

*Winona State
University*

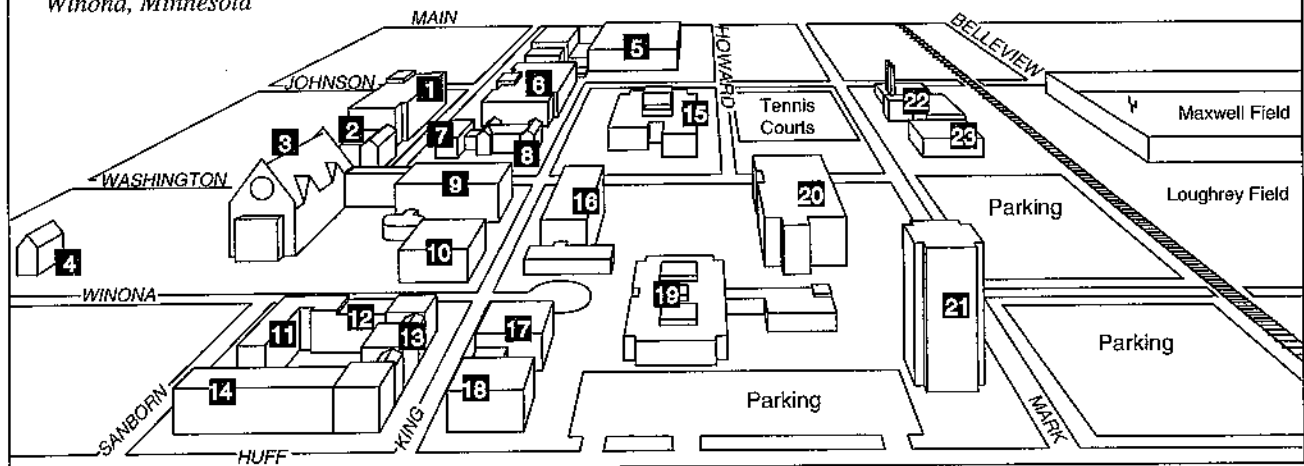
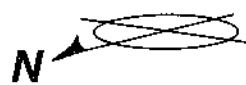


**GRADUATE CATALOG
1995-97**

Winona, Minnesota

Winona State University

Winona, Minnesota

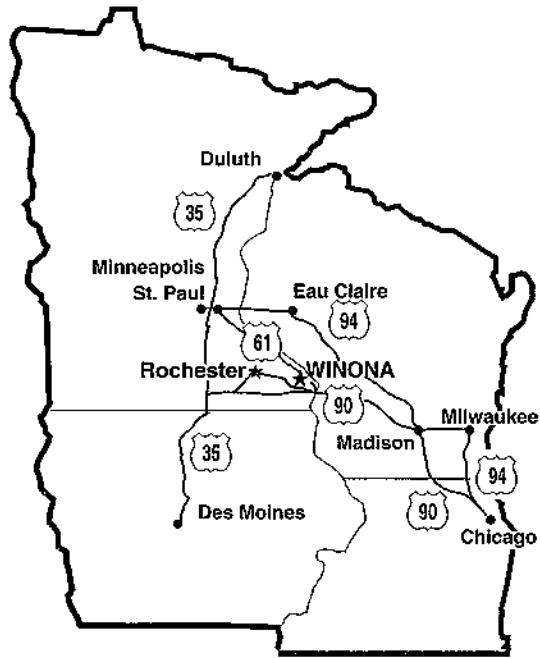


1. **Maxwell Library** — contains the university's library holdings
2. **Student Health Services** and University Archives
3. **Stark Hall** — houses the College of Nursing and Health Sciences, the College of Science and Engineering, the Departments of Nursing and Engineering, as well as the Composite Materials Technology Center
4. **Alumni House** — Alumni Affairs
5. **Memorial Hall** — houses the Health, Physical Education and Recreation Department and the facilities for the university's indoor athletic activities and events
6. **Somsen Hall** — houses the College of Business, the Departments of Accounting, BEOSA, Business Administration, Economics and Finance, Marketing, Foreign Language and most administrative offices including the Offices of the President, Academic Affairs, Administrative Affairs, Admissions, Graduate Office, Financial Aid, Registrar, Adult Continuing Education and Extension, Human Resources (personnel), Development and University Relations, News Services, Facilities Management, Business Office, Academic and Administrative Computer Centers, Publications Office, and the Print Shop
7. **Howell Hall** — houses Student Support Services, the television studio, Audiovisual Services (IRC), and the Nursery School
8. **Phelps Hall** — houses the Mass Communication and Psychology Departments, Advising and Retention, the Academic Skills Center, the Honors Program and International Studies Program
9. **Pasteur Hall** — houses the Departments of Biology, Chemistry, Physics, and Geology
10. **Watkins Hall** — houses the Departments of Computer Science and Art, including a gallery for student and professional art shows and the Watkins Art Collection
11. **Conway Hall** — women's residence hall
12. **Shepard Hall** — co-ed residence hall
13. **Morey Hall** — co-ed residence hall
14. **Richards Hall** — co-ed residence hall, and houses Honors Hall
15. **Performing Arts Center** — houses the Departments of Music, Communication Studies, Theatre Arts and Dance, and facilities for university-sponsored cultural events and KQAL, the campus radio station
16. **Gildemeister Hall** — houses the College of Education including the Departments of Education, Special Education, Counselor Education, Educational Administration, the Department of 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, and the Women's Studies Program
21. **Sheehan Hall** — women's residence hall
22. **Heating Plant**
23. **Maintenance Building**
24. **Lourdes Hall** — co-ed residence hall, houses Residential College (not pictured)

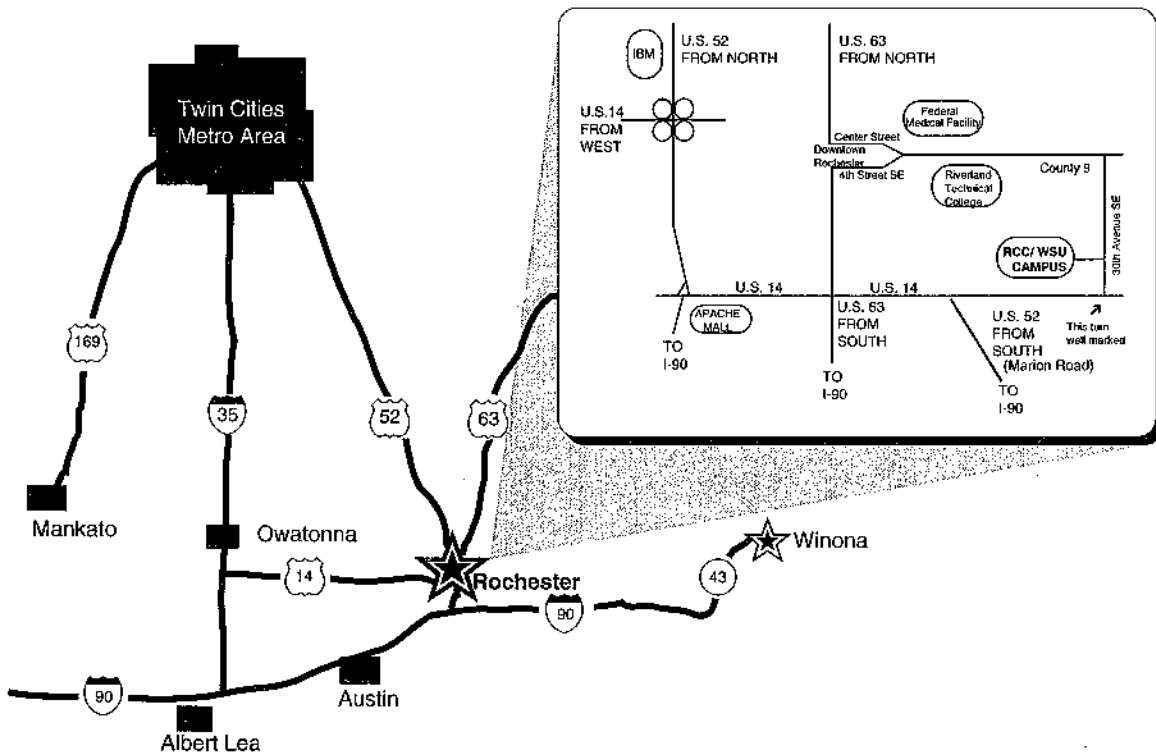


All Buildings and parking lots accessible to the handicapped — all buildings equipped with elevators.

