/Methods (3)

520 Administrative Procedures (3)*

530 Characteristics of Students with Disabilities (3)

531 Language/Sensory Stimulation (3)

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

631 Field Experience (3)

655 Internship DD (15)

* Enrollment permitted prior to admission to program

Emotionally/Behaviorally Disordered (EBD) Licensure Only (in cooperation with the University of Minnesota)

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

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

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

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

Dr. Rocco is the EBD WSU/U of MN campus advisor.

GRADUATE RESEARCH AND WRITING REQUIREMENT

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

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

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

GRADUATE WRITTEN EXAMINATION REQUIREMENT

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

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

COURSE DESCRIPTIONS

500/400 Exceptional Children and Youth - 3 S.H.

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

505/405 Student Management Systems - 3 S.H.

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

507/407 Management Techniques for Severe Developmental Disabilities - 3 S.H.

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

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

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

509/409 Medical Aspects of Developmental Disabilities - 3 S.H.

Emphasis is placed upon acquiring knowledge in the medical aspects of severe disability, which assist the teacher in communicating with the medical profession and other caregivers in a multidisciplinary setting. The learning of first-response techniques that increase the safety of all students/clients is also emphasized. Offered summer only. Prerequisites: SPED 500, 505, 520. Grade only.

510/410 Introduction to Assessment Methods - 3 S.H.

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

Prerequisites: SPED 500, 505, EDUC 305 or equivalent, EDUC 312 or equivalent; methods courses in math and reading recommended. Concurrent enrollment in SPED 631. Grade only.

514/414 Multisensory/Comprehensive Language Arts Instruction I - 5 S.H.

The first of a two-course sequence (SPED 514/515) in literacy methods. This first session examines the integration of reading, writing, listening, and speaking competencies in a unified literacy curriculum for learners from kindergarten through grade 12. Instructional emphasis is placed upon learning the sound/symbols associations for all levels of written language including the multisensory essential teaching techniques in literacy instruction based on the original work of Orton and Gillingham. Instruction encompasses linguistic rules and the structure of English from elementary to the highest levels of vocabulary, and matching appropriate instructional strategies with the present knowledge of learners and their language learning capabilities. A required supervised practicum is integral to the course. WSU students enrolled in this course must demonstrate mastery of the skills learned by teaching students with reading difficulties under supervised conditions. This two-course sequence meets the Minnesota Board of Teaching reading competency requirements (including licensure renewal 2004). Grade only.

515/415 Multisensory/Comprehensive Language Arts Instruction II - 5 S.H.

The second of a two-course sequence (SPED 514/515) in literacy methods extends the examination of reading, writing, listening, speaking, and viewing competencies into all areas of language arts. The focus will be on applying multisensory teaching techniques based on the original work of Orton and Gillingham to all the areas needed for literacy competencies: word decoding and encoding, comprehension skills, written expression skills, vocabulary development, and knowledgeable use of grammar. This will also include assessment of an individual's specific instructional needs and ways to adapt instruction of essential concepts to fit those needs at all levels of literacy required by learners from kindergarten through high school. A required supervised practicum is integral to the course. WSU students enrolled in this course must demonstrate mastery of the skills learned by teaching students with reading difficulties under supervised conditions. This two-course sequence meets the Minnesota Board of Teaching reading competency requirements (including licensure renewal 2004). Grade only.

520/420 Special Education Administrative Procedures - 3 S.H.

An overview of special education delivery models including finances, legislation, philosophic considerations, least restrictive approaches, parent involvement and due process safeguards. Local, state and federal rules and regulations are studied as are federal legislation including IDEA, ADA, and Section 504. Offered twice yearly and summer. Prerequisite or co-requisite: SPED 500. Grade only.

525/425 Inclusion in Regular Classrooms - 3 S.H.

Procedures for modification of the regular classroom curriculum and instruction to meet the individual needs of students with disabilities. Special attention to professional collaboration with regular educators. Offered yearly. Prerequisites: SPED 500, 505, 510, 520, 631. Required of students who do not have a teaching background. Other requirements apply. Grade only.

530/430 Characteristics of Students with Disabilities - 3 S.H.

This course is designed to provide the student with an understanding of the characteristics of students who are developmentally disabled, learning disabled, or emotionally/behaviorally disordered. Implications for planning instruction and issues related to field of Special Education are identified. Offered twice yearly. Prerequisites: SPED 500, 505, 520. Grade only.

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

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

540/440 Assessment/Methods for Students with Developmental Disabilities - 3 S.H.

Knowledge and skills for professional entry-level assessment and program development/adaptation for students with developmental disabilities including transition and paraprofessional supervision. Offered yearly. Prerequisites: SPED 631; concurrent enrollment in SPED 655 (Internship DD). Grade only.

545/445 Assessment/Methods for Students with Learning Disabilities – 3. S.H.

Advanced skills and understanding of academic, processing and behavioral assessments, curriculum and instruction for planning the least restrictive educational programs for students with learning disabilities. Offered twice yearly. Prerequisites: SPED 631; concurrent enrollment in SPED 655 (Internship LD). Grade only.

631 Field Experience – 3 S.H.

Practical application and guided practice in effective teaching procedures for students with disabilities. Involves placement in a special education classroom or inclusive setting daily for three to four hours. Offered twice yearly. Prerequisites: admission to the Special Education Program; SPED 500, 505, EDUC 305 or equivalent, EDUC 312 or equivalent; methods courses in math and reading recommended. Concurrent enrollment in SPED 510; advance application; departmental permission required to enroll. Grade only.

655 Internship LD or DD – 15 S.H.

Demonstration of competencies by the student teacher in professional entry-level knowledge and skills in assessment and program development/adaptation for students with disabilities in all-day, supervised school settings. Student teaching experience is full-time daily for a full semester. Offered twice yearly. Prerequisites: Advance application; departmental permission required to enroll. P/NC only.

660 Collaborative Consultation – 2 S.H.

Overview of consultation methods utilized by special education and other professionals with teachers, related service personnel, parents and students including the education, legal and ethical factors involved in case management. Specific focus on and development of collaborative consultation skills. Offered alternate years. Grade only.

661 Research Design – 2 S.H.

Overview of research methods in special education including research design and applications, basic statistical procedures for the analysis of data in multiple and single subject design. Offered alternate years. Grade only.

662 Research Seminar – 2 S.H.

A seminar in which student research and selected examples of research reported in the literature are critically evaluated. Students will have an opportunity to design data-based research projects and submit them for peer/faculty critical review. Prerequisite: SPED 661. Offered alternate years with SPED 661. Grade only.

690 Independent Study – 1-3 S.H.

The independent pursuit of a topic in research, project development or selected readings, in consultation with the instructor. Offered according to demand. Application during preceding semester required. May be repeated for credit. Advisor approval required. Grade or P/NC.

695 Workshop – 1-3 S.H.

Subject matter arranged by the department on special topics. The course may be repeated when offered with different subject matter and title. Offered according to demand. Grade or P/NC.

698 Professional Paper – 2 S.H.

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

699 Master's Thesis – 4 S.H.

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

COLLEGE OF LIBERAL ARTS

206 Minne Hall, 457-5017
Joc Gow, Dean

DEPARTMENTS

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

DEGREES OFFERED

Master of Arts in English
Master of Science in English

MISSION

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

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

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

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

CAREER OPPORTUNITIES

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

FACULTY

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

FACILITIES

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

ART

204 Watkins, 457-5395

Chairperson: *Anne Plummer*

Graduate Faculty: *Park, Plummer, Ricciotti*

Scho Park, Professor, Art; M.A.T., Whitworth College; M.F.A., Ph.D., University of Minnesota-Twin Cities; 1988 -
Plummer, Anne, Associate Professor, Art; B.F.A., Rhode Island School of Design; M.F.A., Claremont Graduate School; 1990-
Dominic Ricciotti, Professor, Art; B.F.A., Washington University; M.A., City University of New York-Hunter College; Ph.D., Indiana University; 1985 -

COURSE DESCRIPTIONS

502/402 The Psychology of Art and Art Education - 3 S.H.
 Exploration of topics related to human behavior and the production and appreciation of visual art forms. The prospective art teachers' understanding of the subject of art and effective instruction for K-12 learners are further concerns. Theories of perception, learning and the creative processes are examined as they pertain to: visual thinking, aesthetic perception and judgement, artistic motivations, art concept learning, formal and semantic organization, artistic styles, cognitive development, instructional strategies, art teacher-learner dynamics, learning environment, evaluation of learning, and mediumization process in studio art. Prerequisite: 109 recommended, 300 and junior standing. Offered alternate years. Grade only.

512/412 Multi-media Crafts for the Classroom - 3 S.H.
 An intensive and extensive art education laboratory experience affording the prospective art teacher opportunities to become familiar with advanced art studio processes that produce crafts outcomes across

several media, including contemporary and experimental media. The scope of learning content extends beyond the basic crafts processes introduced in Art 300. Applicable for Minnesota Licensure in Art. Prerequisites: Art 300. Offered alternate years. Grade only.

600 Current Trends in Art Education - 2 S.H.
 Review of current trends in art programs, examination and study of state, city, and county art guides adopted in the past five years. New developments in art education, review of current periodical articles concerned with experimental programs. Arranged offering. Grade only.

603 Implementing Visual Arts Learning in the Elementary Classroom - 2 S.H.
 Objectives, strategies for increasing perceptual awareness in art production/appreciation. Prerequisite: 300. Arranged offering. Grade only.

650 Special Problems in Art - 2 S.H.
 Independent study in the solution of a problem related to the individual student's field of special interest. Problems course may be repeated up to a total of six credit hours. Arranged offering. Grade only.

COMMUNICATION STUDIES

215 Performing Arts Center, 457-5230

Chairperson: *Edward Reilly*

Graduate Faculty: *Falc, Glueck, Hatfield, Hermodson, Herold, Kelley, Rahoi-Gilchrest, Reilly*

Emilie Falc, Assistant Professor, Communication Studies; B.A., University of Illinois; M.A., Ph.D., Ohio University; 2001-
Lisa Glueck, Assistant Professor; B.A., M.A., Washington State University; Ph.D., University of Wisconsin-Madison; 1993 -
Susan Hatfield, Professor, Communication Studies; B.S., M.S., Miami University (Ohio); Ph.D., University of Minnesota-Twin Cities; 1981 -
Amy Hermodson, Assistant Professor, Communication Studies; B.A., Concordia College; M.A., Michigan State University; Ph.D., University of Denver; 2000-
Kelly Herold, Assistant Professor, Communication Studies; B.C.S., Dickinson State University (ND); M.A., University of Northern Colorado; Ph.D., University of Southern Mississippi; 1996-
Katherine Kelley, Associate Professor, Communication Studies; B.A., Rosary College, River Forest (IL); M.A., University of Michigan; Ph.D., University of Minnesota-Twin Cities; 1992 -
Rita Rahoi-Gilchrest, B.A., University of Wisconsin-Eau Claire; M.A., Ph.D., University of Ohio; 2000-
Edward Reilly, Assistant Professor; B.A., Northern Illinois University; M.A., University of Maine; Ph.D., Louisiana State University; 1997 -

COURSE DESCRIPTIONS

561/461 Political Communication - 3 S.H.
 History and analysis of great American speeches. Prerequisite: CMST 283 or instructor's permission. Offered alternate years.

599/499 Independent Studies in Communication Studies - 1-6 S.H.
 Offers advanced students an opportunity to study independently in an area of special interest to them. May be repeated for a total of 6 semester hours. Prerequisite: instructor's permission. Offered on demand. Grade only.

ENGLISH

302 Minne Hall, 457-5440

Chairperson: *Ruth Forsythe*

Graduate Faculty: *Armstrong, Bennett, Buttram, Carducci, Eddy, Forsythe, Grawe, Hayes, Johnson, Meeker, A. Nichols, Oness, Robinson, Shi.*

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

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

Chris Buttram, Assistant Professor, English; B.S., Emory University; M.A., M.Phil., Ph.D., Columbia University; 2000-

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

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

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

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

Douglas Hayes, Assistant Professor; B.A., M.A., University of Alberta; Ph.D., University of Toronto; 2001-

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

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

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

Elizabeth Oness, Assistant Professor; B.A., James Madison University; M.F.A., University of Maryland; Ph.D., University of Missouri-Columbia; 2001-

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

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

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

MASTER OF ARTS ENGLISH 30 S.H.

PREREQUISITES FOR ADMISSION:

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

ADMISSION REQUIREMENTS:

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

GRADUATION REQUIREMENTS:

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

MASTER OF SCIENCE ENGLISH30 S.H.

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

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

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

COURSE DESCRIPTIONS

505/405 Chaucer - 3 S.H.

The Canterbury Tales. Offered yearly. Grade only.

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

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

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

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

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

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

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

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

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

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

520/420 Introduction to Language Study - 3 S.H.

An introduction to the study of language systems and their relationships to the cultures in which they function. Offered yearly. Grade only.

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

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

539/439 Technical Writing - 3 S.H.

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

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

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

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

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

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

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

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

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

612 Special Seminar in English - 4 S.H.

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

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

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

621 Internship - 1-3 S.H.

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

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

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

693 Exam Tutorial - 1 S.H.

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

699 Thesis - 1-5 S.H.

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

HISTORY

212 Minne Hall, 457-5400

Chairperson: *Alexander Yard*

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

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

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

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

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

Troy Paine, Assistant Professor, History; B.A., Evangel College; M.A., Ph.D., Michigan State University; J.D., Indiana University School of Law; 1997 -

Gregory G. Schmidt, Associate Professor, History; B.A., M.A., Ph.D., University of Illinois-Urbana; 1984

Norman Sobiesk, Professor, History; B.A., University of Illinois; M.A., University of Kansas; Ph.D., University of Wisconsin-Madison; 1970-

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

Washington University; 1994 -

COURSE DESCRIPTIONS

501/401 Ancient Rome - 3 S.H.

The rise of Rome from a small republic to empire, the decline and fall of the empire. The Roman contribution to western civilization. Offered as needed. Grade only.

503/403 Middle Ages - 3 S.H.

The decline of the Roman Empire, the Germanic kingdoms, the early Christian Church, the development of feudalism and manorialism, the economic recovery of Europe, civilization of the High Middle Ages, rise of the national monarchies. Offered as needed. Grade only.

508/408 Renaissance - 3 S.H.

The rise of commerce, development of the national monarchies, growth of the Italian city-states, secularization of society, humanism and art in Italy and in Northern Europe, new scientific discoveries, and expansion of Europe. Offered as needed. Grade only.

509/409 Reformation - 3 S.H.

A study of the religious background of sixteenth century Europe. The rise of Lutherism, Calvinism, Anabaptism, and Anglicanism. The Catholic Counter-Reformation. Offered as needed. Grade only.

515/415 Twentieth Century Europe - 3 S.H.

The peace settlements, the League of Nations, the rise of totalitarianism, World War II. This course also emphasizes the Cold War, decolonization, collapse of Soviet Communism, and the re-emergence of nationalism and ethnic conflict, with special emphasis on Yugoslavia. Offered as needed. Grade only.