Tri State Map



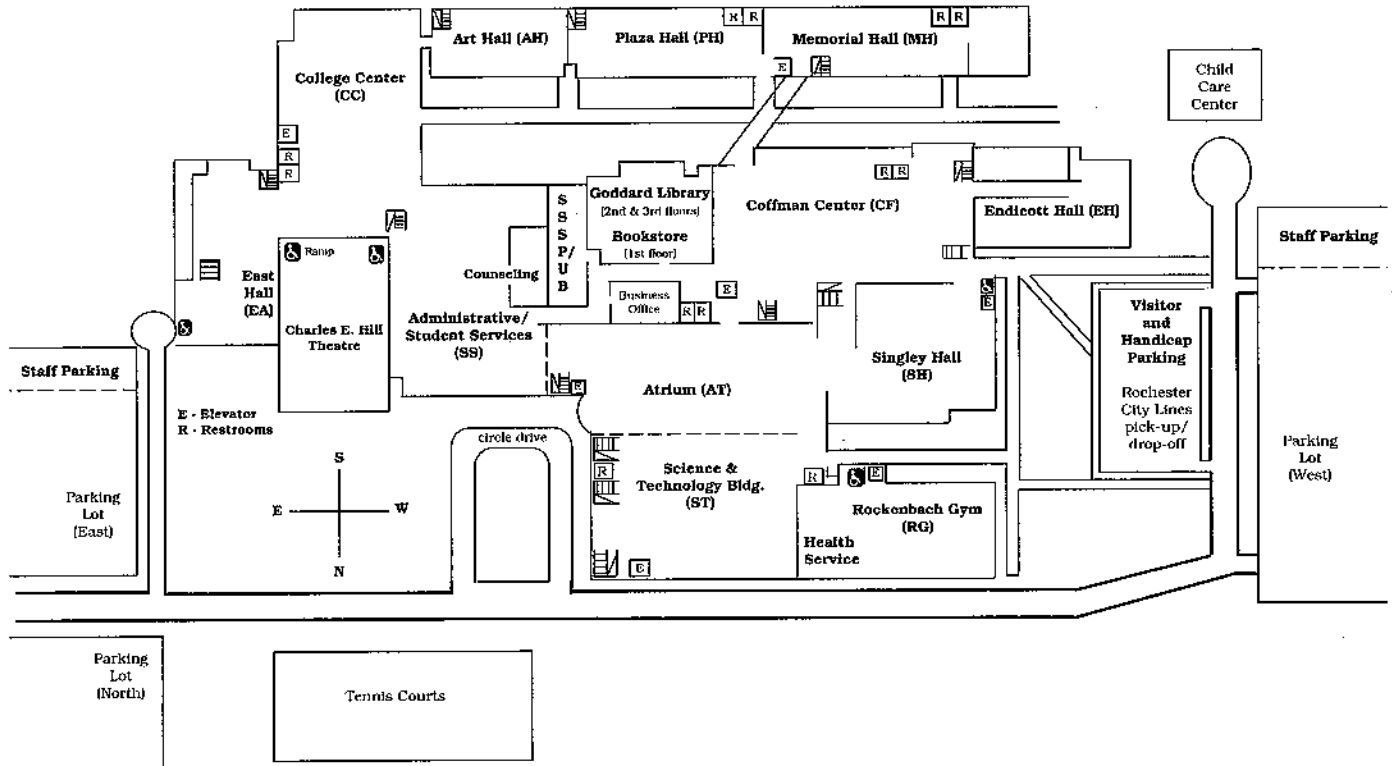
Rochester Area Map



University Center Rochester (UCR)

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

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



1995 — 97 Graduate Catalog



WINONA STATE UNIVERSITY

Winona, Minnesota
Telephone (507) 457-5000

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

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

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

Winona State University is committed to providing equal education and employment opportunities to all persons and does not discriminate on the basis of race, religion, color, veteran's status, national origin, sex, sexual preference, age, marital status, physical and mental disability, status due to receipt of public assistance, or any other group or class against which discrimination is prohibited by Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Minnesota Statutes Chapter 363, and other applicable state or federal laws. Inquiries regarding compliance should be referred to the Affirmative Action Office, Somsen Hall.

Contents

ACADEMIC CALENDAR	8
WINONA STATE UNIVERSITY	14
GENERAL INFORMATION	16
FINANCIAL INFORMATION	18
ACADEMIC INFORMATION	20
GRADUATE PROGRAMS AND COURSES	
College of Business	27
College of Education	31
College of Liberal Arts	47
College of Nursing and Health Sciences	52
College of Science and Engineering	56
ADMINISTRATION AND FACULTY	59
GRADUATE APPLICATIONS	
Application to Graduate Study (For Master's Degree Programs)	67
Graduate Special Application for Admission	69
Application to Specialist	73
Application to MBA	75
Immunization Form	77
INDEX	79

1995-96 Academic Calendar

WINONA STATE UNIVERSITY

Fall Quarter - 1995 (IFO/MEA - 56 Duty Days)

Application deadline for Arranged Classes, Internships, Independent Studies for Pre-Registration, Wednesday	April 24, 1995
Preregistration, Tuesday, Wednesday, Thursday	May 2,3,4, 1995
Last day for new undergraduate students to complete application for Fall Quarter, Friday	July 28, 1995
Last day for former undergraduate students to file intent to return for Mass Registration, Friday	July 28, 1995
* Last day for new graduate students to complete application for Fall Quarter, Monday	August 7, 1995
* Last day for former graduate students to file intent to return for Mass Registration, Monday	August 7, 1995
* Application deadline for Arranged Classes, Internships, Independent Studies for Mass Registration & Drop/Add (GRADUATE), Monday	August 14, 1995
Application deadline for Arranged Classes, Internships, Independent Studies for Mass Registration (UNDERGRADUATE), Thursday	August 24, 1995
Freshman Orientation Experience, Monday, Tuesday, Wednesday, Thursday, Friday	August 28, 29, 30, 31, Sept. 1, 1995
Mass Registration, Friday	Sept. 1, 1995
Application deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (UNDERGRADUATE), Friday	Sept. 1, 1995
Labor Day Holiday, Monday	Sept. 4, 1995
Day classes begin, Tuesday	Sept. 5, 1995
Evening classes begin, Tuesday	Sept. 5, 1995
Evening Class Registration - Evening Graduate and Undergraduate students ONLY, Tuesday, Wednesday, Thursday, Monday,	Sept. 5,6,7,11, 1995
**Class schedule change (Drop/Add), Tuesday, Wednesday, Thursday, Friday, Monday, Tuesday,	Sept. 5,6,7,8,11,12, 1995
Last day to drop on-campus classes with tuition refund, Thursday	Sept. 7, 1995
Last day for former students to file intent to return for Winter Preregistration, Tuesday	Sept. 26, 1995
Midterm Day, Monday	Oct. 9, 1995
* Last day to notify the Office of Graduate Studies of intent to take Winter Comprehensive Examinations, Monday	Oct. 9, 1995
Last day to withdraw from classes, Monday	Oct. 16, 1995
Application deadline for Arranged Classes, Internships, Independent Studies for Winter Quarter Pre-Registration, Wednesday	Oct. 18, 1995
Pre-Registration for Winter Quarter, Thursday, Friday, Tuesday, Wednesday	Oct. 26,27, 31, Nov. 1, 1995
* Application deadline for Arranged Classes, Internships, Independent Studies for Winter Quarter Mass Registration and Drop/Add (GRADUATE), Wednesday	Nov. 8, 1995
Veterans' Day Holiday, Friday	Nov. 10, 1995
Study Day, Monday	Nov. 13, 1995
Final Examinations, Tuesday, Wednesday, Thursday	Nov. 14,15,16, 1995
Application deadline for Arranged Classes, Internships, Independent Studies for Winter Quarter Mass Registration (UNDERGRADUATE), Wednesday	Nov. 15, 1995
Grading Day, Friday	Nov. 17, 1995
Quarter Break begins, Friday, 4:30 p.m.	Nov. 17, 1995
Application deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (UNDERGRADUATE), Monday	Nov. 27, 1995

Winter Quarter 1995-96 (IFO/MEA - 56 Duty Days)

Application deadline for Arranged Classes, Internships, Independent Studies for Pre-Registration, Wednesday	Oct. 18, 1995
Preregistration, Thursday, Friday, Tuesday, Wednesday	Oct. 26,27,31, Nov. 1, 1995
Last day for new undergraduate students to complete application for Winter Quarter, Monday	Oct. 30, 1995
Last day for former undergraduate students to file intent to return for Mass Registration, Monday	Oct. 30, 1995
* Last day for new graduate students to complete application for Winter Quarter, Friday	Nov. 3, 1995
* Last day for former graduate students to file intent to return for Mass Registration, Monday	Nov. 6, 1995
* Application deadline for Arranged Classes, Internships, Independent Studies for Mass Registration & Drop/Add (GRADUATE), Wednesday	Nov. 8, 1995
Application deadline for Arranged Classes, Internships, Independent Studies for Mass Registration (UNDERGRADUATE), Wednesday	Nov. 15, 1995
Application deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (UNDERGRADUATE), Monday	Nov. 27, 1995
Mass Registration, Monday evening	Nov. 27, 1995
Evening Class Registration - Evening Graduate and Undergraduate students ONLY, Monday, Tuesday, Wednesday, Thursday	Nov. 27, 28,29,30, 1995
Evening classes begin, Monday at 8:00 p.m.	Nov. 27, 1995
Day classes begin, Tuesday	Nov. 28, 1995
**Class schedule change (Drop/Add), Tuesday, Wednesday, Thursday, Friday, Monday, Tuesday,	Nov. 28,29,30, Dec. 1,4,5, 1995
Last day to drop on-campus classes with tuition refund, Thursday	Nov. 30, 1995
Last day to apply for Student Teaching all Quarters 1996-1997, Thursday	Dec. 14, 1995
Last day for former students to file intent to return for Spring Preregistration, Friday	Dec. 15, 1995
Christmas/New Year break begins, Friday, 10:00 p.m.	Dec. 15, 1995
Classes reconvene, Tuesday	Jan. 2, 1996
Martin Luther King Day, Holiday, observed Monday	Jan. 15, 1996
Midterm Day, Wednesday	Jan. 17, 1996
* Last day to notify the Office of Graduate Studies of intent to take Spring Comprehensive Examinations, Wednesday	Jan. 17, 1996
Last day to withdraw from classes, Tuesday	Jan. 23, 1996
Application deadline for Arranged Classes, Internships, Independent Studies for Spring Quarter Pre-Registration, Wednesday	Jan. 31, 1996
Pre-Registration for Spring Quarter, Thursday, Friday, Tuesday, Wednesday	Feb. 8,9,13,14, 1996

Study Day, Thursday	Feb. 22, 1996
* Application deadline for Arranged Classes, Internships, Independent Studies for Spring Quarter Mass Registration and Drop/Add (GRADUATE), Friday	Feb. 23, 1996
Final Examinations, Friday, Saturday, Monday	Feb. 23,24,26, 1996
Grading Day, Tuesday	Feb. 27, 1996
Spring Break begins, Tuesday, 4:30 p.m.	Feb. 27, 1996
Application deadline for Arranged Classes, Internships, Independent Studies for Mass Registration (UNDERGRADUATE), Friday ..	March 1, 1996
Application deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (UNDERGRADUATE), Monday	March 11, 1996

Spring Quarter - 1995-1996 (IFO/MEA - 56 Duty Days)

Application deadline for Arranged Classes, Internships, Independent Studies for Pre-Registration, Wednesday	Jan. 31, 1996
Preregistration, Thursday, Friday, Tuesday, Wednesday	Feb. 8,9,13,14, 1996
Last day for new undergraduate students to complete application for Spring Quarter, Wednesday	Feb. 14, 1996
Last day for former undergraduate students to file intent to return for Mass Registration, Wednesday	Feb. 14, 1996
* Last day for new graduate students to complete application for Spring Quarter, Wednesday	Feb. 14, 1996
* Last day for former graduate students to file intent to return for Mass Registration, Wednesday	Feb. 14, 1996
* Application deadline for Arranged Classes, Internships, Independent Studies for Mass Registration & Drop/Add (GRADUATE), Friday	Feb. 23, 1996
Application deadline for Arranged Classes, Internships, Independent Studies for Mass Registration (UNDERGRADUATE), Friday ..	March 1, 1996
Application deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (UNDERGRADUATE), Monday	March 11, 1996
Mass Registration, Monday evening	March 11, 1996
Evening Class Registration - Evening Graduate and Undergraduate students ONLY, Monday, Tuesday, Wednesday, Thursday	March 11, 12,13,14, 1996
Evening classes begin, Monday at 8:00 p.m.	March 11, 1996
Day classes begin, Tuesday	March 12, 1996
**Class schedule change (Drop/Add), Tuesday, Wednesday, Thursday, Friday, Monday, Tuesday,	March 12,13,14,15,18,19, 1996
Last day to drop on-campus classes with tuition refund, Thursday	March 14, 1996
Last day for former students to file intent to return for Fall Preregistration, Tuesday	April 2, 1996
* Last day to notify the Office of Graduate Studies of intent to take Summer Comprehensive Examinations, Wednesday	April 17, 1996
Midterm Day, Wednesday	April 17, 1996
Last day to withdraw from classes, Monday	April 22, 1996
Application deadline for Arranged Classes, Internships, Independent Studies for Fall Quarter Pre-Registration, Monday	April 22, 1996
Pre-Registration for Fall Quarter, Tuesday, Wednesday, Thursday	April 30, May 1,2, 1996
Application deadline for Arranged Classes, Internships, Independent Studies for First Summer Session Mail Registration, Friday	May 17, 1996
* Application deadline for Arranged Classes, Internships, Independent Studies for First Summer Session Drop/Add (GRADUATE), Tuesday	May 21, 1996
Study Day, Tuesday	May 21, 1996
Final Examinations, Wednesday, Thursday, Friday	May 22,23,24, 1996
Grading Day, Saturday	May 25, 1996
Commencement, Saturday	May 25, 1996
Memorial Day Holiday	May 27, 1996
Application Deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (Undergraduates), Monday	June 10, 1996

First Summer Session - 1996 (IFO-MEA - 24 duty days)

Last day for new students to complete application process for First Summer Session, Monday	May 13, 1996
Last day for former students to file intent to return for First Summer Session, Monday	May 13, 1996
Application deadline for Arranged Classes, Internships, Independent Studies for First Summer Session Mail Registration, Friday	May 17, 1996
* Application Deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (GRADUATE), Tuesday	May 21, 1996
Last day mail registration will be accepted for First Summer Session, Friday	May 24, 1996
Application Deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (Undergraduates), Monday	June 10, 1996
Classes begin, Monday	June 10, 1996
Last day to drop on-campus classes with tuition refund, Monday	June 10, 1996
Late Registration, Monday, Tuesday, Wednesday, Thursday	June 10,11,12,13, 1996
**Class schedule change (Drop/Add), Monday, Tuesday, Wednesday, Thursday	June 10,11,12,13, 1996
Application deadline for Arranged Classes, Internships, Independent Studies Second Summer Session Mail Registration, Friday	June 21, 1996
* Application Deadline for Arranged Classes, Internships, Independent Studies for Second Summer Session Drop/Add (GRADUATE), Tuesday	June 25, 1996
Midterm Day, Wednesday	June 26, 1996
Independence Day, Holiday, Thursday	July 4, 1996
Last day to withdraw from classes, Friday	July 5, 1996
Final Examinations, Friday (or last day of class)	July 12, 1996
Application Deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (Undergraduates), Monday	July 15, 1996

Second Summer Session - 1996 (IFO/MEA - 25 duty days)

Last day for new students to complete application process for Second Summer Session, Monday	June 17, 1996
Last day for former students to file intent to return for Second Summer Session, Monday	June 17, 1996
Application deadline for Arranged Classes, Internships, Independent Studies for Second Summer Session Mail Registration, Friday	June 21, 1996
* Application Deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (GRADUATE), Tuesday	June 25, 1996
Last day mail registration will be accepted for Second Summer Session, Friday	June 28, 1996
Application Deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (Undergraduates), Monday	July 15, 1996
Classes begin, Monday	July 15, 1996
Last day to drop on-campus classes with tuition refund, Monday	July 15, 1996
Late Registration, Monday, Tuesday, Wednesday, Thursday	July 15,16,17,18, 1996
**Class schedule change (Drop/Add), Monday, Tuesday, Wednesday, Thursday	July 15,16,17,18, 1996
Midterm Day, Wednesday	July 31, 1996
* Last day to notify the Office of Graduate Studies of intent to take Fall comprehensive examinations, Wednesday	July 31, 1996
Last day to withdraw from classes, Friday	August 9, 1996
Final Examinations, Friday (or last day of class)	August 16, 1996
* Application deadline for Arranged Classes, Internships, Independent Studies for Fall Quarter Mass Registration and Drop/Add (GRADUATE), Wednesday	August 21, 1996
Application deadline for Arranged Classes, Internships, Independent Studies for Fall Quarter Mass Registration (UNDERGRADUATE), Wednesday	August 28, 1996
Application deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (UNDERGRADUATE), Friday	Sept. 6, 1996

NOTE: * Pertains to Graduate Students ONLY.
 ** No refund for reduction in credits during the last 3 days of Drop/Add.

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

1996-97 Academic Calendar

WINONA STATE UNIVERSITY

Fall Quarter- 1996 (IFO/MEA - 56 Duty Days)

Application deadline for Arranged Classes, Internships, Independent Studies for Pre-Registration, Monday	April 22, 1996
Preregistration, Tuesday, Wednesday, Thursday	April 30, May 1,2, 1996
Last day for new undergraduate students to complete application for Fall Quarter, Wednesday	July 31, 1996
Last day for former undergraduate students to file intent to return for Mass Registration, Wednesday	July 31, 1996
* Last day for new graduate students to complete application for Fall Quarter, Monday	August 12, 1996
* Last day for former graduate students to file intent to return for Mass Registration, Monday	August 12, 1996
* Application deadline for Arranged Classes, Internships, Independent Studies for Mass Registration & Drop/Add (GRADUATE), Wednesday	August 21, 1996
Application deadline for Arranged Classes, Internships, Independent Studies for Mass Registration (UNDERGRADUATE), Wednesday	August 28, 1996
Labor Day Holiday, Monday	Sept. 2, 1996
Freshman Orientation Experience, Tuesday, Wednesday, Thursday, Friday, Saturday	Sept. 3,4,5,6,7, 1996
Mass Registration, Friday	Sept. 6, 1996
Application deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (UNDERGRADUATE), Friday	Sept. 6, 1996
Day classes begin, Monday	Sept. 9, 1996
Evening classes begin, Monday	Sept. 9, 1996
Evening Class Registration - Evening Graduate and Undergraduate students ONLY, Monday, Tuesday, Wednesday, Thursday,	Sept. 9,10,11,12, 1996
**Class schedule change (Drop/Add), Monday, Tuesday, Wednesday, Thursday, Friday, Monday	Sept. 9,10,11,12,13,16, 1996
Last day to drop on-campus classes with tuition refund, Wednesday	Sept. 11, 1996
Last day for former students to file intent to return for Winter Preregistration, Tuesday	Sept. 24, 1996
Midterm Day, Monday	Oct. 7, 1996
* Last day to notify the Office of Graduate Studies of intent to take Winter Comprehensive Examinations, Monday	Oct. 7, 1996
Last day to withdraw from classes, Monday	Oct. 14, 1996
Application deadline for Arranged Classes, Internships, Independent Studies for Winter Quarter Pre-Registration, Wednesday	Oct. 23, 1996
Pre-Registration for Winter Quarter, Thursday, Friday, Wednesday, Thursday	Oct. 31, Nov. 1,6,7, 1996
Veterans' Day Holiday, Monday	Nov. 11, 1996
* Application deadline for Arranged Classes, Internships, Independent Studies for Winter Quarter Mass Registration and Drop/Add (GRADUATE), Wednesday	Nov. 13, 1996
Study Day, Friday	Nov. 15, 1996
Final Examinations, Monday, Tuesday, Wednesday	Nov. 18,19,20, 1996
Application deadline for Arranged Classes, Internships, Independent Studies for Winter Quarter Mass Registration (UNDERGRADUATE), Wednesday	Nov. 20, 1996
Grading Day, Thursday	Nov. 21, 1996
Quarter Break begins, Thursday, 4:30 p.m.	Nov. 21, 1996
Application deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (UNDERGRADUATE), Monday	Dec. 2, 1996