517/417 Hitler and Nazi Germany - 3 S.H.

Emphasis will be given to the factors, which led to Nazism, the personality of Hitler, his drive for world domination and failure, and the Nuremberg trials. Offered as needed. Grade only.

521/421 Tudor and Stuart England (1417-1714) - 3 S.H.

The transition from medieval to modern England, the Reformation, the Age of Elizabeth, and the constitutional and social conflicts of the seventeenth century. Offered as needed. Grade only.

523/423 Twentieth Century England - 3 S.H.

England in the 20th Century from the height of imperial power and World War I to a Socialist government, Cold War and the rise of late 20th century conservatism. Offered as needed. Grade only.

534/434 Soviet Russia (1905-Present) - 3 S.H.

The theory of Communism and its practice in Russia and the role of the Soviet Union in world affairs. This course will also discuss the downfall of Soviet Communism and the Yeltsin era. Offered as needed. Grade only.

561/461 Latin American Social Revolution - 3 S.H.

An analysis of Latin America's major revolutionary movements of the twentieth century. Special emphasis on Mexico, Bolivia, Cuba, and Central America. Offered as needed. Grade only.

569/469 History of Brazil - 3 S.H.

Brazilian history from discovery until the present, with emphasis given to exploration and colonization, the development of slavery and its abolition, and Brazil's struggle for industrialization and world power status. Offered as needed. Grade only.

578/478 The Age of Jackson - 3 S.H.

Traces the political, social, intellectual, and cultural development of the United States from the 1820s through the 1840s. Topics include Jacksonian politics, Manifest Destiny and the Mexican War, Northern society, the South and slavery, antebellum reform movements, and Romanticism. Offered as needed. Grade only.

579/479 The Civil War and Reconstruction - 3 S.H.

Explores the culture and society of ante-bellum America, the origins of the war, the political and military development of the war. The course will then explore Reconstruction of the Southern political, social and economic orders and the Southern counter-revolution of the 1870's. Offered as needed. Grade only.

581/481 American Westward Expansion - 3 S.H.

Examines the historical West versus the mythical West. Compares stereotypes and popular images of the West and its inhabitants to the cultural, political and social diversity of the American West. Traces the development of Western history from first contact to the present. Offered as needed. Grade only.

583/483 The Progressive Era and the "New Era" Twenties (1901-1929) - 3 S.H.

Consideration will be given to the cultural and economic crisis of the 1890's, the progressive impulse, varieties of progressive reform, progressive foreign policy and World War I, postwar adjustment problems and select phenomena of the Twenties. The course will conclude with study of Herbert Hoover's economic and political vision. Offered every other year. Grade only.

584/484 Depression, New Deal and War (1929-1945) - 3 S.H.

The Depression of 1929 with emphasis on the economic, social, and psychological causes and consequences, the New Deal revolution, and the role of the United States in World War II. Offered as needed. Grade only.

585/485 Contemporary America 1945-Present - 3 S.H.

The course explores the causes and consequences of the Cold War, U.S. involvement in the Korean War, and selected post-war problems in foreign policy, mass society, and social alienation. It also explores the reforms and social movements of the Great Society era and the development of contemporary conservatism and consumer-oriented neo-liberalism. Offered every other year. Grade only.

586/486 American Intellectual and Cultural History - 3 S.H.

The course focuses on the development of basic concepts in American political, religious, philosophical, scientific, and social thought, and on their impact on American culture from the colonial period to the present. Offered yearly. Grade only.

588/488 American Constitutional History - 3 S.H.

A study of the origins, growth, and development of the United States Constitution in the context of American social and political history. Prerequisite: History 150 or 151 or consent of instructor. Offered yearly. Grade only.

615 Seminar in European History - 3 S.H.

Readings on European topics as selected by the instructor. Since the topics will vary, this course may be repeated for credit. Grade only.

620 Seminar in United States History - 3 S.H.

Readings on United States topics as selected by the instructor. Since the topics will vary, this course may be repeated for credit. Grade only.

625 Seminar in Latin American History - 3 S.H.

Readings on Latin American topics as selected by the instructor. Since the topics will vary, this course may be repeated for credit. Grade only.

631 Independent Readings in History - 1-3 S.H.

Course content will be determined by student's needs. The course should be used primarily to supplement prior course work in preparation for the comprehensive examination. Credit is arranged in consultation with the instructor. Students may count a total of six credits of this course toward the M.S. degree requirements. Use of this course beyond three credits must be approved by the student's committee. Grade only.

699 Thesis - 3 or 6 S.H.

Thesis research and writing. Credit to be arranged in consultation with the thesis advisor. Prerequisite: Permission of the student's departmental M.S. program committee. The committee will judge whether and when the thesis is acceptable. The thesis advisor will assign the grade for this course. The course may be repeated for credit with thesis advisor permission. Grade only.

MUSIC

145 Performing Arts Center, 457-5250

Chairperson: *Catherine Schmidt*

Graduate Faculty: *Draayer, Hoch, Meckell, Schmidt*

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

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

Harry Meckell, Professor, Music; B.Mus., M.M., Temple University; D.M.A., University of Illinois; 1989

Catherine Schmidt, Associate Professor, Music; B.S., M.S., University of Illinois, Urbana; Ph.D., University of Wisconsin-Madison; 1991 -

COURSE DESCRIPTIONS

510/410 Music Supervision and Administration - 3 S.H.
Problems of supervision and administration in public school music programs. Prerequisite: 298. Not applicable toward the B.A. degree. Offered every three years.

520/420 Multicultural Music in the Elementary School - 2 S.H.
Advanced study of the philosophic foundations and values of using music from a broad range of cultures in both the elementary classroom and the general music classroom. Development of multicultural materials, their cultural context and methodology for their use in classroom and music class settings. Prerequisite: Music 320, 322 or equivalent or consent of instructor. Offered alternate years.

521/421 Music in Early Childhood Education - 2 S.H.
Advanced study of musical development in children from birth to nine years. Development and application of materials and methods for successfully teaching music to young children. Prerequisite: Music 320, 322 or equivalent or consent of instructor. Offered alternate years.

522/422 Music Seminar on Choral Techniques and Materials - 2 S.H.
Criteria for selection of vocal music, examination of representative music suitable for groups at various levels of development, principals of programming, rehearsal techniques and organizations. Offered alternate years.

535/435 Wind Instrument Repair - 2. S.H.
Care, maintenance, and repair of woodwind and brass instruments. Offered occasionally.

540/440 American Art Music - 3 S.H.
Music in America from the time of the Puritans to the present day. Historical, biographical material and record listening, for the general student as well as for music majors and minors. Prerequisite: Music 109 or equivalent. Offered occasionally.

545/445 Art Music of the Twentieth Century - 3 S.H.
A survey of the contemporary musical scene. The changes that have taken place in music since the beginning of this century. Historical, biographical material and record listening. Designed for the general student as well as for majors and minors. Prerequisite: Music 109 or equivalent. Offered occasionally.

590/490 Music for Today's Schools: New Ideas in Music Education - 1-3 S.H.
The objectives of this workshop are to offer new ideas or theories, elaborate on new trends, and offer guidelines for improvement of public school programs. Course content changes each year. May be repeated for credit.

POLITICAL SCIENCE

120 Minne, 457-5500

Chairperson: *Yogesh Grover*

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

Matt Bosworth, Assistant Professor, Political Science; B.A., St. Johns Hopkins; M.A., Ph.D., University of Wisconsin-Madison; 1997 -

Karen Csajko, Assistant Professor, Political Science; B.S., M.S., Portland State University; Ph.D., University of Berkeley; 1996 -

Darrell Downs, Assistant Professor, Political Science; B.A., B.S., Montana State University; M.S., Oregon State University; Ph.D., Colorado State University; 1992 -

Ahmed El-Afandi, Professor, Political Science; B.Com., University of Alexandria; M.A., Ph.D., University of Missouri-Columbia; 1968 -

Yogesh Grover, Associate Professor, Political Science; B.A., M.A., University of Delhi (India); Ph.D., University of Missouri-Columbia; 1988 -

Frederick Lee, Assistant Professor, Political Science; B.A., University of New Orleans; M.A., Ph.D., University of Michigan; 1992 -

COURSE DESCRIPTIONS

510/410 Political Research II - Primary - 3 S.H.
Capstone experience that allows students to do original primary research utilizing the various primary research tools and approaches used in the study of practical phenomena and processes. Emphasis is placed on problem solving and critical thinking. Students will have a capstone experience in which they will apply knowledge gained in this and other courses to an original research problem. Survey research techniques will be studied and a practical survey project will be undertaken. Prerequisites: 290 and senior status. Offered Spring.

516/416 Internship Program - 1-12 S.H.
To provide practical experience in local, state, and national government and in public administration (limited enrollment). Credit arranged. (May not apply toward a graduate degree.)

520/420 Administrative Law - 3 S.H.
An exploration of the law of Administrative process: Legislative, Executive and Judicial control of administrative action, the formal administrative process; administrative discretion; and the applicability of

res judicata and stare decisis to administrative proceedings, with due consideration to the Federal Administrative Procedure Act. Prerequisite: 120 and 320.

522/422 American Foreign Policy - 3 S.H.
A study of the contemporary foreign policy of the United States. The course includes an analysis of threats and issues originating from the external world and facing America, and the suitable American response, responsibilities and commitments. Offered every two years. Prerequisite: 130 or consent of instructor.

526/426 Politics of Public Budgeting - 3 S.H.
An examination of the politics of budgeting at the state, local and national level. Consideration will be given to program planning, intergovernmental relations, the government and the economy, and reforms in budgetary systems. Prerequisites: 120 and 228.

599/499 Seminar - 1-3 S.H.
The subject matter to be arranged by the instructor prior to the course being offered. The student may repeat the course without limitation on the number of credits as long as the subject matter is different.

PSYCHOLOGY

231 Phelps Hall, 457-5435

Chairperson: *Kerry G. Williams*

Graduate Faculty: *Deyo, Fried, Johanson, Kesler, Lane, Marmolejo, Miene, Sefkoto, J. Williams, K. Williams*

Richard A. Deyo, Professor, Psychology; B.S., Viterbo College; M.A., Ph.D., Bowling Green State University; 1990 -

Carrie Fried, Assistant Professor, Psychology; B.S., Iowa State University; M.S., Ph.D., University of California, Santa Cruz; 1994 -

John Johanson, Assistant Professor, Psychology; B.S., University of South Dakota; M.A., University of Nebraska at Omaha; Ph.D., University of Nebraska, 1998 -

Mary S. Kesler, Professor, Psychology; B.M.Ed., M.A., Ph.D., University of Kansas-Lawrence; 1987 -

Kristi Lane, Professor, Psychology; B.A., University of North Carolina; M.A., Ph.D., George Peabody College of Vanderbilt University; 1980 -

Gloria Marmolejo, Assistant Professor, Psychology; B.S., National Autonomous University of Mexico; M.S., Ph.D., University of Wisconsin-Madison; 1994 -

Peter K. Miene, Associate Professor, Psychology; B.A., University of Kansas-Lawrence; Ph.D., University of Minnesota-Twin Cities; 1994 -
Susan B. Sefkow, Professor, Psychology; B.A., Yale University; M.S., Ph.D., University of Massachusetts-Amherst; 1978 -
Janette P. Williams, Professor, Psychology; B.A., Northwestern University; M.A., Ph.D., University of Illinois; 1987 -
Kerry G. Williams, Professor, Psychology; B.Sc., University of Washington; M.A., Ph.D., University of Illinois; 1981 -0

COURSE DESCRIPTIONS

500/400 Independent Study or Research - 1-3 S.H.

Independent study or research for credit under the guidance of a faculty member with prior consent. May be repeated. Teaching assistantships and field experiences may be available but only on a P/NC basis. Prerequisite: 210 and as determined by the instructor. Offered each semester.

518/418 Behavioral Pharmacology - 3 S.H.

An analysis of the psychological, sociological, and physiological factors related to pharmacological treatment of psychological disorders and chemical dependency. In addition, a discussion of traditional medicine and drug development will be included. This course does not meet teacher certification. It is designed for non-education majors. Prerequisite: 210, 303. Offered yearly.

520/420 Abnormal Psychology - 3 S.H.

The origins, development, and treatment of abnormal behavior. Topics include mood, anxiety and schizophrenic disorders, as well as selected topics, which may include somatoform and dissociative disorders, life-span related disorders, substance use disorders, organic disorders, psychological aspects of illness, and prevention. Prerequisite: 210 and 3 additional semester hour credits in psychology. Offered each semester.

521/421 Cognitive Behavior Therapy - 3 S.H.

Current principles, research methods, and therapeutic interventions for behavior change are discussed as applied to the behavior of individuals and groups in mental health settings, schools, hospitals, and interpersonal situations. Prerequisite: 210, 420/520. Offered yearly.

523/423 Psychopathology of Childhood - 3 S.H.

Examines classification of disorders of children and adolescents. Core topics include mood, anxiety, and psychotic disorders. Selected topics: eating disorders, psychosomatic disorders, autism, psychosis, phobias, developmental deviations. Therapeutic issues will be discussed. Prerequisites: 210, 250 and 420/520. Offered yearly.

524/424 Women and Mental Health - 3 S.H.

Diagnosis and treatment will be discussed with mood disorders as a central focus followed by themes in therapy selected from topics such as: anger, autonomy, identity, integration of marriage and career, lesbianism, poverty, consciousness raising and gender role development. Traditional and alternative therapeutic approaches will be discussed in light of socioeconomic factors affecting women. Current issues related to needs of women will be addressed. Prerequisites: 210 and 6 semester hour credits in psychology, or 210, 275 (or WS 148), or permission of instructor. Offered yearly.

525/425 Organizational Psychology - 3 S.H.

An analytical survey of theory and research in organizational socialization, decision-making, organizational-individual interaction, motivation, leadership and the utilization of power and authority, communication, organizational change and development, and the evaluation of organizational effectiveness. Prerequisite: 210. Offered yearly.

598/498 Seminar in Psychology - 1-3 S.H.

A variable topic course involving in-depth study of a specialized subject area within psychology. May be repeated with different topics. Prerequisite: 210 and as determined by the instructor. Offered yearly.

SOCIOLOGY, SOCIAL WORK, CRIMINAL JUSTICE, AND GEOGRAPHY

228 Minne, 457-5420

Chairperson: R. Stephen Schwartz

Graduate Faculty: Aldrich, Bublitz, Collins, Dachelet, Gerlach, Madland, Norman, Schwartz

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

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

John W. Collins, Associate Professor, Social Work; B.A. Tarkio College; M.S. University of Minnesota; Ph.D. Saint Louis University; 1993 -

Helen Dachelet, Assistant Professor, Sociology; B.A., B.S., M.S., Winona State University; Psy.D., University of St. Thomas; 1996 -

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

Carole Madland, Associate Professor, Sociology/Social Work; B.A. Washington University; MSSW University of Tennessee; Ph.D. Washington University; 1991 -

J. Mark Norman, Assistant Professor, Sociology/Criminal Justice; B.A., M.S., St. Cloud State University; Ph.D., South Dakota State University; 1996 -

R. Stephen Schwartz, Professor, Sociology; B.S., M.S., University of Oklahoma; Post-graduate Certificate, University of Zambia (University of London, external); Ph.D., The University of Iowa; 1973 -

COURSE DESCRIPTIONS

505/405 Models and Strategies of Intervention - 3 S.H.