Winter Quarter 1996-97 (IFO/MEA - 56 Duty Days)

Application deadline for Arranged Classes, Internships, Independent Studies for Pre-Registration, Wednesday	Oct. 23, 1996
Preregistration, Thursday, Friday, Wednesday, Thursday	Oct. 31, Nov. 1,6,7, 1996
* Last day for new graduate students to complete application for Winter Quarter, Friday	Nov. 1, 1996
* Last day for former graduate students to file intent to return for Mass Registration, Friday	Nov. 1, 1996
Last day for new undergraduate students to complete application for Winter Quarter, Friday	Nov. 1, 1996
Last day for former undergraduate students to file intent to return for Mass Registration, Friday	Nov. 1, 1996
* Application deadline for Arranged Classes, Internships, Independent Studies for Mass Registration & Drop/Add (GRADUATE), Wednesday	Nov. 13, 1996
Application deadline for Arranged Classes, Internships, Independent Studies for Mass Registration (UNDERGRADUATE), Wednesday	Nov. 20, 1996
Application deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (UNDERGRADUATE), Monday	Dec. 2, 1996
Mass Registration, Monday evening	Dec. 2, 1996
Evening Class Registration - Evening Graduate and Undergraduate students ONLY, Monday Tuesday, Wednesday, Thursday	Dec. 2, 3,4,5, 1996
Evening classes begin, Monday at 8:00 p.m.	Dec. 2, 1996
Day classes begin, Tuesday	Dec. 3, 1996
**Class schedule change (Drop/Add), Tuesday, Wednesday, Thursday, Friday, Monday, Tuesday,	Dec. 3,4,5,6,9,10, 1996
Last day to drop on-campus classes with tuition refund, Thursday	Dec. 5, 1996
Last day to apply for Student Teaching all Quarters 1997-1998, Thursday	Dec. 19, 1996
Last day for former students to file intent to return for Spring Preregistration, Friday	Dec. 20, 1996
Christmas/New Year break begins, Friday, 10:00 p.m.	Dec. 20, 1996
Classes reconvene, Monday	Jan. 6, 1997
Martin Luther King Day, Holiday, observed Monday	Jan. 20, 1997
Midterm Day, Friday	Jan. 24, 1997
* Last day to notify the Office of Graduate Studies of intent to take Spring Comprehensive Examinations, Friday	Jan. 24, 1997
Last day to withdraw from classes, Monday	Jan. 27, 1997
Application deadline for Arranged Classes, Internships, Independent Studies for Spring Quarter Pre-Registration, Wednesday	Jan. 29, 1997

Pre-Registration for Spring Quarter, Thursday, Friday, Tuesday, Wednesday	Feb. 6,7,11,12, 1997
* Application deadline for Arranged Classes, Internships, Independent Studies for Spring Quarter Mass Registration and Drop/Add (GRADUATE), Friday	Feb. 21, 1997
Study Day, Wednesday	Feb. 26, 1997
Final Examinations, Thursday, Friday, Saturday	Feb. 27,28, March 1, 1997
Application deadline for Arranged Classes, Internships, Independent Studies for Mass Registration (UNDERGRADUATE), Friday	Feb. 28, 1997
Grading Day, Monday	March 3, 1997
Spring Break begins, Monday, 4:30 p.m.	March 3, 1997
Application deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (UNDERGRADUATE), Monday	March 10, 1997

Spring Quarter - 1996-1997 (IFO/MEA - 56 Duty Days)

Application deadline for Arranged Classes, Internships, Independent Studies for Pre-Registration, Wednesday	Jan. 29, 1997
Preregistration, Thursday, Friday, Tuesday, Wednesday	Feb. 6,7,11,12, 1997
Last day for new undergraduate students to complete application for Spring Quarter, Friday	Feb. 14, 1997
Last day for former undergraduate students to file intent to return for Mass Registration, Friday	Feb. 14, 1997
* Last day for new graduate students to complete application for Spring Quarter, Friday	Feb. 14, 1997
* Last day for former graduate students to file intent to return for Mass Registration, Friday	Feb. 14, 1997
* Application deadline for Arranged Classes, Internships, Independent Studies for Mass Registration & Drop/Add (GRADUATE), Friday	Feb. 21, 1997
Application deadline for Arranged Classes, Internships, Independent Studies for Mass Registration (UNDERGRADUATE), Friday	Feb. 28, 1997
Application deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (UNDERGRADUATE), Monday	March 10, 1997
Mass Registration, Monday evening	March 10, 1997
Evening Class Registration - Evening Graduate and Undergraduate students ONLY, Monday, Tuesday, Wednesday, Thursday	March 10, 11,12,13, 1997
Evening classes begin, Monday at 8:00 p.m.	March 10, 1997
Day classes begin, Tuesday	March 11, 1997
**Class schedule change (Drop/Add), Tuesday, Wednesday, Thursday, Friday, Monday, Tuesday,	March 11,12,13,14,17,18, 1997
Last day to drop on-campus classes with tuition refund, Thursday	March 13, 1997
Last day for former students to file intent to return for Fall Preregistration, Tuesday	April 1, 1997
* Last day to notify the Office of Graduate Studies of intent to take Summer Comprehensive Examinations, Wednesday	April 16, 1997
Midterm Day, Wednesday	April 16, 1997
Last day to withdraw from classes, Monday	April 21, 1997
Application deadline for Arranged Classes, Internships, Independent Studies for Fall Quarter Pre-Registration, Monday	April 28, 1997
Pre-Registration for Fall Quarter, Tuesday, Wednesday, Thursday	May 6,7,8, 1997
Application deadline for Arranged Classes, Internships, Independent Studies for First Summer Session Mail Registration, Friday	May 16, 1997
* Application deadline for Arranged Classes, Internships, Independent Studies for First Summer Session Drop/Add (GRADUATE), Tuesday	May 20, 1997
Study Day, Tuesday	May 20, 1997
Final Examinations, Wednesday, Thursday, Friday	May 21,22,23, 1997
Grading Day, Saturday	May 24, 1997
Commencement, Saturday	May 24, 1997
Memorial Day Holiday	May 26, 1997
Application Deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (Undergraduates), Monday	June 2, 1997

First Summer Session - 1997 (IFO/MEA - 24 duty days)

Last day for new students to complete application process for First Summer Session, Monday	May 12, 1997
Last day for former students to file intent to return for First Summer Session, Monday	May 12, 1997
Application deadline for Arranged Classes, Internships, Independent Studies for First Summer Session Mail Registration, Friday	May 16, 1997
* Application Deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (GRADUATE), Tuesday	May 20, 1997
Last day mail registration will be accepted for First Summer Session, Friday	May 23, 1997
Application Deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (UNDERGRADUATE), Monday	June 9, 1997
Classes begin, Monday	June 9, 1997
Last day to drop on-campus classes with tuition refund, Monday	June 9, 1997
Late Registration, Monday, Tuesday, Wednesday, Thursday	June 9, 10, 11, 12 1997
**Class schedule change (Drop/Add), Monday, Tuesday, Wednesday, Thursday	June 9, 10, 11, 12 1997
Application deadline for Arranged Classes, Internships, Independent Studies Second Summer Session Mail Registration, Friday	June 20, 1997
Application Deadline for Arranged Classes, Internships, Independent Studies for Second Summer Session Drop/Add (GRADUATE), Tuesday	June 24, 1997
Midterm Day, Wednesday	June 25, 1997
Last day mail registration will be accepted for Second Summer Session, Friday	June 27, 1997
Last day to withdraw from classes, Thursday	July 3, 1997
Independence Day, Holiday, Friday	July 4, 1997
Application Deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (UNDERGRADUATE), Monday	July 7, 1997
Final Examinations, Friday (or last day of class)	July 11, 1997

Second Summer Session - 1997 (IFO/MEA - 25 duty days)

Last day for former students to file intent to return for Second Summer Session, Monday	June 9, 1997
Last day for new students to complete application process for Second Summer Session, Monday	June 9, 1997
Application deadline for Arranged Classes, Internships, Independent Studies for Second Summer Session Mail Registration, Friday	June 20, 1997
* Application Deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (GRADUATE), Tuesday	June 24, 1997
Last day mail registration will be accepted for Second Summer Session, Friday	June 27, 1997
Application Deadline for Arranged Classes, Internships, Independent Studies for Drop/Add (UNDERGRADUATE), Monday	July 14, 1997
Classes begin, Monday	July 14, 1997
Last day to drop on-campus classes with tuition refund, Monday	July 14, 1997
Late Registration, Monday, Tuesday, Wednesday, Thursday	July 14, 15, 16, 17, 1997
**Class schedule change (Drop/Add), Monday, Tuesday, Wednesday, Thursday	July 14, 15, 16, 17, 1997
Midterm Day, Wednesday	July 30, 1997
* Last day to notify the Office of Graduate Studies of intent to take Fall comprehensive examinations, Wednesday	July 30, 1997
Last day to withdraw from classes, Friday	August 8, 1997
Final Examinations, Friday (or last day of class)	August 15, 1997

NOTE: * Pertains to Graduate Students ONLY.
 ** No refund for reduction in credits during the last 3 days of Drop/Add.