An in-depth study of therapeutic methodologies and skills used in correctional services. Special emphasis is on reality therapy to assist individual clients and small groups with behavioral and cognitive changes. Prerequisites: 210 or permission of instructor. Limited to 20 students. Offered each semester.

512/412 Sexuality in American Society - 3 S.H.

An extensive review of recent research in the area with specific emphasis on behavioral and cultural aspects of sexuality. Prerequisite: 150. Offered yearly.

523/423 Race Relations and Minority Groups - 3 S.H.

This course examines race and ethnic relations. It explores the concepts pertaining to such relations, e.g., discrimination, minorities, prejudice. It looks at the theories, which attempt to explain prejudice and discrimination. It looks at the various minority groups from both current and historical perspectives. Finally, the course looks at oppression and the impact of oppression on people's lives. Prerequisite: 150. Offered twice yearly.

531/431 Social Class and Power - 3 S.H.

Social classes, their membership, and their use of social, economic and political power. Prerequisite: 150. Offered periodically.

534/434 Medical Sociology - 3 S.H.

Social factors associated with the incidence and treatment of illness and the social organization of medical institutions and distribution of medical services. Prerequisite: 150. Offered yearly.

535/435 Family Roles and Relationships - 3 S.H.

Specific study of family roles, communication patterns, decision-making, and interpersonal relationships. Prerequisites: 150, 212. Offered yearly.

537/437 The Sociology of Organizations - 3 S.H.

Analysis of patterns, regularities, design and behavior of organizations in different environments and societies. Prerequisite: 150. Offered yearly.

550/450 Sociology of Aging - 3 S.H.

Gerontology is the analytical examination of the aging process. Using a sociological perspective, this course studies the changing roles of the aged, problems confronting the aged, and other important issues. Prerequisite: 150. Offered yearly.

580/480 Variable Topics in Sociology - 1-3 S.H.

A seminar course that analyzes selected topics and problems from the sociological perspective (subject to be chosen by instructor and announced before registration). Prerequisite: 12 hours of sociology or consent of instructor. Offered on demand. Grade only.

COLLEGE OF NURSING AND HEALTH SCIENCES

EA249 Rochester Center, (507) 285-7473
301 Stark Hall, (507) 457-5122
Timothy Gaspar, Dean

DEPARTMENTS

Health and Human Performance
Nursing

MISSION

The College provides quality undergraduate and graduate programs in nursing and the health sciences. These programs are designed to graduate caring, ethical, competent and progressive professionals who are sensitive to diversity and prepared to work with clients through health promotion, prevention of health problems and care during illness. In addition to its professional programs, the College seeks to promote health awareness at WSU. The College's educational environment supports life-long wellness in the individual, the University, the community, and global society

HEALTH AND HUMAN PERFORMANCE

122 Memorial Hall, (507) 457-2600; FAX 457-5606
Chairperson: *Randy Miller*
Graduate Faculty: *Anderson, Appicelli, Grimm, Kastello, Miller*

Dawn Anderson, Associate Professor, Health and Human Performance; B.A., University of Minnesota; M.S., Iowa State University; Ph.D., Ball State University; 1992 -
Phillip A. Appicelli, Assistant Professor, Health and Human Performance; B.A., College of St.Scholastica; M.A., Ph.D., Kent State University; 1998 -
Gail Grimm, Associate Professor, Health and Human Performance; B.S., University of Wisconsin-Platteville; M.S., University of Wisconsin-Madison; Ph.D., University of Arkansas; 1996 -
Gary M. Kastello, Assistant Professor, Health and Human Performance; B.S., University of Wisconsin-LaCrosse; M.A., Ball State University; Ph.D., University of Wisconsin-Milwaukee; 1997 -
Randolph W. Miller, Professor, Health and Human Performance; B.P.E., University of Manitoba (Canada); M.A., Ph.D., University of Minnesota-Twin Cities; 1974 -

COURSE DESCRIPTIONS

501 Research Methods in Health Education - 3 S.H.
Methods and techniques of research potential and completed problems analyzed with view to selection of topics. Grade only. Offered on demand.

503/403 Epidemiology - 3 S.H.
An overview of agents of disease and processes of diseases in man, including an introduction to ecology of man in health and disease. Grade only. Offered on demand.

530/430 Public Health - 4 S.H.
Explores the foundations of public health practices, including health organization/agency structures, and specific public health concerns of the target populations. The course will have a component similar to a practicum -- working with a health-related organization throughout the semester -- 2 hours per week minimum. Topics covered in this course could be environmental health, community crisis health and/or public service health. Prerequisites: HHP 204, HHP 288 and HHHP 410. Recommended prerequisites: HHP 403 and STAT 110. Offered yearly. Grade only.

531/431 Health Problems Workshop - 1-3 S.H.
Explores recent and relevant issues, trends and programming developments in health education/promotion. Designed for teachers, school nurses, school administrators, undergraduates and/or graduate students. Junior or Senior standing. May be repeated for credit. Offered upon demand.

602 Critical Issues in Health Education - 1-3 S.H.
Current controversial issues are discussed to develop understanding and insight for organizing and teaching health units. May be repeated for credit. Offered on demand.

604 Health Curriculum in Elementary and Secondary Schools - 3 S.H.
Development and organization of the school health curriculum from K-12. For health instructors, elementary teachers and school administrators. Grade only. Offered on demand.

605 Decision-Making Processing in Health Education - 3 S.H.
Concepts and operational procedure for a management by objectives approach in health education. Grade only. Offered on demand.

616 Laboratory Techniques in Human Performance - 3 S.H.
Advanced work in the areas of exercise physiology with particular emphasis on laboratory experience. Prerequisites: 340. Grade only. Offered on demand.

MASTER'S PROGRAM IN NURSING

Chairperson: *Linda Seppanen*
Master's Program Director: *William McBreen (507)285-7473*
Graduate Faculty: *Bautch, Euller, P. Gaspar, T. Gaspar, Harris, Hartkopf, Hatlevoig, Herrick, McBreen, Nicholls, Olsen, Pilon-Kacir, Proksch, Seppanen, Stejskal, Tucker, Welhaven, Wenzel*

Judith Bautch, Professor, Nursing; B.S., University of Wisconsin-Madison; M.N. University of Washington; Ph.D., University of Wisconsin-Madison; 1997 -
Judith Euller, Associate Professor, Nursing; B.S.N., University of Cincinnati; M.N., University of Washington; Ed.D., Boston University; 1997 -
Phyllis Gaspar, Associate Professor, Nursing; B.S.N., M.S.N., University of Nebraska Medical Center; Ph.D., Case Western Reserve University; 1995 -
Timothy Gaspar, Dean and Professor, College of Nursing and Health Sciences; B.S., South Dakota State University; M.S.N., University of Nebraska Medical Center; Ph.D., University of Utah; 1995 -
Marcy Harris, Assistant Professor, Nursing; B.S., College of St. Catherine; M.S., South Dakota State University; Ph.D. University of Nebraska Medical Center; 1997 -
Patricia Hartkopf, Professor, Nursing; B.S., Winona State University; M.S.P.H., Ph.D., University of Minnesota-Twin Cities; 1980 -

Jackie Hatlevig, Professor, Nursing; B.S., Winona State University; M.S., University of Wisconsin-Madison; Ph.D., University of Wisconsin-Milwaukee; 1987 -

Linda Herrick, Associate Professor, Nursing; B.S.N., Winona State University; M.S., University of Minnesota; Ph.D., University of Minnesota; 1998 -

William McEreen, Professor, Nursing; B.S.N., Mount Marty College - Yankton, South Dakota; M.S.N., University of Nebraska Medical Center - Omaha; Ph.D., University of Texas at Austin; 2000 -

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

Gayle Olsen, Associate Professor, Nursing; B.S.N., College of St. Teresa; M.S.N., University of California - San Francisco; C.N.P., University of Minnesota; 1980 -

Christine E. Pilon-Kacir, Professor, Nursing; B.S., Mercy College of Detroit; M.S., University of Michigan - Ann Arbor; Ph.D., University of Missouri-Columbia; 1994 -

Mary Proksch, Associate Professor, Nursing; B.S.N., Viterbo College; M.S., Winona State University; Ed.D., University of St. Thomas; 1996-

Linda Seppanen, Professor, Nursing; B.S.N. St. Olaf College; M.S.N., The Catholic University of America; Ph.D., University of Alabama; 1990 -

Joanne Stejskal, Professor, Nursing; B.S.N., College of Saint Teresa; M.S.N., University of Wisconsin -Madison; Ed.D. University of St. Thomas; 1975 -

Sharon Tucker, Associate Professor, Nursing; B.S.N., College of Saint Teresa; M.S.N., University of Wisconsin-Eau Claire; D.N.Sc., Rush University; 1997-

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

Lisa Wenzel, Associate Professor, Nursing; B.S., Winona State University; M.S.N., C.N.P., University of Wisconsin - Eau Claire; 2000 -

DEGREES OFFERED:

Master of Science

MAJOR:

Advanced Practice Nursing

ACCREDITATION:

The Master of Science Program in Nursing is accredited by:
 National League for Nursing Accrediting Commission (NLNAC)
 61 Broadway, 33rd Floor
 New York, NY 10006
 Phone: (212) 363-5555
www.nlnac.org

Preliminary approval of the program has been granted by:
 Commission on Collegiate Nursing Education (CCNE)
 One Dupont Circle NW, Suite 530
 Washington, DC 20036-1120
 Phone: (202) 887-6791
www.aacn.nche.org

SCHOLARSHIPS:

A list of scholarship opportunities and other student aid is available from the Program's Administrative Assistant at the University Center Rochester, EA 138. Financial support may also be available directly from the Master's Program for those who qualify, through Graduate Assistantships and Traineeship (scholarships) Grants. For more information, contact the Program's Administrative Assistant at (507) 285-7473 or (800) 366-5418, ext. 7473.

LOCATION:

Classes for the Master's Program are offered primarily on the Rochester campus with selected classes through ITV and other distance education technology.

PURPOSE:

The Master of Science Program in Nursing at Winona State University educates nurses for advanced practice where change is constant. Students select a focus of nurse administrator, clinical nurse specialist, nurse educator, adult nurse practitioner, or family nurse practitioner. The program provides a strong clinical base in advanced nursing practice and is designed so each student will be able to:

1. Value caring as the basis of nursing in the human health experience.
2. Synthesize theories from nursing science and related disciplines to guide advanced nursing practice.
3. Demonstrate advanced level of clinical expertise in nursing care of clients.
4. Integrate the roles of the advanced practice nurse in various settings.
5. Use a process of scholarly inquiry in advanced practice nursing.
6. Analyze the effects of historical, cultural, economic, ethical, legal, and political influences on nursing and health care delivery.
7. Manage resources within a health care delivery system through collaboration with other health care providers, community, and clients.
8. Contribute to the continuing professional development of self and others.

DESCRIPTION OF PROGRAM

The Master's Program is grounded in the belief that all advanced practice nurses share a common core of knowledge. Through the foundational core courses, students further develop their ability to integrate theory, research, and practice. Courses within the selected focus of nurse administrator, clinical nurse specialist, nurse educator, adult nurse practitioner, or family nurse practitioner, provide specialized knowledge and practice opportunities in each advanced nursing role. The domains of advanced practice nursing include client health status management; the nurse/client relationship; teaching/coaching; professional roles; managing and negotiating health care delivery systems; and monitoring and ensuring quality of health care practice.

FOCUS: NURSE ADMINISTRATOR

Students who elect the nurse administrator focus will be prepared for administrative positions in a health care setting. In addition to the core courses, content focuses on elements of a nursing care system, the responsibilities of the nurse administrator in research, education, and clinical practice, human resource management, fiscal accountability of the nurse administrator, the functions of the nurse administrator in the organization, and on issues and trends in nursing administration. Clinical practicums in advanced nursing for the nurse administrator focus on management of clients, nurses, and resources. An elective administration practicum offers students the opportunity to apply administration principles under the guidance of a qualified preceptor.

FOCUS: CLINICAL NURSE SPECIALIST

Students who elect the clinical nurse specialist focus will develop, test, and practice the role of the clinical case manager and clinical nurse specialist in an area of the student's choice. Extension of advanced nursing practice roles of expert clinician, leader/manager, teacher, consultant, and researcher will be demonstrated within the framework of the clinical nurse specialist in adult health nursing.

FOCUS: NURSE EDUCATOR

Students who elect the nurse educator focus will be prepared to teach in an academic or health care setting. Courses and learning experiences focus on knowledge and skills related to the educational process in nursing. Students practice teaching under the guidance of preceptors in the academic and/or health care setting.

FOCUS: ADULT NURSE PRACTITIONER OR FAMILY NURSE PRACTITIONER

Students who elect the Adult Nurse Practitioner or Family Nurse Practitioner focus will be prepared to perform an expanded role in the delivery of primary health care. In addition to the core courses, content includes comprehensive assessment of the health status of adults/families; management of common acute and chronic health problems; provision of counseling and teaching in areas of health promotion and disease prevention; and collaboration with other health professionals. Clinical practicums under the supervision of qualified nurse practitioner and physician preceptors will focus on primary health care in a variety of settings with emphasis on rural and underserved communities. Family Nurse Practitioner students have additional theory and clinical content related to the care of children.

CLINICAL EXPERIENCES

Faculty and graduate students select preceptors in settings and clinical practice areas of nursing to meet students' individual needs. Students commonly precept in hospitals and clinics affiliated with the Mayo Medical Center in Rochester, North Iowa Mercy Health Center in Mason City, Gunderson/Lutheran and Franciscan Skemp Health Care in La Crosse, and other hospitals, clinics, county public health agencies, senior citizen centers, schools of nursing, and health care agencies from a three-state area.

ADMISSION REQUIREMENTS*

1. Baccalaureate degree in nursing from an NLN or CCNE accredited program;
2. Course in physical assessment;
3. Undergraduate courses in nursing research and statistics strongly recommended;
4. Computer literacy with knowledge of word processing, spreadsheet, and data base programs (N518 meets this requirement);
5. Transcript(s) of past education with GPA of 3.0 or greater on a 4.0 scale;
6. Graduate Record Exam within the last five years for foreign students or students with a GPA of less than 3.0;
7. Minimum one year of clinical nursing experience;
8. Current RN license;
9. Three professional and/or academic references;
10. Statement of personal and professional goals;
11. Satisfactory scores on the TOEFL-test for international or non-English speaking students;
12. In cases where candidates have similar qualifications, preference will be given to applicants serving rural and/or underserved areas.

Students requesting admission to the Adult Nurse Practitioner or Family Nurse Practitioner focus must meet additional criteria that include:

1. Two years experience with adult/family clients;
2. Personal interview;
3. In cases where candidates have similar qualifications, preference will be given to applicants serving rural and/or underserved areas.

Students requesting admission to the Clinical Nurse Specialist focus may be required to have a personal interview.

*Policies are available for individual consideration of students who may have unique education and experience, but may not meet some of the university or program admission criteria.

Applications may be obtained from:

Master's Program in Nursing
WSU-Rochester Center
859 30th Avenue SE
Rochester, MN 55904
(507) 285-7473 or 1-800-366-5418 x7473

Office of Graduate Studies
Winona State University
PO Box 5838
Winona, MN 55987
(507) 457-5038 or 1-800-342-5978 x5038

Or available on the Internet at: www.winona.edu Departments, Nursing, Master's Program in Nursing

GRADUATE SPECIAL STUDENTS:

Students can apply as a Graduate Special student to the Master's Program in nursing. Students may take up to 12 credits before being accepted into the program. Courses open to Graduate Special Students include: N504 Advanced Pathophysiology, N518 Computer Applications in Nursing, 601 Statistics, and electives. Other courses that can be taken but require permission to register include N502 Clinical Pharmacology, N506 Psychosocial Interventions in Family Care, N508 Advanced Role Seminar, and N514 Health Care Policy and Finance. Graduate Special applications are found in the Graduate Catalog.

SPECIALIZED PROGRAMS:

RN-MS Professional Pathway

The Nursing Department offers an accelerated pathway for nurses who were prepared in either an associate degree or diploma nursing program, have nursing experience, and whose goal is a Master's Degree in nursing. Selected individuals who meet the admissions requirements and are highly motivated will substitute Master's-level credits for Baccalaureate-level credits during the RN Option. Students will substitute N419/519 Advanced Health Promotion for N465 Nursing Roles and Health Promotion and will substitute N408/508 Advanced Role Seminar and N414/514 Health Care Policy and Finance for N491 Capstone Experience in Role Synthesis. Students will plan their streamlined program with advisors from both the Baccalaureate and Master's Programs in anticipation of formal admission to the Master's Program in nursing. A separate application is required for admission to the Master's Program in nursing.

Non-BSN Opportunity

The Nursing Department offers an alternative pathway for nurses who were prepared in either an associate degree or diploma nursing program, have nursing experience, and earned their baccalaureate degree in a field other than nursing. This pathway is for RNs who meet the above-mentioned criteria and do not wish to earn a baccalaureate degree in nursing. Those who desire to earn a Baccalaureate Degree in Nursing should complete the RN to MS Professional Pathway.

Post-Nursing Master's Certificate Programs

The Master's of Science Program in Nursing offers three post-nursing master's certificate programs for nurses interested in post-nursing master's education. The post-master's certificate programs are in the areas of nurse practitioner, clinical nurse specialist, and nurse educator.

Focus: Post-Nursing Master's Certificate - Nurse Educator - 9-10 S.H.

This program is designed for Post-Nursing Master's prepared nurses making career moves from practice based employment to education programs and is part of an effort to expand the outreach and access to educational programming for the preparation of qualified Nurse Educators. The program consists of three seminar courses and one practicum consisting of 60-120 hours clinical experience in the student's own community.

Focus: Post-Nursing Master's Certificate - Nurse Practitioner - 28 S.H. (ANP) 34 S.H. (FNP)

This program is designed to use existing courses by integrating the Post-Nursing Master's students into the sequence of courses leading to preparation as an Adult Nurse Practitioner (ANP) or Family Nurse Practitioner (FNP). This option provides nurses that already have master's degree preparation in another area of nursing the opportunity to acquire the education, skills, and abilities to seek certification and practice as an Advanced Practice Nurse (APN), Nurse Practitioner.

Focus: Post-Nursing Master's Certificate - Clinical Nurse Specialist - 9-36 S.H.

This program is designed to use existing courses by integrating the Post-Nursing Master's students into some of the courses in the Clinical Nurse Specialist focus. This option provides nurses that already have master's degree preparation in another area of nursing the opportunity to acquire the education, skills, and abilities to seek certification and practice as an Advanced Practice Nurse (APN), Clinical Nurse Specialist. Some of the courses are offered using distance teaching strategies and one course has been developed to acquire the skills and education for prescriptive authority in Clinical Nurse Specialist practice.

GRADUATION REQUIREMENTS

1. General requirements of the University.
2. Completed Thesis or Professional Study.

ADVANCED PRACTICE NURSING

CORE COURSES

- 506 Psychosocial Interventions in Family Care (2)
- 508 Advanced Role Seminar (2)
- 510 Theoretical Foundations & Research for Advanced Practice Nursing (4)
- 514 Health Care Policy and Finance (3)
- Stats 601 Statistical Methods (3)
- 698 Thesis I (2) or N688 Prof. Study I (2)
- 699 Thesis II (2) or N689 Prof. Study II (1)

CLINICAL CORE COURSE

- 519 Advanced Health Promotion (3)

FOCUS - CLINICAL NURSE SPECIALIST (CNS)

- 502 Clinical Pharmacology (3)
- 504 Advanced Pathophysiology (3)
- 620 Clinical Nurse Specialist Role I Seminar (3)
- 621 Clinical Nurse Specialist Role I Clinical (3)
- 623 Advanced Health Assessment (1-3)
- 624 Clinical Nurse Specialist Role II Seminar (1-3)
- 625 Clinical Nurse Specialist Role II Clinical (1-4)

Total Credits: 43 S.H.

FOCUS - NURSE EDUCATOR (NE)

- 502 Clinical Pharmacology (3)
- 504 Advanced Pathophysiology (3)
- 626 Assessment and Intervention: Care of the Ill Client Seminar (3)

- 627 Assessment and Intervention: Care of the Ill Client Clinical (1-3)
 - 669 Nursing Education: Theory and Research (1-3)
 - 670 Nursing Education: Curricula and Program Design (1-3)
 - 671 Nursing Education: Instruction and Evaluation Seminar (1-2)
 - 672 Nursing Education: Instruction and Evaluation Practicum (1-2)
- Total Credits: 42-43 S.H.

FOCUS - NURSE ADMINISTRATOR (NA)

- 626 Assessment and Intervention: Care of the Ill Client Seminar (3)
 - 627 Assessment and Intervention: Care of the Ill Client Clinical (1-3)
 - 650 Nursing Information Management & Decision-Making (2)
 - 652 Resource Management in Nursing Services (3)
 - 654 Structure and Design of Nursing Services in Health Care Organizations (2)
 - 655 Nursing Administration Practicum (elective) (2-3)
 - 656 Administrative Processes in Health Care and Nursing Services (3)
 - 500/600 Graduate level elective course (required) (3)
- Total credits: 38-42 S.H.

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

- 502 Clinical Pharmacology (3)
- 504 Advanced Pathophysiology (3)
- 623 Advanced Health Assessment (3)
- 640 Primary Care of Adults I (3)
- 641 Primary Care Clinical I (2-3)
- 642 Primary Care of Children I (FNP only) (2)
- 643 Primary Care Clinical II (3-4)
- 644 Primary Care of Adults II (3)

- 645 Primary Care Internship (3)
- 646 Primary Care of Children II (FNP only) (2)
- Total Credits: ANP: 43 S.H.
- Total Credits: FNP: 49 S.H.

*FNP takes larger number of credits

- Clinical hours: (1 Credit = 4 Contact Hours)
- Nurse Administrator: 120-240
(Elective 120 administration practicum)
- Nurse Educator: 240 + 120 teaching practicum: 360
- Clinical Nurse Specialist: 540
- Adult Nurse Practitioner: 600
- Family Nurse Practitioner: 720

COURSE DESCRIPTIONS

502/402 Clinical Pharmacology - 3 S.H.
 This course includes principles of pharmacokinetics and pharmacodynamics as a foundation for the use of medications in the clinical management of diseases. Major classes of drugs will be discussed in terms of actions; therapeutic and other effects; adverse, allergic and idiosyncratic reactions; indications and contraindications. The importance of sound diagnostic reasoning in the selection of pharmacological interventions with attention to safety, cost, simplicity, acceptability and efficacy will be stressed. The responsibilities related to prescribing medications will be emphasized. Prerequisite: Admission to the graduate program in nursing or consent of instructor (contact Master's Program Secretary). Grade only.

504/404 Advanced Pathophysiology - 3 S.H.
 Advanced physiology and pathophysiology at the cellular, organic and systemic level will be explored as a basis for clinical assessment and management by advanced practice nurses. Integration of function among organ systems will be emphasized. The effect of psychosocial variables on physiologic function will be explored. Prerequisite: Admission to the graduate program in nursing or consent of instructor (contact Master's Program Secretary). Grade only.

506 Psychosocial Interventions in Family Care - 2 S.H.
 This course explores the role of the advanced practice nurse in addressing the psychosocial needs of the client and family. Focus will be on the development of counseling skills for advanced psychosocial assessment and on providing culturally sensitive guidance in caring for the client and family during health, crisis, and acute and chronic illness. Prerequisite: Admission to the graduate program in nursing or consent of instructor (contact Master's Program Secretary). Grade only

508/408 Advanced Role Seminar - 2 S.H.
 This course will provide a forum for the explorations of advanced practice role behaviors including collaboration and leadership. Selected theories and frameworks relevant to the various roles will be evaluated. Ethics and diversity issues in nursing and health care will be discussed. Prerequisite: Admission to the graduate program in nursing or consent of instructor (contact Master's Program Secretary). Grade only

510/410 Theoretical Foundations and Research for Advanced Nursing Practice - 4 S.H.
 The goal of this course is to provide students with the opportunity to critically analyze existing nursing theories and articulate a personal philosophy of nursing. Students will do an in depth analysis of a concept. The student will analyze methods and techniques of research and interpret their usefulness for application in clinical practice. Theory and practice will be used to define nursing problems and develop a research proposal. Co-requisite or prerequisite: STAT 601. Grade only

514/414 Health Care Policy and Finance - 3 S.H.
 This course provides a base for nurse leaders and advanced practice nurses to enter and effectively shape health care policy in the workplace, organizations, community, and government at the state and federal level. Students will develop an understanding of health care financing in the delivery of health care. Prerequisite: Admission to the graduate program in nursing or consent of instructor (contact Master's Program Secretary). Grade only

519/419 Advanced Health Promotion - 3 S.H.
 Concepts related to health promotion and maintenance are analyzed from theoretical and research based perspectives. Using principles of epidemiology, advanced practice nurses identify risk factors for specific populations and examine variables that influence wellness. Interventions for promotion of optimal health are designed with particular

consideration for age and cultural differences. A community-based practicum allows the student to explore possibilities for enacting the advanced practice role outside traditional biomedical settings and within the context of families and communities. (2 cr. seminar; 1 cr. clinical). Prerequisite: N510 and Admission to the graduate program in nursing or consent of instructor (contact Master's Program Secretary). Grade only
 Stat 601 Statistical Methods for Health Care Professionals - 3 S.H.
 Application and interpretation of statistical techniques in the health professions. Prerequisite: Stat 110 or equivalent or consent of instructor. Grade only

620 Clinical Nurse Specialist Role I Seminar - 3 S.H.
 This course is designed to introduce students to the roles of the clinical nurse specialist. Nursing practice models will be explored. Assessment and measurement of patient outcomes, cost containment, cost-effectiveness, and evaluation will be emphasized. Use of a theoretical and research basis for effecting change to improve patient outcomes relevant to non disease-based etiologies of acute and chronic illnesses among adults is a major focus. Prerequisites or co-requisites: N502, N504, N506, N510, N519, N623 (or equivalent courses approved by faculty). Must register for N621 at same time. Grade only

621 Clinical Nurse Specialist Role I Clinical - 3 S.H.
 This course is designed for students to practice the clinical nurse specialist roles with a preceptor in the student's chosen clinical focus. Students do an in depth study of non disease-based etiologies of acute and chronic illness among adults and apply advanced practice nursing interventions. Prerequisites or co-requisites: N502, N504, N506, N510, N519, N623 (or equivalent courses approved by faculty). Must register for N620 at the same time. Grade only.

623 Advanced Health Assessment - 3 S.H.
 This course builds on prerequisite knowledge of systematic and holistic health assessment of children and adults. Additional assessment tools for the advanced practice nurse are provided. Emphasis is on diagnostic reasoning and research based strategies for assessing health of individuals within the context of family and community. Special emphasis is placed on age, gender, and cultural variations. This course emphasizes diagnostic reasoning that guides the collection and interpretation of data to serve as a basis for advanced practice. (2 cr. seminar; 1 cr. clinical) Prerequisite: Undergraduate physical assessment course and/or N517 or equivalent; N504, N510, N519. Grade only

624 Clinical Nurse Specialist Role II Seminar - 1-3 S.H.
 This course builds on Clinical Nurse Specialist Role I Seminar and Clinical. An in depth study of selected topics related to the assessment, diagnosis, and management of acute and chronic illnesses among adults will be completed. An analysis and synthesis of the literature with an emphasis on theory and research will be included. Effects of culturally specific beliefs on response to acute and chronic illness will be discussed. The roles of the CNS are synthesized. Prerequisites: N502, N504, N506, N510, N519, N620, N621, N623 (or equivalent courses approved by faculty. Co-requisite: N625. Grade only

625 Clinical Nurse Specialist Role II Clinical - 1-4 S.H.
 This course builds on Clinical Nurse Specialist Role I Seminar and Clinical. Assessment, measurement, and management of disease-based and non disease-based etiologies of acute and chronic illnesses among adults will be a major focus. Independent nursing interventions that aim to prevent, alleviate, and/or reduce symptoms, functional problems, or risk behaviors will be implemented. Integration of the clinical nurse specialist roles will be achieved. Prerequisites: N502, N504, N506, N508, N510, N519, N620, N621, N623 (or equivalent courses approved by faculty). Co-requisite: N624. Grade only

626 Assessment and Intervention: Care of the Ill Client Seminar - 3 S.H.
 This course is for students selecting the NA and NE options. Concepts relevant to nursing focused on acute and chronic health deviations among individuals, families and groups in various settings are examined. Assessment and interventions (collaborative and independent) for each concept as relevant to the NE and NA advanced roles will be discussed. An analysis and synthesis of the literature with an emphasis on theory and research will be included. Effects of culturally specific beliefs on response to acute and chronic illness will be discussed. Prerequisites: N510, N502, N504. Co-requisite: N627. Grade only

627 Assessment and Intervention: Care of the Ill Client Clinical - 1-3 S.H.
 This course is for students selecting the NA and NE options and is the clinical application of N626. The health assessment of clients with chronic and acute conditions will serve as the basis for diagnosis and

implementation of independent nursing interventions. Emphasis will be placed on the integration of theory and research into clinical practice. Effectiveness of therapeutic nursing interventions on patient outcomes will be assessed. Critical analysis of data sets and clinical instruments for decision making relevant to the role will be conducted. Prerequisites: N502, N504, N508, N510. Co-requisite: N626. Grade only

629 Clinical Nurse Specialist Prescribing Clinical – 1-3 S.H.

This course is specifically designed for the post-master's CNS student who already holds national CNS certification and is seeking a supervised clinical experience to become eligible for prescriptive authority. The course requirements are specifically designed to meet requirements established by the revised MN Nurse Practice Act in 1999; however, the course requirements also meet criteria in other state nurse practice acts (students are assessed on an individual basis). The course focuses on assessment, measurement, diagnosis and management of disease-based and non disease-based etiologies of acute and chronic illnesses among adults. Emphasis is placed on accurate and safe selection of specific pharmacologic and non-pharmacologic treatments under the supervision of a provider who is licensed to prescribe pharmacologic agents. Prerequisites: Earned Master's Degree in nursing with a CNS focus, N502, N623 (or equivalent courses approved by the CNS focus faculty). Grade only.