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

Winona State University

Mission of the University

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

General Goals of Winona State University

To realize its mission, Winona State University will:

- Provide high-quality and affordable undergraduate and selected graduate programs.
- Provide a comprehensive base of liberal studies as the foundation for university degrees in the arts, letters, and sciences as well as offering specialized professional, technological, and occupational degrees.
- Provide pre-professional programs that are coordinated with professional programs at other universities.
- Offer undergraduate programs and degrees that provide direct entry into graduate programs or employment opportunities that require significant educational preparation.
- Maintain a special commitment to life-long learning by meeting off-campus instructional and continuing educational needs of the citizens of the service region.
- Provide for the educational, personal, and social development of students through effective academic advising, counseling, and through high-quality, cultural, recreational, and extracurricular programs.
- Provide public service to the region and serve as a cultural center and a source of problem-solving expertise.
- Support a commitment to research and to scholarly and creative activities that enhance instructional programs and teaching excellence.
- Assume leadership in consortia relationships and cooperate with private business and research organizations to maximize educational and employment opportunities for citizens of the region through the sharing of expertise and resources.
- Provide educational opportunities for all individuals including minorities, the disadvantaged, handicapped, and non-traditional students.
- Provide and evaluate all programs to meet the needs of a changing educational and technical environment.

Specific Goals of the University

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

- Provide continuing leadership and excellence in preparing outstanding professional educators and by delivering services to the public and private schools of the region.
- Provide programs in health sciences and human services utilizing unique and extensive opportunities afforded by cooperative relations with outstanding regional health and human service facilities.
- Support a growing commitment to serving the educational needs of the citizens of southeastern Minnesota by establishing regional university centers.

- Provide courses, seminars, research, and management assistance to government units and businesses in the region through a variety of undergraduate and graduate programs and consulting services.
- Provide a comprehensive program of environmental testing and monitoring using chemical, physical, biological, and geological techniques in order to help ensure the environmental welfare of citizens within the region.
- Provide applied research and analytical services relating to the biological, physical, and social environments of the region.

Accreditation and Membership

Winona State University is accredited for undergraduate and graduate programs by the North Central Association of Colleges and Secondary Schools. The programs in education are additionally accredited by the National Council for the Accreditation of Teacher Education and the Minnesota Board of Teaching for the preparation of elementary and secondary teachers and school counselors. Programs for preparing elementary and secondary principals, school superintendents, and school counselors are approved additionally by the Minnesota Board of Education.

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

Location and Community

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

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

Campus Facilities

Although Winona State is one of the nation's oldest universities west of the Mississippi River, the majority of the campus buildings have been constructed since 1960. Stark Hall, the newest academic building on campus, provides state-of-the-art laboratories for engineering and nursing students. Classrooms in the building are equipped with modern technology, including audiovisual, computer and interactive television capabilities. A 186-seat auditorium and reception room are available for hosting workshops, conferences, and other special activities. The campus affords students ample facilities for their educational activities in a setting that combines traditional charm with modern convenience.

In addition to the academic classroom buildings, exceptional facilities are provided for students' social, cultural and recreational interests. The Performing Arts Center contains "state of the art" facilities for musical performances, theatre productions, and studio work. Memorial Hall is one of the finest physical education/athletic facilities in Minnesota. Its swimming pool, six full-sized gymnasiums, indoor track and tennis facilities, handball/racquetball courts, weight training room, and physiology of exercise laboratory make it the center of the 13 men's and women's athletic teams.

Highlighting the educational facilities is Maxwell Library, which contains nearly 245,000 volumes and more than 831,000 units of microfilm documents. In addition, the library maintains on-going subscriptions to approximately 1,350 journals. The library houses a new bibliographic instruction room, which is used to teach students how to use the library's catalogs and indexes and to navigate the Internet. Plans are underway for the construction of a new multi-million dollar library.

Campus Living

In addition to its modern academic facilities, the university also has excellent facilities for student living-learning and activities. There are seven residence halls that can accommodate 1000 students. The University Center (Kryzsko Commons) is complete with student lounges, dining facilities, bowling alley, student organization offices, conference rooms, and various other accommodations for student activities and relaxation. While emphasis has been placed on providing students with exemplary facilities for academic work, due consideration also has been given to providing students with comfortable, satisfying living accommodations.

Organization

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

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

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

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

Adult, Continuing Education and Extension

Winona State University is interested in collaborating on a wide range of on and off-campus learning experiences for the residents of Southeastern Minnesota. The Extension program can schedule undergraduate and graduate credit classes for degree-oriented people and/or for personal enrichment. These courses include evening, weekend, and daytime classes taught by university faculty; special offerings by other professionals; specially scheduled workshops and seminars; plus classes available via interactive video. The Continuing Education Program offers non-credit/CEU activities for lifelong learning in a wide variety of professional, recreational, and personal enrichment topics. Continuing Education Units may also be provided for outside groups seeking certification for various professions. Credit and non-credit/CEU offerings may also be developed which provide specialized learning experiences to business, industry, schools, agencies, or other interested groups. For more information, contact:

Adult, Continuing Education and Extension
Somsen Hall, Room 109
Winona State University
Winona, MN 55987
(507) 457-5080 (MN 1-800-242-8978)

WSU-Rochester Center

General Information

For more than 65 years Winona State University has had a strong commitment to the students of the Rochester area. Currently, the Rochester Center has over 1000 students per quarter. Winona State, along with the University of Minnesota and Rochester Community College, make up the University Center at Rochester. There is a formal 2 + 2 program with Rochester Community College leading to 13 baccalaureate degrees. There are also four masters degrees offered by Winona State in Rochester. Winona State Rochester also cooperates with the University of Minnesota in offering a Masters in Teacher Leadership and with Mayo Clinic in Nurse Anesthesia.

Location and Community

Olmsted County has a population base of over 100,000 people. It is the home of the Mayo Clinic and IBM Rochester. Olmsted County residents are highly receptive to the life-long learning opportunities offered by Winona State University. Winona State University cooperates with both IBM and Mayo Clinic for specialized classes in computer science and the health professions.

Winona State Rochester is part of the University Center Rochester located at Highway 14 and 30th Ave SE.

Undergraduate Programs (2 + 2)

Winona State University-Rochester Center cooperates with Rochester Community College to offer complete educational programs to the area. Through the 2 + 2 program, students can complete 13 baccalaureate degree programs by transferring lower division credits from Rochester Community College, and completing upper level courses at WSU-RC. Students can also pursue 3 undergraduate minors and 4 graduate programs in Rochester.

Graduate Programs

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

National Technological University (NTU)

Through a cooperative agreement with IBM, Winona State University is administering graduate courses in engineering disciplines. All NTU classes are taught through satellite delivery, and the courses originate from more than 35 participating universities. NTU courses were first offered in January, 1988.

Non-Credit Programs

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

Campus Facilities

In 1993 the \$17.9M University Center Building opened, housing Winona State University Rochester Center, the University of Minnesota Rochester Center, and Rochester Community College. This joint use facility is equipped with state of the art technology for interactive television and computer systems that link University Center students with main campuses and the world.

Faculty

The number of residential faculty at the Rochester Center continues to grow. Currently, 32 faculty members live and work in the Rochester area. Courses are also taught by 60-80 Winona faculty who commute from the main campus.

Student Services

Counseling

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

Career Planning

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

Financial Aid

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

Joint WSU/RCC Services

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

Computer Facility

In Academic Computing, there are four teaching computer labs, one open lab and one shared lab within the library. All labs allow student access to on-site mainframes as well as to those on main campus via fiber cable.

Library

Winona State University-Rochester Center's library holdings are integrated into the RCC library. This arrangement provides students with an extensive resource of reference and research material. Currently, library holdings number over 57,000 volumes. There is an overnight carrier service to WSU's main campus library for articles and books so WSU Rochester Center students have access to RCC and Winona State main campus libraries.

Campus Visits

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

Graduate Programs and Degrees

Specialist Degree

Elementary School Leadership
Secondary School Leadership
General School Leadership

Master of Arts in English

Master of Business Administration

Master of Science

Business Education
Counselor Education
Education
Educational Leadership
English
Nursing

Advanced Licensure Programs

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

General Information:

Facilities and Services

Office of Graduate Studies

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

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

Graduate programs are coordinated by the Graduate Office. The Graduate Council provides advice and recommendations on graduate programs. Inquiries on specific program requirements should be addressed to the department chairperson of the degree-sponsoring department that assigns the graduate student's advisor.