640 Primary Care of Adults I - 3 S.H.

Focus is on the diagnosis and management of acute and episodic health related conditions and illnesses in the primary care setting. Epidemiology of problems is examined and emphasis is placed on health promotion and disease prevention. Prerequisites: N502, N506, N623; Co-requisites: N519, N641. Grade only.

641 Primary Health Care Clinical I - 2-3 S.H.

This course provides the opportunity to apply the knowledge and develop skills related to the role of the nurse practitioner in primary care. ANP students register for 2 S.H.; FNP students register for 3 S.H. Co-requisite: N640, N642 (FNP only). Grade only.

642 Primary Care of Children I - 2 S.H.

This course focuses on promotion of health of children and their families, and the diagnosis and management of acute and common health related conditions and illnesses in the primary care setting. Co-requisites: N640 (FNP only). Grade Only.

643 Primary Care Clinical II – 3-4 S.H.

This course provides the opportunity to apply knowledge and develop skills related to the role of the nurse practitioner in management of clients/families with complex disease states and health related conditions. ANP students register for 3 S.H.; FNP students register for 4 S.H. Co-requisites: N644, N646 (FNP only). Grade only.

644 Primary Care of Adults II – 3 S.H.

This course focuses on the diagnosis and management of chronic and co-morbid health related conditions and illnesses in the primary care setting. Epidemiology of problems is examined and emphasis is placed on health promotion, health maintenance, and prevention of disability. Prerequisites: N640, N641, N642 (FNP only). Co-requisites: N643, N646 (FNP only). Grade only.

645 Primary Care Internship - 3 S.H.

A clinical preceptorship for nurse practitioner students that provides an opportunity to further enhance knowledge and the skill level related to primary care. The clinical preceptorship provides opportunities to apply theoretical and didactic knowledge in practice. The internship is an intensive immersion in a single practice setting with focus on continued development of the nurse practitioner role and in providing continuity of care. Asynchronous, Internet based course. Prerequisites: N502, N506, N508, N519, N623, N640, N641, N643, N644; N642, N646 (FNP only). Grade only.

646 Primary Care of Children II - 2 S.H.

This course focuses on the role of the NP in the evaluation and management of chronic and complex health disorders of children in the primary care setting. The impact of chronic and complex disorders on children and families will be considered with an emphasis on strategies to promote wellness, optimize development, and facilitate adaptation in the child and family. Epidemiology of problems is examined. Prerequisites: N640, N641, N642. Co-requisites: N643, N644. Grade only.

650 Nursing Information Management & Decision-Making Technology - 2 S.H.

This course provides a basis for the use of computerized records and data for delivering nursing care. Content includes areas such as nursing informatics, electronic patient records, taxonomies for diagnosis,

interventions, & outcomes, and decision support technology.

Prerequisite: N510, N518 (or equivalent computer literacy, or consent of instructor). Grade only.

652 Resource Management in Nursing Services - 3 S.H.

This course will focus on the application of fiscal management principles, budgeting conventions, and human resource allocation methods as they are applied in the provision of nursing care within health care organizations. Prerequisite: N510. Grade only.

654 Structure and Design of Nursing Services in Health Care Organizations - 2 S.H.

The application of principles from other nursing administration courses in the design and structure of nursing service delivery methods. The course focuses on designing a nursing service from mission and objectives through workload and staffing budgets to evaluation strategies. Prerequisite: N510. Grade only.

655 Nursing Administration Practicum - 2-3 S.H.

A variable credit elective practicum for students to gain experience in management and administration with experienced nurse managers. Credit requirement (2-3) dependent on student's previous experience in nursing administration. Prerequisite: Two of N650, N652, N654, N656. Grade only.

656 Administrative Processes in Health Care and Nursing Services - 3 S.H.

This course provides knowledge of health care organization design and behavior. Focus is on nursing care systems as they relate to the organization, labor relations, and personnel principles as they apply to the provision of nursing services. Prerequisite: Admission to the graduate program or consent of instructor. Grade only.

669 Nursing Education: Theory and Research – 1-3 S.H.

Description: This course provides a foundation for the nurse educator focus with the MS program in nursing. The course is an overview of the classic and contemporary philosophies, theories and research about teaching and learning in nursing. Teaching and learning in schools of nursing, practice settings for the professional development of nurses, and client (patient) education are primary foci of the course. Prerequisites: N508, N510, N626, N627 or consent of instructor. Grade only.

670 Nursing Education: Curricula and Program Design – 1-3 S.H.

Description: This course is designed to introduce students to the components of educational program processes. Principles of program design and evaluation of nursing education and staff development are the key concepts explored in this class. Prerequisites: N510, N626, N627 or consent of instructor. Grade only.

671 Nursing Education: Instruction and Evaluation – 1-2 S.H.

Description: A course for nurse educators designed to apply teaching and learning theories, research and strategies to teaching in schools of nursing or healthcare organization staff development programs. Content focuses on the practical application of a large variety of teaching and evaluation techniques available in the practice of nursing education. Prerequisites: N510, N624 and N625 or N626 and N627, N669, N670 or consent of instructor. Grade only.

672 Nursing Education: Instruction and Evaluation: Practicum 1-2 S.H.

Description: This practicum, a companion course to N671, provides the student with a guided experience in the process of teaching. The practicum will focus on assessing learners; planning, developing, and implementing instruction; and the evaluation of learner achievement. Prerequisites: N510, N624 and N625 or N626 and N627, N669, N670 or consent of instructor. Grade only.

688 Professional Study I - 2 S.H.

This course is an extension of the base knowledge acquired in the core courses of statistics and research in nursing that prepares students to undertake a faculty-supervised investigation/project. This may include such projects as clinical investigations, case studies, evaluation projects, outcome studies on interventions or changes in interventions, or programmatic applied research. The intent of Professional Study I is to do the preliminary work to implement the project and may include planning, approval, and implementation phases of the project. Prerequisite: STAT 601, N510. Grade only.

689 Professional Study II - 1 S.H.

This course is an extension of Professional Study I. The intent is to complete the investigation/project, prepare the scholarly written report, and make an oral presentation of the project. Prerequisite: Permission of project advisor. Grade only.

690 Continuing Thesis/Professional Study - 1 S.H.

Continuing enrollment for thesis or professional study when not registered for N698, N699, N688, or N689. This course is to be used for registration while actively working with thesis or professional study advisor when not enrolled in the above courses. May be repeated. Credits do not count for graduation. . Permission of project advisor. Pass/No credit.

698 Thesis I - 2 S.H.

This course is an extension of the base knowledge acquired in the core courses of statistics and research in nursing that prepares students to undertake a faculty-supervised thesis. Investigation of a nursing research question using the research process and subsequent presentation of the research to the thesis committee is required for graduation. This course is taken during the proposal refinement and approval process phases of the research process. Prerequisite: STAT 601, N510. Prerequisite: Permission of thesis advisor. Grade only.

699 Thesis II - 2 S.H.

This course is an extension of the base knowledge acquired in the core courses of statistics and research in nursing that prepares students to undertake a faculty supervised thesis and involves completion of the nursing research process and presentation of the research to the thesis committee. Usually taken after Thesis I, but may be taken concurrently. Prerequisite: Permission of thesis advisor. Grade only.

ELECTIVE

516/416 Issues in Gerontology and Geriatrics for the 21st Century - 1-3 S.H.

This course is a series of three consecutive modules of content related to common issues in gerontology and geriatrics. A student may take one, two or all modules and each has as a prerequisite, the preceding module. The course is open to upper level undergraduate students, students enrolled in the RN to MS Program and Graduate Students in Nursing. Other students admitted by consent of instructor. The course will focus on normal aging, theories of aging, social gerontology and societal effects of an increasing population of older people. The geriatric content will focus on major geriatric syndromes such as Immobility, Incontinence, Instability, Iatrogenic illness and Intellectual impairment. Emphasis will be placed on assessment and maintenance of individual competency, independence and physiological function across clinical settings. Grade only.

517/417 Health Assessment Techniques - 1 S.H.

A guided study review of the basic components of physical assessment and an opportunity for performance evaluation at completion of course. Content relative to obtaining a complete health history and performing a physical examination, with appropriate documentation of each. Designed for advanced practice nursing students to ensure readiness for N623 Advanced Health Assessment. Prerequisite: Consent of the Instructor. Pass/No credit.

518/418 Computer Applications in Nursing-2 S.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 nursing informatics in nursing research, administration, education, and practice will be explored. Emphasis in this course is on extensive hands-on experience in Windows, word processing, spreadsheet and database applications, presentation software, the Internet, advanced online library searching, and other computer-related applications. Course meets admission requirement for computer literacy. Grade only.

595/495 Seminar/Workshop in Nursing - 1 - 3 S.H.

This course provides in depth study of selected topics. Content arranged by Nursing Department and specified for each offering. May be repeated when offered with different content/title. Grade only.

596/496 Feminist Perspectives in Nursing - 2 S.H.

This seminar explores the relationship of the feminist movement, feminist theory, and gender issues in nursing history and practice. Faculty and students will explore a feminist process for integrating feminist values into the classroom. Graduate students will be required to write a paper to meet course requirements. Nursing major or consent of instructor. Grade only.

602 Health Care for Rural Americans - 1-3 S.H.

This course provides an overview of issues related to caring for rural individuals, families and communities. The course is divided into three modules: Rural Health Care Policy, Rural Health Clinical Application and Special Populations in Rural Health. Emphasis will be on the knowledge and skills needed by primary health care providers in rural settings. Students will have the opportunity to examine rural health issues from a variety of perspectives including health promotion/disease prevention with individuals, families and communities, disease management and issues affecting rural health care policy. Graduate nursing students in any option may register for 1 to 3 credits; each module is worth one credit. Grade only.

610 Nutrition for Advanced Practice Nurses - 2 S.H.

This guided self-study provides an overview of nutrition theory and application for the advanced practice nurse. Content includes principles of nutritional health maintenance and health promotion. Designed for students who desire additional knowledge of nutrition. Prerequisite: Consent of the Instructor. Grade only.

611 Advanced Practice Nursing Clinical - 1-3 S.H.

This focused clinical experience provides opportunities to apply theoretical knowledge and clinical skills in the practice setting. Students will develop analytical and management skills related to advanced practice nursing. Emphasis will be on providing planned interventions of nursing care, health education, disease prevention, or risk reduction to a pre-selected patient population. Prerequisite: Consent of the Instructor. Pass/No Credit.

685 Individual Study in Nursing - 1-3 S.H.

This course provides an opportunity for the qualified graduate student in nursing to work independently under the direction of a graduate faculty member. Topics may include research, development of special skills or clinical experience, selected readings, or review of a nursing problem. May be repeated for a total of 6 (six) credit hours. Contract with learning objectives, plan for accomplishments, and criteria for evaluation is necessary. Offered each semester. Prerequisites: Enrolled in the graduate nursing program and consent of instructor. Grade only.

COLLEGE OF SCIENCE AND ENGINEERING

201 Stark Hall, 457-5585
Nancy O. Jannik, Dean

DEPARTMENTS

- Biology
- Chemistry
- Computer Science
- Engineering
- Geoscience
- Mathematics & Statistics
- Physics

The College of Science and Engineering offers undergraduate degree programs and one Master's program in Software Technology that will begin in Fall 2001.

MISSION

The mission of the College of Science and Engineering is to provide high quality undergraduate education and degrees in science, engineering, and mathematics in order to meet the needs of WSU students. In fulfilling that mission, the College offers four-year curricula leading to the Bachelor of Arts, Bachelor of Science or Bachelor of Engineering degrees. The College also serves students intending to transfer to other institutions for professional programs or post-graduate study after meeting some or all of their pre-professional requirements at WSU. In addition, many graduate-level courses are offered to serve the continuing education needs of educators and other professionals within the service region of Winona State University.

BIOLOGY

215 Pasteur, 457-5270

Chairperson: *Lawrence Reuter*

Graduate Faculty: *Bates, Berg, Brako, Dapkus, Delong, Essar, Evanson, Jefferson, Mundahl, Ragsdale, Reuter, Richardson, Thompson*

Kimberly M. Bates, Assistant Professor, Biology; B.S., University of Massachusetts-Amherst; M.S., Ph.D., University of Missouri-Columbia; 1997-

Steven Berg, Professor, Biology; B.S., Pacific Lutheran University; Ph.D., Purdue University; 1986 -

Emmanuel Brako, Professor, Biology; B.S. Tuskegee University, M.S., Ph.D., Louisiana State University and A & M College; B.V.M., University of Nairobi; 1989 -

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

Michael D. Delong, Professor, Biology; B.S., University of Southern Mississippi; M.S., Memphis State University (TN); Ph.D., University of Idaho, Moscow; 1992 -

David Essar, Associate Professor, Biology; B.S., Ferris State College (MI); M.S., Ph.D., University of Iowa; 1992 -

Kimberly J. Evanson, Assistant Professor, Biology; B.S., M.S., North Dakota State University-Fargo; Ph.D., University of Minnesota -Twin Cities; 1995-

Carol Jefferson, Professor, Biology; B.A., St. Olaf College; Ph.D., Oregon State University; 1976 -

Neal Mundahl, Professor, Biology; B.A., Winona State University; M.S., Michigan Technological University; Ph.D., Miami University (Ohio); 1989 -

Frances Ragsdale, Associate Professor, Biology; B.S., Eastern Oregon State; M.S., Southeastern Louisiana University; Ph.D., University of Idaho; 1992 -

Lawrence Reuter, Professor, Biology; B.A., Saint Mary's College of Minnesota; Ph.D., Princeton University; 1979 -

Robin Richardson, Associate Professor, Biology; B.S., Michigan State University; M.S., Central Michigan University; Ph.D., University of Oklahoma; 1990 -

Edward Thompson, Associate Professor, Biology; B.A., Macalester College, St. Paul; Ph.D., Medical College of Wisconsin, Milwaukee; 1992 -

COURSE DESCRIPTIONS

525/425 Animal Behavior - 3 S.H.

A study of how and why animals behave in the ways they do. Special attention is given to the observation and description of behavior and to the ensuing questions of immediate causation, development, evolution and function of behavior. Lecture and demonstration. Prerequisites: 308, 310, 312. Offered alternate years.

545/445 Immunology - 3 S.H.

An introduction to the theory and practice of modern immunology. Emphasis on the immune response in humans. Prerequisites: 308, 310, Chem. 340. Offered yearly.

560/460 General Parasitology - 3 S.H.

An introduction to the study of parasites of humans and domestic animals, and the etiology of associated pathologic states. Prerequisites: 308,310 and Chem. 340. P/NC option for non-biology majors/minors only. Lecture and laboratory. Offered yearly.

570/470 Histology - 4 S.H.

A microscopic study of animal cells, tissues, and organs and correlating structure and function. Emphasis is placed on the mammal. Laboratory includes microtechniques and histochemistry and the analysis of electromicrographs. Lecture and laboratory. Prerequisites: 308, 310, and Chem. 212, 213. Offered yearly.

CHEMISTRY

312 Pasteur, 457-5290

Chairperson: *William Ng*

Graduate Faculty: *Engen, Franz, Hein, Kopitzke, Miertschin, Nalli, Ng, Schneider, Svingen*

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

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

Sara M. Hein, Assistant Professor, Bioorganic Chemistry; B.S., University of Wisconsin-LaCrosse; Ph.D., University of Iowa; 2000 -

Robert W. Kopitzke, Assistant Professor, Polymer Chemistry, B.S., M.S., Ph.D., Florida Institute of Technology; 1999 -

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

Thomas W. Nalli, Professor, Physical Organic Chemistry; B.S., Union College, Schenectady N.Y.; M.S., Ph.D., University of Rochester; 1995 -

C.B. William Ng, Professor, Physical Chemistry; B.S., M.S., Ph.D., University of British Columbia; 1986 -

Jamie L. Schneider, Assistant Professor, Chemical Education; B.S., Winona State University; Ph.D., University of Minnesota-Twin Cities; 2000 -

Bruce A. Svingen, Professor, Biochemistry; B.A., St. Olaf College; Ph.D., Michigan State University; 1987 -

COURSE DESCRIPTIONS

510/410 Polymer Chemistry - 2 S.H.

An overview of polymer chemistry is presented. Major topics include polymerization reactions and kinetics, polymer morphology, polymer properties and polymer characterization. Prerequisites: CHEM 340 or CHEM 351 and CHEM 412 or ENG 345. Offered yearly.

520/420 Topics in Industrial Chemistry - 2 S.H.

Applications of chemistry in industry. The chemistry and technology of selected industrial processes with emphasis on industrial organic chemistry. Prerequisites: 340 or 350. Offered every two or three years.

526/426 Analytical Chemistry II - 4 S.H.

A course stressing modern analytical chemistry. A study of the theory and practice of the quantitative examination of chemical systems. Covers

the instrumental methods of: UV-vis, emission, and AA spectroscopy, electrical methods, and gas and liquid chromatography. Prerequisites: Chem. 425 and 412. Offered yearly.

527/427 Topics in Instrumental Chemistry - 2 S.H.

Selected topics from the principles and application of the instrumental methods of: IR, UV-vis and AA spectroscopy; NMR and mass spectrometry; gas and liquid chromatography. Prerequisites: organic and analytical chemistry and instructor's permission. Offered every two or three years.

538/438 Medicinal Chemistry - 2 S.H.

An introductory course describing selected topics in the chemistry of synthetic and naturally-occurring organic medicinals. Chemical structure and its relationship to biological activity. Lecture and problem-solving discussions. Prerequisites: 340 or 350. Offered every two or three years.

547/447 Advanced Organic Chemistry - 2 S.H.

A study of organic reaction mechanisms. The correlated acidity, basicity and general reactivity of organic compounds. Application of chemical kinetics, thermodynamics, stereochemical concepts and the use of isotopes. Lecture course. Prerequisites: 351 and 412. Offered every two or three years.

565/465 History of Chemistry - 1 S.H.

A chemistry course emphasizing the fascinating interplay of ideas during the development of the chemical body of knowledge. Prerequisite: one semester of organic chemistry. Offered on demand.

570/470 Isotope, Nuclear and Radiochemistry - 2 S.H.

Introduction and basic treatment of the nucleus with emphasis on concepts in chemistry. Interactions of radiation with matter. Nuclear structure, stabilities and associated radioactive decay processes. Applications in nuclear reactors, particle accelerators, and medical therapies. Prerequisite: 412. Offered every two or three years.

575/475 Seminar in Chemistry - 1 S.H.

Group discussions and papers presented in the field of chemistry. Prerequisite: 20 semester hours of chemistry. Offered yearly.

COMPUTER SCIENCE

103 Watkins, 457-5385

Chairperson: *Joan Francioni*

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

Gary Bunce, Professor, Mathematics & Statistics/Computer Science; B.S., North Dakota State University; M.A., Ph.D., University of New Mexico; 1971-
Gerald W. Cichanowski, Professor, Computer Science; B.A., Winona State University; M.S., University of Minnesota; Ph.D., Michigan State University; 1983 -

Narayan Debnath, Professor, Computer Science; B.S., M.Phil., Calcutta, University; M.S., Visva Bharati University; M.S., East Carolina University; M.S., Ohio State University; Ph.D., D.S.C., Jadavpur University; 1989 -

Joan Francioni, Professor, Computer Science; B.S., University of New Orleans; M.S., Ph.D., Florida State University; 1998 -

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

Sudharsan Iyengar, Professor, Computer Science; B.E., Burdwan University; M.S., Ph.D., Louisiana State University and A & M College; 1989 -

Chi-Cheng Lin, Assistant Professor; B.S., National Chiao-Tung University; M.S., University of

Minnesota-Duluth; Ph.D., University of Pittsburgh; 1997 -

Hugh F. Ouellette, Professor, Mathematics & Statistics/Computer Science; B.S., Western Montana College; M.A., University of Illinois; M.A., Ball State University; Ed.D., University of Northern Colorado; 1972 -

Gary Stroebel, Professor, Computer Science; B.S., M.S., Ph.D., University of Minnesota; 1993 -

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

MASTER OF SOFTWARE TECHNOLOGY (TO BE DETERMINED)**30 S.H.**

The Master of Software Technology program will appeal to the working software professional. It will provide an appropriate blend of foundational courses with applied courses that focus on "state of the art" concepts and skills in areas such as software development, information management, and communication networks. It is being designed as a "terminal" masters degree program that concentrates on workplace issues and applied technologies. On-site faculty at the WSU Rochester Center and Winona will be available for advising, consulting, and teaching. A variety of distance learning technologies will be utilized to complement classroom activities. Faculty will be available for teaching, consulting, and research with local industry. Professionals from local industry may be used as adjunct instructors to complement the WSU faculty and provide insight into the real-world environment.

The primary goal of the program is to enable software professionals to stay abreast of new technologies in a rapidly changing field. The emphasis will be on the application of skills and concepts in these technologies to the workplace. Students will significantly enhance their career opportunities with this degree program. Employers will gain higher quality, more productive employees. WSU faculty will acquire important access to the real-world software development environment through consulting and applied research opportunities.

Final curriculum is still to be determined. The program beginning will be announced. For information and application materials call the Computer Science department at (507) 457-5385.

COURSE DESCRIPTIONS**513 Advanced Networking and Communications - 3 S.H.**

Advanced topics in computer networking and telecommunications will be studied. Emphasis will be on the Transport and Application levels of the OSI Model. Course will emphasize networking lab. Students will gain experience with a protocol stack such as TCP/IP or OSI. Credit will be given for CS-413 or CS-513 (not both). Prerequisite: CS-412

517 Object Oriented Programming Languages - 3 S.H.

Introduces the motivation, foundations, and applications of object oriented programming. Topics include models of object oriented programming languages, issues in object oriented programming, communication and synchronization, co-routines, data abstraction, and applications in distributed computing. Different object oriented languages will be covered in detail. Prerequisite: CS-415

576 Concepts and Design of Distributed Systems - 3 S.H.

Introduction to the theory and design principles used in the construction of distributed computer systems. study of architectural foundations of networked systems, file servers and transaction handling, and security issues. Case studies or specific distributed systems. Credit will be given for CS-476 or CS-576 (not both). Prerequisite: CS-405

601 Network Computing Languages - 3 S.H.

Develop in-depth skills in programming languages (such as Java) appropriate for network computing. Topics include concurrent programming, network connectivity, distributed objects, security, and user interfaces. Prerequisite: working knowledge of an OOPL such as C++ or Smalltalk

610 Software Project Management - 3 S.H.

Study issues encountered in the management of large software development projects such as resource estimation, organization, scheduling, performance evaluation, refinement, and maintenance. Students participate in group projects. Case studies of specific projects. Prerequisite: CS-410

611 Software Quality - 3 S.H.

Concepts and methodologies for assessing and controlling software quality. software quality metrics and models will be covered in detail and use of basic tools in software quality will be exemplified. Topics include software testing strategies, program verification, regression testing, and software inspections. Prerequisite: CS-410

612 Advanced Topics in Networking - 3 S.H.

Design, maintenance, and use of high-speed networks. Topics include protocol design, routing, and flow control. Various network management issues configuration and performance will be addressed. Prerequisite: CS-513

613 Network Security - 3 S.H.

Topics in the area of Network Security will be covered in detail. These topics include firewalls, proxies, encryption, public key cryptography, and key distribution. Good practices for network security will be covered including security audits and network security tools. Known security attacks will be examined along with methods to prevent them. Prerequisite: CS-513

640 User Interface Design - 3 S.H.

Design, implement, and evaluation of graphical user interfaces. The primary topic is event-driven programming as it relates to graphical user interfaces. Standards and guidelines for graphical user interface are presented. Advanced topics include techniques for web interfaces and information visualization. Prerequisite: CS-601

650 Multimedia Systems - 3 S.H.

Topics in interactive multimedia technology including multimedia communication, multimedia synchronization and integration, multimedia authoring languages and tools, techniques for designing and producing multimedia applications, industry standards, and future directions in interactive multimedia technology. Prerequisite: CS-341 and CS-412

660 Client Server Systems - 3 S.H.

Introduces the motivation, foundations, and fundamental design principles of client server systems. Study of client server concepts as applicable to distributed operating systems and database systems.

Topics include client front-end interfaces, performance, protocols for data access, and evaluation models. Students will be required to design and develop a client server project using state of the art development tools and techniques. Prerequisite: CS-385 and CS-601

666 Topics - 1-3 S.H.

Special topics will be selected in the areas of information management, network computing, and software development as appropriate. Prerequisite: CS-601 and instructor's consent

685 Object-Oriented Databases - 3 S.H.

The design and development and object-oriented database management systems. Topics include object-oriented operations and implementation, query languages, object identity, security, versions and schema evolution, and concurrency control. Students are required to design and implement a database application of significant complexity using state of the art techniques. Prerequisite: CS-385 and CS-601

690 Capstone Project - 3 S.H.

Students work in a team to build a significant, real-world software system using the concepts and techniques provided during their coursework. Work with a customer (software development company, manufacturing company, or other institution) to establish requirements, perform design reviews, and assess project deliverables. Provide documentation and give oral presentation of completed project to faculty and students. Prerequisite: completion of core and optional coursework

GEOSCIENCE

114 Pasteur, 457-5260

Chairperson: *Catherine Summa*

Graduate Faculty: *Donovan, Meyers, Summa*

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

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

Catherine Summa, Associate Professor, Geology; B.A., Wellesley College; Ph.D., Massachusetts Institution of Technology; 1996 -

COURSE DESCRIPTIONS

500/400 Individual Research Problems - 1-3 S.H.

Independent study of a selected geologic field and/or laboratory problem with subsequent preparation of written report and oral seminar. May be repeated up to 3 credits. Admission by consent of instructor and department chairperson. Offered each semester.

504/404 Current Topics in Geoscience - 1-3 S.H.

An analysis of current topics and issues relevant to Geosciences. Subject matter and prerequisites will be announced in advance by the department. May be repeated as topics change. Offered on demand.

MATHEMATICS AND STATISTICS

320 Gildemeister Hall, Room 322 (507) 457-5370

Chairperson: *Jeffrey Anderson*

Graduate Faculty: *Anderson, Blumberg, Bunce, Debnath, Deppa, Draskoci-Johnson, Jarvinen, Leonhardi, Pascual, Peratt, Price, Quella, Rand, Smith, Suman, Urion*

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

Carol Joyce Blumberg, Professor, Mathematics and Statistics; A.B., A.M., University of Michigan; M.S., Ph.D., Michigan State University; 1987 -

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

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

Brant Deppa, Professor; B.S., M.S., University of Minnesota - Duluth; Ph.D., University of Minnesota - Twin Cities; 1992 -

Jeffrey Draskoci-Johnson, Associate Professor; B.A., Ohio Wesleyan University; M.S., Ph.D., Ohio State University-Columbus; 1996 -

George Gross, Assistant Professor; B.S., M.S., University of South Dakota; 1987 -

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

Steve Leonhardi, Associate Professor, B.A., Concordia College; M.S., Ph.D., University of Wisconsin -Madison; 1996 -

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

Barry Peratt, Associate Professor; B.S., Moravian College; M.S., Ph.D., University of Delaware; 1996 -

Terry Price, Assistant Professor; B.S., M.S., Lamar University; Ph.D., Washington State University; 1998

Joyce Quella, Assistant Professor; B.S., University of Wisconsin - Madison; A.M., University of Illinois; M.S., University of Iowa; 1987 -

Daniel Rand, Assistant Professor; B.S., M.S., Purdue University; M.S., Ph.D., University of Minnesota; 1998 -

Martyn N. Smith, Professor, Mathematics/Statistics; B.S., Montclair State College; M.Ph., Ph.D., Yale University; 1989 -

Ken A. Suman, Professor; B.S., M.S., Clemson University; Ph.D., Pennsylvania State University; 1990 -

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

COURSE DESCRIPTIONS

PREREQUISITES: Prerequisites may be satisfied by equivalent coursework or by consent of instructor.

MATHEMATICS**510/410 History of Mathematics - 3 S.H.**

General view of the historical development of the elementary branches of mathematics. Prerequisite: 160 and 210. Fall.

520/420 Numerical Analysis - 4 S.H.

Numerical solution of equations, numerical interpolation, differentiation, and integration, numerical linear algebra, numerical solution of differential equations with analysis and use of algorithms and related software. Prerequisite: CS 231 or 234 and Math 260. Fall.

530/430 Operations Research: Linear Programming - 3 S.H.

An introduction to linear programming, including the simplex method. Other topics chosen from duality, sensitivity analysis, and the transportation and assignment problems. Prerequisite: one calculus course. Recommended: one linear algebra course. Offered alternate years.