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

Affirmative Action Office

Winona State University affirms its commitment to provide equal employment and educational opportunities in accordance with law without regard to, and will not discriminate on the basis of, race, religion, color, national origin, sex, sexual preference, age, marital status, physical disability, mental disability, creed, status due to receipt of public assistance, or inclusion in any other group or class against which discrimination is prohibited by Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Chapter 363 of Minnesota Statutes and other applicable State or federal laws.

Consistent with this Policy, the principle of equal opportunity and nondiscrimination shall govern all activities in the Minnesota State University System, including hiring, promotion, admission, and participation in all other facets of university life.

Winona State University recognizes that there are various groups which are underrepresented in educational programs and employment within the Minnesota State University System. Winona State University also recognizes the value of the diversity of cultural experiences for all

students and employees which will be achieved through full participation of these groups in the educational process and in employment. Therefore, Winona State University commits itself to programs of affirmative action intended to remedy this underrepresentation and to encourage cultural diversity and participation by members of these groups in all facets of university life.

For more information or assistance, contact: Calvin Winbush, WSU Affirmative Action Office, 202 Somsen Hall, 457-5008.

Student Health Service

Minnesota Law

Minnesota law requires that ALL students born after 1956 and taking more than one class per quarter/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 Services, 507/457-5160. Winona State University expects students to provide this information BEFORE they register for classes. See Immunization Form on page 77.

Facilities

The Health Service is located in the west wing of Maxwell Library. On site physicians' services provide for the type of preventive and curative needs met in general practice medicine. There are also registered nurses, a medical technologist, and a dietician/nutritionist on staff. Most of the service provided during regular office hours is completely covered by the student health fee. There are charges for medications, laboratory tests, and some medical supplies and procedures. Emergency care is available evenings and weekends at the local hospital. The cost of this care is the responsibility of the student. A student health insurance plan is available for purchase through the University.

Career Planning and Placement Service

Career advising and resources to assist in your job search are available to graduate students enrolled at Winona State University. Inquire at 110 Gildemeister Hall or by calling 507-457-5340.

Students With Disabilities

Winona State University is committed to making its programs accessible to all qualified students. Students who need accommodation are advised to contact Nancy Dumke, Advising & Retention Office, Phelps 129, (507) 457-5600 or (507) 457-2409 (TDD).

International Student Service

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

There is no intensive English program for international students at WSU. However, the English Department offers three specialized courses for non-native speakers. Students are assigned to these courses on the basis of their scores on the WSU English Test for Non-Native Speakers. This test must be taken prior to registration for the initial quarter of attendance at WSU. The test is normally given at 9:00 a.m. in Room 338A, Minne Hall on the day of registration.

Health insurance provided by the University is required of all international students. Beginning in the fall of 1995, health insurance billings will occur during the fall quarter for the entire year.

Child Care Center

The WSU Child Care Center serves 6-week to 6-year-old children. Hours of operation are 7:15 - 5:30 p.m., Monday through Friday. Children can be enrolled on an hourly, part-time, or full-time basis.

The purpose of the program is to enable parents of preschool children to take classes and study during the day while providing their children with quality care in an enriching, stimulating environment. The child care center also serves as a model program for students of early childhood education and related fields, for purposes of observation and participation. For more information contact Barbara Nagel at 453-2560 or 453-2561.

Nursery School

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

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

For more information contact the Education Department.

Veterans' Assistance

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

Procedures:

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

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

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

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

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

6. Veterans with Dependents: Before a veteran can receive payments based on his/her marriage and dependents, the Veterans Administration requires that the veteran submit certified copies of marriage certificates, birth certificates and/or adoption papers for any dependents. Until these documents are on file with the VA, the veteran will be paid at the single rate. The WSU Veterans Assistance Office and the county Vets Services Officer can help expedite this procedure.

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

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

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

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

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

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

13. Waiver of physical education activity requirements: Veterans who have been on active duty for more than one year, and who are

pursuing non-teaching degrees, can waive this requirement by providing the Admissions Office with an official copy of their DD-214.

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

Summer and Evening Offerings

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

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

Financial Information

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

A non-refundable fee of \$15.00 is required with the Application for Admission. Persons who have been admitted to Winona State University and have paid the fee will not be subject to this fee for subsequent enrollments. If a student has applied to WSU and paid the fee but never enrolled in classes, he/she will need to prove the application fee was paid (cancelled check or receipt copy).

Estimated Tuition and Fees

Regular Academic Year	1995-96	1996-97
	Tuition Per Credit Hour	Tuition Per Credit Hour
Undergraduate - on-campus and extension courses:		
Resident	\$ 49.50	\$52.50
Non-Resident	\$107.10	\$113.50
Graduate - on campus and extension:		
Resident	\$73.50	\$77.90
Non-Resident	\$116.50	\$123.50
Summer Session:	Summer 1995	Summer 1996
Undergraduate:		
Resident	\$49.50	\$52.50
Non-Resident	\$107.10	\$113.50
Graduate:		
Resident	\$73.50	\$77.90
Non-Resident	\$116.50	\$123.50

Estimated Fees

Activity Fee

The Activity fee is assessed to all students attending classes through the Winona and Rochester campuses. The rates are determined by a committee consisting of members of the Student Senate and University Administration. The committee also determines the distribution of funds. Areas receiving funds include the health service, student senate,

university clubs, and the Winonan. The Activity Fee is \$5.40 per credit hour..\$64.80 maximum per quarter.

Union Facility Fee

The Union Facility Fee is assessed to all students attending classes through the Winona campus. The rate is determined by the STU-DENTS, University Administration, and State Board Office. Funds are used to finance the construction, maintenance, and daily operation of the student union building. The Union Facility Fee is \$3.35 per credit hour..\$53.60 maximum per quarter.

MSUSA Fee

The MSUSA Fee is assessed to all students attending classes for college credit. The rates are determined by the Minnesota State University Student Association and the State Board Office. Funds are used by the Minnesota State University Student Association. The MSUSA Fee is \$.13 per credit hour..\$2.08 maximum per quarter.

Course Fees

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

Academic Computer Fee

The Academic Computer Fee is assessed to all students attending classes for credit. The rate is determined by the University Administration and funds are used to support the student computer labs and academic computer services. The fee is \$1.00 per credit hour.. \$12.00 maximum per quarter.

Insurance

Health insurance is available to all graduate students taking 3 or more credit hours. The insurance is available for summer session students. Payment is made directly to the insurance company. Further details are available in the Counseling Center, Student Affairs Office, or Health Center.

Incidental Fees

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

Program Change Fee

The University also assesses a fee to students who change part of their program after classes have started. A \$5.00 fee is assessed each day a student utilizes the registration system to make a change in their program after the student has initially registered.

Late Payment Fee

Payment in full for all tuition, fees and residence hall charges must be paid by the payment due date indicated in the current class schedule. Any payment accepted after the payment due date will be assessed a late fee of \$10.00 for the first day payment is late and an additional amount for each succeeding instructional day.

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

Refund Policy

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

First Term Students:

Students who have received no credit hours in any previous term at a Winona State will be refunded according to the following schedule:

Regular Weekly Classes:	Withdrawing	Credit Drops
Up to and including 3rd instructional day	100%	100%
During first week after the 3rd instructional day	85%	None
During 2nd week of term	75%	None
During 3rd week of term	65%	None
During 4th week of term	55%	None
During 5th week of term	45%	None
During 6th week of term	35%	None
After 6th week of term	None	None
Evening and Saturday Classes:	Withdrawing	Credit Drops
1st course but before 2nd course meeting	100%	100%
During first week after the 2nd course meeting	85%	None
During 2nd week of term	75%	None
During 3rd week of term	65%	None
During 4th week of term	55%	None
During 5th week of term	45%	None
During 6th week of term	35%	None
After 6th week of term	None	None

Summer Session:	Withdrawing	Credit Drops
1st instructional day	100%	100%
During first Week after the 1st instructional Day	75%	None
During 2nd week of term	55%	None
During 3rd week of term	35%	None
After 3rd week of term	None	None

All amounts retained by Winona State include a 5% administrative charge. (Maximum administrative amount retained is \$100.00) This charge is included in the above schedule.

Students Not Attending Their First Term:

Students who have received credit hours in any previous term at Winona State will be refunded according to the following schedule.

Regular Weekly Classes:	Withdrawing	Credit Drops
Up to and including 3rd instructional day	100%	100%
4th through 8th instructional day	75%	None
9th through 13th instructional day	50%	None
14th through 18th instructional day	25%	None
After 18th instructional day	None	None
Evening and Saturday Classes:	Withdrawing	Credit Drops
1st course meeting but before 2nd course meeting	100%	100%
2nd course meeting but before 3rd course meeting	75%	None
3rd course meeting but before 4th course meeting	50%	None
4th course meeting but before 5th course meeting	25%	None
After 5th course meeting	None	None
Summer Session:	Withdrawing	Credit Drops
1st instructional day	100%	100%
2nd through 4th instructional day	75%	None
5th through 7th instructional day	50%	None
8th through 10th instructional day	25%	None
After 10th instructional day	None	None

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

Estimated Room and Board

Payment for residence hall and meal services are made on a quarterly basis. The following cost estimates include meals and a phone in each room.