535/435 Operations Research: Modeling - 3 S.H.

This course emphasizes mathematical modeling: problem identification and model construction. Topics chosen from among network flow analysis, nonlinear mathematical programming, queuing theory, simulation, integer programming, and Markov chains. Prerequisite: one calculus course. Recommended: one course in probability and statistics, and more than one course in calculus. Offered alternate years.

580/480 Special Topics - 1-3 S.H.

Exposure to mathematical topics not included in other courses. Prerequisite: Determined by topics. Offered on demand.

600 Problems in Mathematics - 1-4 S.H.

Designed to allow post-baccalaureate students an opportunity to study mathematical topics in depth under the supervision of a faculty member. May be repeated to a total of 4 S.H. On demand.

MATHEMATICS EDUCATION**589/489 Special Topics - 1-3 S.H.**

Exposure to mathematics education topics not included in other courses. Prerequisite: Determined by topics.

600 Problems in Mathematics Education - 1-4 S.H.

Designed to allow post-baccalaureate students an opportunity to study mathematics education topics in depth under the supervision of a faculty member. May be repeated to a total of 4 S.H. On demand.

STATISTICS**525/425 Statistical Computing - 3 S.H.**

An introduction to the use of the computer as a powerful tool in data analysis. Topics will include statistical graphics, advanced regression techniques, curve fitting and smoothing, generalized additive models, CART, multivariate techniques, cross-validation and the bootstrap. Additional topics that may be covered are random number generation, regression trees and Monte Carlo simulation methods. Prerequisite: Math 165 and Stat 360. Offered alternate years.

540/440 Epidemiology - 3 S.H.

A general introduction to the concepts and methods of epidemiology as they are applied in a variety of disease situations. Topics include modeling the disease process in a population; retrospective, prospective and observational studies; rates, ratios and data interpretation; and evaluation of epidemiological information. Prerequisite: An introductory statistics course. Offered alternate years.

589/489 Special Topics - 1-3 S.H.

Exposure to statistical topics not included in other courses. Prerequisite: Determined by topics. Offered on demand.

600 Problems in Statistics - 1-4 S.H.

Designed to allow post-baccalaureate students an opportunity to study statistical topics in depth under the supervision of a faculty member. May be repeated to a total of 4 S.H. On demand.

601 Statistical Methods for Health Care Research - 3 S.H.

Application and interpretation of statistical techniques in the health profession. Prerequisites: Stat 110 or equivalent and registration in a graduate nursing degree program. Offered yearly.

PHYSICS

114 Pasteur Hall, 457-5260

Chairperson: *Richard Shields*

Graduate Faculty: *Bolon, Bloom, Hamerski, Otto, Shields*

Danning Bloom, Professor, Physics; B.A., Illinois Wesleyan University; Ph.D., University of Colorado; 1976 -

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

Andrew Ferstl, Assistant Professor, Physics; B.S., University of Wisconsin; Ph.D., University of Minnesota-Twin Cities; 2000 -

David E. Hamerski, Professor, Physics; B.S., St. Mary's College of Minnesota; M.S., University of Minnesota-Twin Cities; Ph.D., Washington University

(Missouri); 1961 -

Frederick Otto, Professor, Physics; B.A., B.S., Humboldt State University; Ph.D., University of California-Berkeley; 1990 -

Richard H. Shields, Professor, Physics; B.S., M.S., Eastern Illinois University; Ph.D., University of Missouri-Rolla; 1973 -

COURSE DESCRIPTIONS**500/400 Seminars - 1-4 S.H.**

This course consists of one or more seminars offered from time to time on a variety of topics of physics. Students may repeat the course under a different topic. Prerequisite: Consent of the instructor. Offered on demand.

504/404 Nuclear Radiation Physics - 4 S.H.

A first course in health physics, includes atomic and nuclear structure, radioactivity, interaction of radiation with matter, radiation dosimetry, health physics instrumentation, external and internal radiation protection. Lecture-laboratory course. Prerequisite: 202, 222 or consent of instructor. Offered every two years.

520/420 Control Theory - 3 S.H.

An introduction to the design, analysis and behavior of mechanical and electronic systems including study of the input and output characteristics and interactions of the functional blocks which comprise the system. Prerequisites: P202 or 22, Math 330. Offered yearly.

525/425 The Physics of Semiconductors - 3 S.H.

A study of the physics of semiconductors, pn junctions and transistors, fabrication of semiconductor devices including integrated circuits; and the electrical characteristics and behavior of these devices. Prerequisite: 551. Offered every two years.

530/430 Electromagnetic Theory I - 3 S.H.

Electrostatics including Gauss's Law and Laplace's Equation, Magnetostatics. Introduction to Maxwell's Equations. Prerequisites: 202 or 222 and Math 330. Offered every two years.

531/431 Electromagnetic Theory II - 3 S.H.

A continuation of 530/430 with applications of Maxwell's equations to waveguides, optics, and special relativity. Prerequisite: Physics 530/430. Offered every two years.

540/440 Mathematical Methods in Physics I - 3 S.H.

Partial differential equations of mathematical physics. Orthogonal functions. Fourier series. Prerequisites: Physics 202 or 222 and Math 330. Offered on demand.

541/441 Mathematical Methods in Physics II - 3 S.H.

Eigenvalue problems. Sturm-Liouville theory. Matrix theory. Calculus of residues. Special functions. Laplace and Fourier transforms.

Prerequisite: Physics 540/440. Offered on demand.

551/451 Quantum Mechanics - 3 S.H.

A continuation of 223. Interpretation of wave functions. Systems in one dimension. Hermitian operators and angular momentum. Electron spin. Systems in two or three dimensions. Prerequisite: 223. Offered every two years.

560/460 Undergraduate/Graduate Research - 1-4 S.H.

An opportunity for advanced physics students to work with a faculty member on an independent research project. A written report and oral presentation are required on the results of the research. Offered every semester.

590/490 Individual Problems in Physics - 1-4 S.H.

An opportunity for the qualified advanced undergraduate or graduate to work independently. Topics may include research, development of special skills, selected readings, etc. Time arranged. Prerequisite: Consent of the physics advisor. May be repeated to a total of four credits. Offered on demand as an arranged class.

GRADUATE SPECIAL APPLICATION



Return to:
Office of Graduate Studies
Winona State University
P.O. Box 5838
Winona, MN 55987-5838

Please type or print clearly

Students who have completed a baccalaureate degree and who wish to enroll in further undergraduate courses, graduate courses, or a combination of both but do not intend to pursue a Master's degree, may register as Graduate Special students. Courses numbered 600 and above are for graduate credit only. Selected courses at the 400/500 level are for either undergraduate or graduate credit.

Date of Enrollment: _____ FALL _____ SPR _____ Summer _____ YEAR

Soc. Sec. No. Home Phone Work Phone Ext.

NAME _____
(Last) (First) (Middle) (Previous)

MAILING ADDRESS _____
(Street) (City) (State) (ZIP)

PERMANENT ADDRESS _____
(Street) (City) (State) (ZIP)

E-Mail Address _____

State of Legal Residence _____ Years Lived There _____

U.S. Citizen: Yes No If no, home country _____

Veteran: Yes No Birthdate _____
(for Web registration)

Present Position _____ Location _____

Have you ever taken courses at Winona State University? Yes No
If yes: Undergraduate, Year(s) _____ Graduate, Year(s) _____

UNDERGRADUATE EDUCATION: Degree Granted _____ Date Granted _____
Major _____ Minor _____
College/Univ. _____ Location _____
(City) (State)

OTHER COLLEGES/UNIVERSITIES ATTENDED:

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

(COMPLETE BACK PAGE)

GRADUATE SPECIAL APPLICATION

This section for education students ONLY:

Are you currently certified to teach? Yes No If yes, in what area(s)? _____

In what state(s)? _____

Total years of teaching experience _____ Total years of administrative experience _____

Are you returning for renewal credits? Yes No

Are you returning for licensure in any of the following areas?

- Middle School Licensure
- Principal/Assistant Principal
 - Elementary
 - Secondary
- Superintendent and Assistant Superintendent

- Special Education
 - Mild to Moderate Mentally Handicapped
 - Learning Disabilities

Students planning to work toward licensure **MUST** supply the Office of Graduate Studies with **TWO (2) OFFICIAL TRANSCRIPTS** sent directly from all colleges/universities attended.

Do plan to obtain teacher certification? Yes No

Graduate special students planning to work toward teacher certification **MUST** contact the Office of Admission, Somsen Hall, Room 106, to apply as a post-baccalaureate student.

CERTIFICATION OF BACCALAUREATE DEGREE: All students except those working toward licensure must send the **Certificate of Baccalaureate Degree** to the Registrar of the college/university from which the baccalaureate degree was obtained. Official transcripts are not required.

APPLICATION FEE REQUIRED: A \$20, non-refundable application fee is required the **first time** you apply for admission to Winona State University. Make check **payable** to Winona State University.

I understand that completion of this form **DOES NOT ADMIT ME TO A DEGREE PROGRAM** and that I must meet all admissions criteria upon application to pursue a degree at Winona State University. I understand that a **maximum** of **TWELVE (12)** semester credits earned as a Graduate Special student may be applied should I desire to enroll in a degree program. I assume full responsibility as a Graduate Special student for the application of courses toward graduation requirements if I am later admitted to a degree program.

(Signature of Applicant)

(Date)



**CERTIFICATION OF BACCALAUREATE DEGREE
FOR GRADUATE SPECIAL APPLICATION**

I hereby authorize release of the following information to the Office of Graduate Studies at Winona State University.

Date: _____ Social Security Number _____ - _____ - _____

Name _____
(Last) (First) (Middle) (Previous)

(Student Signature)

Street Address

City & State

(To be completed by the Registrar of the college or university from which the student earned his/her Bachelor's degree.)

This will certify that _____

completed the degree, _____
(Please give exact title of degree)

on, _____
(Month - Day - Year)

Signature _____

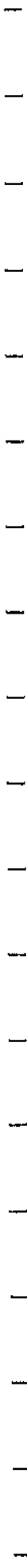
Title _____

Institution _____

Address _____

Date _____

**Return completed form to:
Office of Graduate Studies
Winona State University
P.O. Box 5838
Winona, MN 55987-5838**



**APPLICATION FOR ADMISSION
TO GRADUATE STUDY
(FOR M.S. AND M.A. DEGREE PROGRAMS)**

Return To:
Office of Graduate Studies
Winona State University
P.O. Box 5838
Winona, MN 55987-5838

FOR OFFICE USE ONLY Department Recommendation _____ OGS Admit Term _____ Admit Status _____

APPLICATION FOR ADMISSION TO GRADUATE STUDY

Please type or print clearly

Date of Enrollment: _____ FALL _____ SPR _____ Summer _____ YEAR

_____ Soc. Sec. No. _____ Home Phone _____ Work Phone _____ Ext. _____

Name _____
(Last) (First) (Middle) (Previous)

Mailing Address _____
(Street) (City) (State) (ZIP)

Permanent Address _____
(Street) (City) (State) (ZIP)

E-Mail Address _____

State of Legal Residence _____ Years Lived There _____

U.S. Citizen: Yes No If no, home country _____

Veteran: Yes No Birthdate _____
(for Web Registration)

Present Position _____ Location _____

Have you ever taken courses at Winona State University? Yes No
If yes: Undergraduate, Year(s) _____ Graduate, Year(s) _____

Undergraduate Education:

Degree Granted _____ Date Granted _____
Major _____ Minor _____
College/Univ. _____ Location _____
(City) (State)
Grade Point Average _____

Other Colleges / Universities attended:

College / University	Dates Attended	Credits Earned-Under Grad or Grad
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(COMPLETE BACK OF PAGE)

In what field(s) are you currently certified to teach? _____

In what state(s)? _____

Total Years of Teaching Experience _____

Total Years of Administrative Experience _____

Planned Program: (Please Check One)

Master of Science in:

COLLEGE OF EDUCATION

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

- Educational Leadership
- Elementary School Leadership
- Secondary School Leadership

- Education
- Education (K-12)
- Education (Special ED)
- General School Leadership (non-licensure program)

COLLEGE OF LIBERAL ARTS

- English

Master of Arts in:

- English

CERTIFICATE PROGRAMS IN:

- Educational Technology
- Training and Development
- Clinical Nurse Specialist
- Nurse Educator
- Nurse Practitioner

Application forms for the M.S. in Nursing may be obtained from the Office of Graduate Studies, Winona or Master's Program in Nursing, WSU-Rochester Center, or WSU Department of Nursing Web site: <http://199.17.132.170/masters>

APPLICATION FEE REQUIRED: A \$20, **non-refundable** application fee is required the **first time** you apply for admission to Winona State University. Make check **payable** to Winona State University.

OFFICIAL TRANSCRIPTS REQUIRED: **Two (2) official transcripts** of all undergraduate and graduate work must be sent **directly** from the institution(s) you attended to the Office of Graduate Studies, WSU, P.O. Box 5838, Winona, MN 55987-5838.

(Signature of Applicant)

(Date)

**APPLICATION FOR ADMISSION
SPECIALIST DEGREE IN
EDUCATIONAL LEADERSHIP**

Return to:
Office of Graduate Studies
Winona State University
P. O. Box 5838
Winona, MN 55987-5838

FOR OFFICE USE ONLY Department Recommendation _____ OGS Admit Term _____ Admit Status _____

APPLICATION FOR SPECIALIST DEGREE IN EDUCATION LEADERSHIP

Please type or print clearly

Date of Enrollment: _____ FALL _____ SPR _____ Summer _____ YEAR

Soc. Sec. No. _____ Home Phone _____ Work Phone _____ Ext. _____

NAME _____
(Last) (First) (Middle) (Previous)

MAILING ADDRESS _____
(Street) (City) (State) (ZIP)

PERMANENT ADDRESS _____
(Street) (City) (State) (ZIP)

E-Mail Address _____

State of Legal Residence _____ Years Lived There _____

U.S. Citizen: Yes No If no, home country _____

Veteran: Yes No Birthdate _____
(for Web Registration)

Present Position _____ Location _____

Have you ever taken courses at Winona State University? Yes No

If yes: Undergraduate Year(s) _____ Graduate Year(s) _____

UNDERGRADUATE EDUCATION: Degree Granted _____ Date Granted _____

Major _____ Minor _____

College/Univ. _____ Location _____
(City) (State)

Grade Point Average _____

GRADUATE EDUCATION: Degree Granted _____ Date Granted _____

Major _____ Minor _____

College/Univ. _____ Location _____
(City) (State)

Grade Point Average _____

OTHER INSTITUTIONS AND GRADUATE CREDITS EARNED:

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

(COMPLETE BACK OF PAGE)

EXPERIENCE:

In what field(s) are you currently certified to teach?