Single Occupancy	\$1,040-\$1,190
Normal Occupancy-Double Room	\$965-\$1,110
Guest Rate (per night)	\$10-\$15

Resident Status

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

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

Wisconsin/North Dakota/South Dakota Tuition Reciprocity

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

Kansas/Michigan/Missouri/Nebraska Midwest Student Exchange Program

Any undergraduate or graduate from Kansas, Michigan, Missouri or Nebraska will be charged 150 percent of the appropriate in-state tuition. Application is not required, this tuition rate will be granted upon admission to the university. Specific guidelines regarding renewal; such as, length of time and grade point average may be obtained from the Office of Admissions.

Financial Assistance

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

Loans:

Federal Perkins Loan: The Federal Perkins Loan is a 5% interest loan awarded through the Financial Aid Office to students enrolled on at least a half-time basis who demonstrate exceptional need based on the FAFSA. Repayment and interest does not begin until after the student ceases to be enrolled on a half-time basis. Cancellation may be available for teaching in certain areas or certain subjects, for service in a Headstart 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 Coordinating Board provides loans of up to \$9000 per year for graduate students who are enrolled at least a 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 credit worthy co-signer. Students make interest payments at a variable rate while they are in school. Students are required to file a FAFSA and have their application approved through the Financial Aid Office.

Employment

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

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

Academic Information

Policy Changes

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

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

Each graduate student is responsible for complying with the regulations on admissions, registration, admission to candidacy, program requirements, graduation requirements, and all other deadlines

and stipulations applying to graduate study. The University catalog in effect at the time of admission to candidacy governs student program and degree requirements. Deadlines applying to graduate students are specified in the academic calendar.

Undergraduate Students

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

Graduate Special Students

A student who has completed a baccalaureate degree from an accredited university and who wishes to enroll in graduate courses, but *does not* intend to pursue a graduate degree at Winona State University, may register as a graduate special student. Prospective graduate special students must complete a graduate special application form and be admitted to the university but need not be formally admitted to graduate study. Graduate special students will receive graduate credit for all courses satisfactorily completed.

A graduate special student who *later* wishes to enter a graduate degree program at Winona State must meet all requirements for admission to graduate study and complete an Application for Admission to Graduate Study. A *maximum* of sixteen (16) graduate credits earned as a graduate special student may be transferred to a degree program (except for the MBA program which allows no more than two MBA courses [6 credits]) upon recommendation of the major department. Only six graduate credits earned as a graduate special student may be transferred to the MBA program.

Graduate Assistantships

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

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

General Academic Regulations

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

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: arbitration of this penalty must be initiated by the student 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 will be recorded by the Vice President for Academic Affairs as reported by the teacher.

Time Limitation

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

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

Course Credit

Courses offered for graduate credit during the regular school day carry the amount of credit listed in this catalog. Courses 500 and above are for graduate credit only and no undergraduate may enroll in them. Courses numbered 400G are for either graduate or undergraduate credit. Graduate students registered in the G-numbered courses will be required to do additional work to meet course requirements. Courses offered for a letter grade only will be listed as Grade Only in the specific course description. Courses graded 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 a letter grade or a Pass/NC.

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

Credit Limitations and Overloads

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

Transfer Credits

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

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

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

Incompletes

An "Incomplete" is permitted (by the instructor) for special cases where unusual circumstances beyond a student's control prevent the student from completing some important assignment by the end of the quarter, although the student is passing the course in all other respects.

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

Audited Courses

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

Pass/No Credit Courses

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

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

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

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

Independent Study

Projects beyond the scope or range of regular graduate courses may be pursued on an independent study basis. Arrangement must be made with the instructor concerned and approved by the advisor, department chairperson, college dean and the Office of Graduate Studies. Application for independent study must be completed according to announced deadlines specified in the quarterly class schedules. *A maximum of eight (8) credits of independent study (4 in one quarter) may be counted toward the approved program for students admitted to graduate study in a degree program after August 31, 1993.*

Arranged Classes

Requests for a regular course to be given by arrangement on an individual basis should be submitted to the advisor for special consideration. The application must be approved by the instructor of the arranged course, advisor, department chairperson, college dean, and the Office of Graduate Studies. Arranged courses may only be pursued during those quarters when not offered through the regular schedule. Application for arranged classes must be completed according to announced deadlines specified in the quarterly class schedules. *Only one required core course may be taken on an arranged basis following appropriate approvals, and a maximum of eight (8) credits (core and electives) may be counted toward the approved program for students admitted to graduate study in a degree program after August 31, 1993.*

Internships

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

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

Drop/Add Policy

In the event a student must drop and/or add a course after registration has been completed, contact the Registrar's Office, Somsen Hall 114, for instructions on how to process a drop/add.

Course and University Withdrawal

If a student withdraws either from a class or from the University, he/she is required to report to the Registrar's Office to complete the appropriate forms. Withdrawals must be requested before the deadline date, which occurs during the sixth week of each quarter. Each quarter's withdrawal deadline date is published in the calendar which is part of the quarterly 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 class he/she is repeating, the original grade is included in the computation of the GPA.

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

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

Transcript Requests

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

Graduation

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

Admission to Graduate Studies

Application and Application Fee

To apply for admission, the student must submit a completed Application for Admission to Graduate Study, two official transcripts of all previous undergraduate and graduate credits, and entrance test scores to the Office of Graduate Studies. Application materials should be sent to the Office of Graduate Studies far enough in advance to allow complete processing prior to registration. When all materials are complete, the Office of Graduate Studies conducts an initial evaluation. The applications of students who meet the initial requirements for graduate study are sent to the appropriate department for a recommendation. Following receipt of the departmental recommendation, the Office of Graduate Studies notifies the applicant of the action taken on the application. Transcripts must show that the student has received a Bachelor's degree from an institution accredited by an appropriate national accrediting body, a regional accrediting agency, or by the reporting state agency of the state in which the college or university is located. A fifteen dollar (\$15) non-refundable application fee is required with all first-time applications to Winona State University.

Coursework must begin within two (2) years after admission to Graduate study or the admission will be invalid and must be renewed.

Test Requirements

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

Grade Point Average

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

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

Prerequisites

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

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

International Students

All applicants from foreign countries must complete all WSU application procedures. Students will be admitted on the basis of certified credentials verifying completion of previous educational studies. Students must also submit a TOEFL score of at least 500 (575 for MBA program). The university requires all non-native speakers of English to complete an on-campus English placement exam. This English test determines appropriate English placement for each individual student.

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

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

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 an 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.

Admission to Candidacy

See new policy on page 78.

Graduate Level Appeals Process

See new policy on page 78.

Research and Writing Requirements

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

All graduate degree programs must contain a capstone writing experience; for example, thesis, professional paper, written report of a project, written review of a simulation, or portfolio. The selected experience must be indicated on the Application to Candidacy form and the final product must be submitted to the Office of Graduate Studies.

M.S. and M.A. Degree Requirements

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

General Requirements

1. The student must meet all academic prerequisites.
2. The student must complete a minimum of twenty-four (24) graduate quarter credits in the field of specialization with a minimum grade point ratio of 3.0 on courses taken at Winona State University. No course will be counted if the grade is below C. These are minimum standards; departments may require higher standards. At least fifty percent of the credits required for the master's degree must be in courses numbered at the 500 level or above.
3. All degree candidates must pass a final comprehensive examination to be prepared by the major department. A Notification of Intent to Take the Comprehensive Exam form must be received by the Office of Graduate Studies by midterm day of the quarter preceding the quarter the exam will be taken.

Students must have completed all coursework or be enrolled in their last course to be eligible for the comprehensive examination. Students who choose the thesis option may take the examination before enrolling in the thesis course.

4. Each candidate in a thesis option must pass a final oral examination by a committee of three graduate faculty members at least two weeks before graduation. The advisor will be the chairperson of this committee. The Office of Graduate Studies will post the place and date of this examination at least three (3) days in advance. Candidates for the Master of Science degree without thesis may also be required by their major department to pass a final oral examination.

5. If the student has elected a plan which requires a thesis, the thesis must be completed and approved by the advisor not later than two weeks prior to graduation. Unbound copies of the thesis must be made available to the oral examination committee. After this committee has approved the thesis, four bound copies must be submitted to the Office of Graduate Studies.

6. Each candidate must submit to the Office of Graduate Studies a statement signed by the advisor or by the chairperson/program director of the major department certifying that the student has completed all departmental requirements for the master's degree at least one week prior to the last day of the quarter.

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

Master of Business Administration

For degree requirements, see College of Business.

Specialist Degree

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

Student Grievance Procedure

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

2. DEFINITIONS

a. Grievance - "Grievance" means a dispute or disagreement between a student and the university.

b. Academic Calendar - "Academic Calendar" delineates the academic schedule of the university as beginning on the first day of fall quarter and ending on the last day of the second summer session.

c. Academic Calendar Day - "Academic Calendar Day" is a day when the university is in session during the academic year as indicated on the academic calendar.

d. Investigative Committee - The "Investigative Committee" shall consist of six full-time students, none of whom are on academic or disciplinary probation. Members shall be appointed by the Student Senate. The Vice President for Student Affairs, the Vice President of the Student Senate, and the appropriate vice president shall serve as ex officio members.

3. PROCEDURE:**STEP I**

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

STEP II

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

STEP III

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

STEP IV

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

The Student Citizenship Standards Procedure

Winona State University is an academic community committed to providing an environment of learning. As such it has a vested interest in both the safety and well-being of members of the university community, and for the promotion and protection of the educational mission of the University.