In what state(s)? _____

Total Years of Teaching Experience _____

Total Years of Administrative Experience _____

DEGREE SOUGHT: (Please Check One)

Specialist Degree in Educational Leadership

_____ Elementary _____ Secondary _____ General

APPLICATION FEE REQUIRED: A \$20, **non-refundable** application fee is required the **first time** you apply for admission to Winona State University. Make check **payable** to Winona State University.

OFFICIAL TRANSCRIPTS REQUIRED: **Two (2) official transcripts** of all undergraduate and graduate work must be sent directly from the institution(s) you attended to the Office of Graduate Studies, WSU, P.O. Box 5838, Winona, MN 55987-5838.

(Signature of Applicant)

(Date)

Immunization Requirement

Minnesota law (M.S. 135A. 14) requires that all students born after 1956 and enrolled in a public or private post-secondary university, college or other school be immunized against diphtheria, tetanus, measles, mumps and rubella.

The law excepts students enrolled in only one class, students enrolled in extension classes only, students who obtain a medical exemption signed by a physician, and students for whom immunization is contrary to conscientiously held beliefs.

The law requires schools to be the agents of enforcement. Therefore we **MUST** receive from you the information requested on the "Immunization Record for Students Attending Post-Secondary Schools" form on the other side of this page. If you have not already provided this information in a form acceptable to Winona State University's Health Services office, you must complete it in order to remain enrolled.

Please read all of the information on the form, and complete it carefully.

When the form is complete, take it to the Health Services Office in the Maxwell Library building, or send it to the following address:

Health Services
Winona State University
P.O. Box 5838
Winona, MN 55987-5838

If your Personal Data Form (PDF) has "HEALTH SERVICES" printed in the registration holds section, in the upper right corner, you will not be allowed to register until your immunization hold has been cleared by the Health Services office.

If your Personal Data Form (PDF) has "HEALTH SERVICES" printed in the registration holds section, in the upper right corner, you must check the status of your immunization records in Health Services, before attempting to register.

If you would normally be in compliance with the law because you were born before 1957, either you must give us your birth date, or you must make arrangements with Health Services to have your record indicate that you are in compliance.

WINONA STATE UNIVERSITY IMMUNIZATION REQUIREMENT

NAME _____ DATE OF ENROLLMENT (Mo/Yr) _____
Last First M.I.

BIRTHDATE _____ SOC SEC # _____
(or Student ID#)

ADDRESS _____ PHONE _____
Street City State Zip Code

Minnesota Law (M.S. 135A.14) requires that all students born after 1956 and enrolled in a public or private post-secondary school in Minnesota be immunized against diphtheria, tetanus, measles, mumps and rubella. This form is designed to provide the school with the information required by law and will be available for review by the MN Department of Health and the local community health board. Students transferring from another school must provide documentation from the other school verifying the required immunizations were submitted. Students graduating from a Minnesota High School in 1997 or later are not required to provide immunization documentation. Students graduating from a high school outside of Minnesota MUST provide immunization documentation.

Enter the month, day (if available), and year of the most recent "booster" for diphtheria and tetanus (**must be within the past 10 years**) and for all doses of vaccine for measles, mumps and rubella that were given on or after 12 months of age.

	Mo/Day/Year	Mo/Day/Year
Diphtheria & Tetanus (Td) <small>must be given within the past 10 years</small>		
Measles (Rubeola, Red Measles) <small>must be given on or after 12 months of age</small>		
Mumps <small>must be given on or after 12 months of age</small>		
Rubella (German Measles) <small>must be given on or after 12 months of age</small>		

For the student: (check which applies to you and sign below)

- I certify that the above information is a true and accurate statement of the dates on which I received the immunizations required by Minnesota Law.
- I certify that I graduated from a Minnesota High School in 1997 or later.
- I have submitted the required immunization information to another school, and my transcript or other official document verifying this **IS ATTACHED**.

Student's Signature _____ Date _____

Students wishing to file an exemption to any or all of the required immunizations must complete the following:

Medical exemption: the student named above does not have one or more of the required immunizations because he/she has (check all that apply)

- a medical problem that precludes the _____ vaccine(s)
- not been immunized because of a history of _____ disease
- *laboratory evidence of immunity against _____

Physician's Signature _____ Date _____

*may have Physician sign OR provide proof: copy of titer from laboratory **MUST** be attached to this form.

***Conscientious exemption:** I hereby certify by notarization that immunization against _____ is contrary to my conscientiously held beliefs.

Student's Signature _____ Date _____

Subscribed and sworn before me on the _____ day of _____, 19_____

Signature of notary _____

*If claiming conscientious exemption, a copy of this statement will be sent to the Minnesota Department of Health.

This form may be mailed to: Student Health Service, Winona State University, P.O. Box 5838, Winona, MN 55987-5838

FACULTY, STAFF AND ADMINISTRATION

Becky Abdel-Magid, Professor, Engineering; B.S., University of Khartoum; M.S., Ph.D., University of Wisconsin; 1990 -

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

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

Dawn Anderson, Professor, Health & Human Performance; B.A., University of Minnesota; M.S., Iowa State University; Ph.D., Ball State University, Muncie (IN); 1992 -

Jeffrey Anderson, Professor, Mathematics & Statistics; B.A., University of Minnesota, Morris; Ph.D., Iowa State University; 1992 -

Phillip Appicelli, Assistant Professor, Health and Human Performance; B.A., College of St. Scholastica; M.A., Ph.D., Kent State University; 1998 -

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

Theresa Arrick-Kruger, Director, Human Resources, Affirmative Action, Sexual Harassment Officer; B.S., Fort Wright College; J.D., St. Mary's School of Law; M.B.A., Winona State University; 1988 -

Murzie Astani, Associate Professor, Business Administration; B.A., Tehran University; M.S., Ph.D., Iowa State University of Science and Technology; M.B.A., Central Michigan University; 1987 -

Susan Ballard, Associate Professor, Nursing; B.S.N., University of Illinois; M.S.N., University of Minnesota; 1984 -

Mark Bambenek, Intramural Director; B.S., M.S., University of Wisconsin; 1988 -

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

Kimberly M. Bates, Assistant Professor, Biology; A.A., Berkshire Community College; B.S., University of Massachusetts; M.S., Ph.D., University of Missouri; 1997 -

Judith Bantch, Professor, Nursing; B.S., University of Wisconsin; M.N., University of Washington; Ph.D., University of Wisconsin; 1997 -

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

Sandra Benning, Assistant Registrar; B.S., Winona State University; 1985 -

Charles Bentley, ACEED Coordinator; B.A., Macalester College; M.S., Winona State University; 1968 -

Steven Berg, Professor; Biology; B.S., Pacific Lutheran University; Ph.D., Purdue University; 1986 -

Tamara Berg, Assistant Professor; Women's Studies; B.A., University of Wisconsin; M.A., Indiana University; 1995 -

J. Lawrence Bergin, Professor, Accounting; B.S., M.B.A., Northeastern University; 1981 -

JoEll W. Björke, Professor, Business Administration; B.S., St. Cloud State University; J.D., William Mitchell College of Law; 1981 -

Norna Blankensfeld, Associate Professor, Nursing; B.S.N., M.S., University of Minnesota; 1980 -

Danning Bloom, Professor, Physics; B.A., Illinois Wesleyan University; Ph.D., University of Colorado; 1976 -

Kim Blum, Senior Women's Administrator, Athletics; B.S., M.S., University of Wisconsin; 1997 -

Carol Joyce Blumberg, Professor, Mathematics & Statistics; B.A., M.A., University of Michigan; M.S., Ph.D., Michigan State University; 1987 -

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

Cynthia Bork, Assistant Professor, Nursing; B.S.N., College of St. Teresa; M.S., Winona State University; Ed.D., St. Mary's University of Minnesota; 1993 -

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

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

Matthew Bosworth, Assistant Professor, Political Science; B.A., Johns Hopkins University; M.A., Ph.D., University of Wisconsin; 1997 -

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

Richard Bowman, Professor, Education; B.S.Ed., M.S.Ed., Ohio University; Ph.D., University of Toledo; 1995 -

Emanuel Brako, Professor, Biology; B.V.M., University of Nairobi (Kenya); B.S., Tuskegee University; M.S., Ph.D., Louisiana State University and A & M College; 1989 -

David Bratt, Professor, Theatre & Dance; B.A., Calvin College; M.A., University of Iowa; Ph.D., University of California; 1976 -

Lynna Brenner, Residence Hall Director; Residence Life; B.S., M.S., South Dakota State University; 2001 -

Brian Briggs, Associate Professor, Accounting; B.S., University of Connecticut; M.S., Northeastern University; 1979 -

James Bromeland, Associate Professor, Political Science; B.A., M.S., Mankato State University; 1971 -

Nancy Brown, Fund Development Director; B.A., University of Wisconsin; M.S.A., University of Notre Dame; 1989-1995; 2000 -

Lynda Brzezinski, Assistant Professor, Counseling Center; B.A., University of Wisconsin; M.S., Ph.D., University of Utah; 2000 -

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

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

John E. Burdick, Professor, Social Work; B.A., Allegheny College; M.S.W., State University of New York; 1984 -

Elizabeth Burke, Professor, Counseling Center; B.A., St. Norbert College; M.A., St. Mary's University of Minnesota; 1979 -

Chris Buttram, Assistant Professor, English; B.A., Emory University; M.A., M.Phil., Ph.D., Columbia University; 2000 -

Marianna Westbrook Byman, Associate Professor, History; B.A., Baylor University; M.S., Winona State University; D.A., University of North Dakota at Grand Forks; 1988 -

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

Douglas Callahan, Assistant Professor, Physical Education and Recreation; B.S., M.A., University of Denver; Ph.D. University of Kansas; 2000 -

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

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

Ruth Charles, Assistant Professor, Social Work; Ph.D. Syracuse University; 1997 -

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

Gloria Chuang, Assistant Professor, Music; B.M., M.M., Julliard School; D.M.A., University of Michigan; 1997 -

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

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

Christine Clements, Associate Vice President, Academic Affairs; B.S., M.S., University of Wisconsin; Ph.D., University of Minnesota; 2000 -

Gretchen Cohenour, Professor, Theatre & Dance; B.A., Rockford College; M.F.A., University of Wisconsin; 1989 -

John W. Collins, Associate Professor, Social Work; B.A., Tarkio College; M.S., University of Minnesota; Ph.D., Saint Louis University; 1993 -

Karen Csajko, Associate Professor, Political Science; B.A., M.A., Portland State University; Ph.D., University of California; 1996 -

Sarah Curtin, Admissions Counselor; B.A., Winona State University; 1999 -

Linda D'Amico, Assistant Professor, Residential College; B.S., M.A., Ph.D., Indiana University; 2000 -

Helen Dachelet, Associate Professor, Sociology; B.A., B.S., M.S., Winona State University; Psy.D., University of St. Thomas; 1996 -

Ajit Daniel, Professor, Mass Communications; B.A., St. Stephen's College, Delhi University, India; B.S., M.S. Southern Illinois University; Ph.D., The Union Institute; 1982 -

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

Richard Davis, Director, Publications and Print Shop; B.S., Winona State University; 1971 -

Joyanti Debnath, Professor, Mathematics & Statistics; B.Sc., M.Sc., Jadavpur University; M.S., Ph.D., Iowa State University; 1989 -

Narayan Debnath, Professor, Computer Science; B.S., M.Phil., Calcutta University; M.S., Visva Bharati University; M.S., East Carolina University; M.S., Ohio State University; Ph.D., D.S.C., Jadavpur University; 1989 -

Vicki Dacker, Director, Career Services; B.A., M.S., Winona State University; 1988 -

Michael D. Delong, Professor, Biology; B.S., University of Southern Mississippi; M.S., Memphis State University; Ph.D., University of Idaho-Moscow; 1992 -

Keith Demichy, Professor, Engineering; B.S., Rensselaer Polytechnic Institute; M.S., Youngstown State University; M.B.A., University of Utah; Ph.D. Rensselaer Polytechnic Institute; 1990 -

Russell Dennison, Professor, Library; B.A., Central College; M.A.L.S., University of Wisconsin; 1980 -

Brant Deppa, Professor; B.S., M.S., University of Minnesota, Duluth; Ph.D., University of Minnesota; 1992 -

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

Richard A. Deyo, Professor, Psychology; B.S., Viterbo College; M.A., Ph.D., Bowling Green State University; 1990 -

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

Darrell Downs, Associate Professor, Political Science; B.A., B.S., Montana State University; M.S., Oregon State University; Ph.D., Colorado State University; 1992 -

Suzanne Rhodes Draayer, Professor, Music; B.M. Furman University; M.S., George Peabody College of Vanderbilt University; D.M.A. University of Maryland College Park; 1993 -

- Jeffrey Draskoci-Johnson*, Associate Professor, Mathematics & Statistics; B.A., Ohio Wesleyan University; M.S., Ph.D., Ohio State University; 1996 -
- Nancy Dumke*, Assistant Director/504 Coordinator, Advising and Retention Office; B.A., St. Olaf College; M.S., University of Notre Dame; 1989 -
- Edward Duplaga*, Associate Professor, Business Administration; B.S., Bowling Green State University; MBA and Ph.D., University of Iowa; 2001 -
- Daniel Eastman*, Professor, Director, Residential College; B.A., Western Washington University; M.F.A., Wayne State University; M.F.A., Bard College; 1989 -
- Nancy Ann Eckerson*, Assistant Professor, Education; B.S., M.S., Minnesota State University-Mankato; Ph.D., Iowa State University; 2000 -
- Gary Eddy*, Professor, English; B.A., State University of New York-Brockport; M.A., University of Texas at El Paso; M.F.A., University of Arizona; Ph.D., State University of New York-Binghamton; 1988 -
- Ahmed El-Afandi*, Professor, Political Science; B.Com., University of Alexandria; M.A., Ph.D., University of Missouri; 1968 -
- Ronald Elcombe*, Associate Professor, Mass Communications; B.S., University of Minnesota; M.M., Mankato State University; Ph.D., The Union Institute; 1991 -
- Scott Ellinghuysen*, Comptroller/Chief Financial Officer; B.S., Winona State University; M.B.A., University of Wisconsin; 1989 -
- Mark A. Engen*, Associate Professor, Chemistry; B.S., Bemidji State University; Ph.D., Montana State University; 1997 -
- Mark J. Eriksen*, Assistant Professor, Library; B.A., Ohio State University; M.L.S., Kent State University; M.S., South Dakota State University; 1998 -
- Maryam Eslamloo-Grami*, Associate Professor, Engineering; B.S., M.S., Shiraz University, Iran; Ph.D., University of California; 1993 -
- David Essar*, Associate Professor, Biology; B.S., Ferris State College; M.S., Ph.D., University of Iowa; 1992 -
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- Patricia Ferdin*, Professor, Counseling Center; B.S., M.S., Winona State University; 1988 -
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- Timothy Gaspar*, Dean, College of Nursing and Health Sciences; B.S., South Dakota State University; M.S.N., University of Nebraska Medical Center; Ph.D., University of Utah; 1995 -
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