The purpose of the Student Citizenship Standards is to provide an educational experience through which students learn to understand, accept, and promote attitudes conducive to responsible involvement; to provide a system by which students are held accountable for actions which violate University standards; and to protect the due process rights of students charged with violating these Standards. It is necessary for

the University to establish and enforce Citizenship Standards for the following reasons:

1. The University has a primary concern with matters which can affect academic achievement and integrity.
2. The University has a concern with conduct that interferes with the rights of others.
3. The University has an interest in conduct which threatens the health and safety of members of the University community.
4. The University has an obligation to protect its property and the property of community members from theft, damage, or misuse.
5. The University has a commitment to enforce its contractual agreements.
6. The University has obligation to support the laws of the city, state and federal governments.

All students are expected to comply with the Students Citizenship Standards. Consequences for failing to comply could result in sanctions. Flagrant or repeated violations of the conduct standards could result in suspension or expulsion from the University.

Student Rights and Responsibilities

1. *Constitutional Rights:* Students have the rights accorded to all persons under the Constitution to freedom of speech, peaceful assembly, petition and association. Causes may be supported by individuals and organizations by lawful means which do not disrupt the operations of the University. These rights carry with them the responsibility for each individual to accord the same rights to other students and groups and not to interfere with or obstruct the rights of others to use University facilities.

2. *Due Process Rights:* Due process refers to the concept of fair treatment in the disciplinary process. This includes information on student expectations and providing notice of disciplinary charges, decisions that are made, and the right to appeal. In cases of academic dishonesty, the due process rights of students are as follows.

- Written or oral notice of the charges
- An explanation of the evidence against them
- An opportunity to present their side of the story
- Notice of sanction(s) imposed
- An opportunity to appeal

In cases of behavioral misconduct, students' due process rights are as follows:

- Written notice of the charges against him/her
- A prompt conference before the Conduct Officer
- The right to know the nature and source of the evidence to be used against him/her and to question it
- The right to present their own witness(es) and defense
- The right to have an advisor at the hearing (The advisor may be an attorney when a student faces probable suspension or expulsion, or if there are criminal charges pending. The advisor does not serve to represent the student by speaking for the student or by questioning witnesses).
- Written notice of the decision
- The right to appeal

Where it is believed that the health, safety, or well-being of either the accused student or a member of the University community are in serious question, a summary suspension (prior to a hearing) can be enacted by The Vice-President or his/her designee. The accused student has a right to a hearing within 72 hours to identify whether the suspension should remain in effect until a full hearing can be conducted. At this hearing conducted by the Conduct Officer, the accused student has the right to a notice of the charges, an explanation of the evidence, and an opportunity to respond to the allegations. Any student who returns to campus during the period of summary suspension could be subject to expulsion. Permission to be on campus may be granted for a specific reason, however, it must be granted in advance and in writing by the Conduct Officer.

3. *Student Responsibilities:* Students need to accept the following responsibilities:

- The responsibility of assuming the consequences of one's own behavior and actions
- The responsibility for knowledge of and observance of established University policies as published in official University publications
- The responsibility to insure that no student organization includes discriminatory clauses pertaining to race, creed, religion, color, sex, national origin, disability or sexual orientation.

Code of Conduct

The following is a listing of the University's conduct expectations for its students. Any student who commits, aids or attempts to commit any of the following acts of misconduct shall be subject to action within the student judicial system.

1. Violation of written Higher Education Board and University policies or regulation contained in any official publication or administrative announcement of the Higher Education Board or Winona State University.
2. Academic Dishonesty, including, but not limited to, cheating and plagiarism. Violation of academic dishonesty are referred to the Office of Academic Affairs.
3. Obstruction of the free flow of traffic both pedestrian and vehicular on state-owned or controlled property.
4. Disruption of operations of the University. Disruption is an action by an individual or group which interferes with, or prevents the regular and essential operation of the University or infringes upon the rights of others to freely participate in its programs and services.
5. Physical or psychological/emotional abuse, intimidation or harassment of any person. This includes any form of fighting.
6. Theft of or damage to property of the state or of property of a member of the university community or of a visitor to the university.
7. Unauthorized entry to or use of university facilities, buildings, grounds and equipment, including unauthorized possession of or use of University keys. This also includes unauthorized use of telephone systems, mail systems, and/or computer systems.
8. Conduct which threatens or endangers the health or safety of any person.
9. Violation of rules governing residence in state-owned or controlled property.
10. Use, possession, or distribution of narcotic or illegal drugs on state-owned or controlled property, except as expressly permitted by law.
11. Use, possession, or distribution of alcoholic beverages on state-owned or controlled property, except as expressly permitted by law.
12. Illegal or unauthorized possession or use of firearms, explosives, dangerous chemicals or other weapons on state-owned or controlled property.
13. Failure to comply with directions of university officials and any law enforcement officers acting in performance of their duties and to identify oneself to these persons when requested to do so. University officials include resident assistants, residence hall directors, security guards, student food service managers, and all other personnel delegated supervisory responsibility by a university official.
14. Sexual/gender harassment, racial and disability harassment, in accordance with Title VII of the Civil Rights Act and Minnesota Statutes Section 363.
15. Sexual misconduct, including but not limited to sexual assault, rape, sexual physical abuse, and/or threat of sexual violence.
16. Disorderly conduct, breach of the peace, engaging in offensive, obscene or abusive language, and aiding, abetting, or procuring another to breach the peace on state owned or controlled property or at university sponsored or supervised functions.
17. Gambling for money or other things of value, except as permitted by law.
18. Solicitation, including the distribution of advertisements and samples, on university property without prior authorization by the appropriate university official(s).
19. Hazing or any behavior or activity by a group or individual that degrades a student or interferes with a student's class attendance or educational pursuits.
20. Tampering with fire/safety equipment or setting off a false alarm including Code Blue.
21. Falsification or misuse, including forgery, alteration, or

fraudulent misuse of University records, permits, documents, or identification cards.

22. Knowingly furnishing false or incomplete information to the University or a University official in response to an authorized request.

23. Intentional obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities, including the University's public service functions or of other authorized activities on state-owned or controlled property.

24. Violation of federal, state, or local law on University property.

Off-Campus Offenses

Disciplinary action may be taken against a student who commits a violation of University regulation off-campus when the offense occurred during a University sponsored activity. In addition, the University may take disciplinary action against a student for an off-campus offense when by the nature of the offense the continued presence of the student on campus is likely to interfere with the educational process of the victim and/or the orderly operation of the University.

Sexual Violence or Assault

Sexual Violence or Assault Acts of sexual violence, assault or abuse, such as rape, acquaintance rape, other forms of non-consensual sexual activity will not be tolerated on the Winona State University campus. Such acts are criminal behaviors and create an environment contrary to the goals and missions of the University. These acts will be swiftly investigated and will subject an individual to complaints and disciplinary sanctions under the System's complaint procedure or university student conduct codes as well as possible referral to appropriate law enforcement agencies.

(a) Reporting of Incidents Victims of sexual violence or sexual harassment may report incidents to the appropriate University authorities, including the campus security office, affirmative action office, or student affairs/student life office.

(b) Victim's Rights Victims of sexual violence occurring on property owned by the Minnesota State University System will be informed of their rights under Minnesota State University Statutes section 135A.15. These rights include the following:

(1) The victim has the right to file criminal charges with local law enforcement officials.

(2) Local University authorities, at the request of the victim, will provide assistance in notifying the appropriate law enforcement officials and disciplinary authorities of any incident of sexual assault.

(3) At the direction of law enforcement authorities, the campus security office will provide complete and prompt assistance in obtaining, securing, and maintaining evidence in connection with an incident of sexual assault.

(4) University authorities will provide assistance to the sexual assault victim or complainant in preserving materials relevant to a campus disciplinary proceeding.

(5) All sexual assault complaints will be investigated and resolved by the appropriate campus disciplinary authorities.

(6) The victim may be accompanied by an attorney or other support person at, and may participate in, any campus disciplinary proceeding concerning the sexual assault complaint.

(7) The victim will be informed of the outcome of any campus disciplinary proceeding concerning the sexual assault complaint, consistent with laws relating to data practices.

(8) At the request of the sexual assault victim, University authorities in cooperation with appropriate law enforcement authorities will provide assistance in shielding the victim from unwanted contact with the alleged assailant, including transferring the victim to alternative classes or alternative University-owned housing, if alternative classes or housing are available and feasible.

(9) University authorities will inform sexual assault victims of their rights to assistance from the office of the Crime Victim Ombudsman and the Crime Victims Reparation Board and will provide assistance in contacting these offices.

University Conduct Officer

The University Conduct Officer (a representative of the Office of the Vice President for Student Affairs) is designated to coordinate the Student Citizenship Standards process. The Conduct Officer is responsible for:

- investigating incidents to determine whether a formal notice of violation should be issued,
- issuing formal notices of violation,
- providing an accused student with a copy of the Student Citizenship Standards Policy,
- determining (after consultation with the accused student) whether the case will be heard by the University Conduct Officer or referred to a committee for a formal hearing.
- ensuring the accused student understands the Student Citizenship Standards Procedure, and student's rights and responsibilities
- notification to the accused student of decisions made regarding the outcome.

Civil Responsibility

Since students are citizens as well as members of the University community, there may be violations of the Standards which are also civil or criminal offenses. The Standards are not intended to replace the legal system. Therefore, an action involving the student in a legal proceeding does not free the student of responsibility in a University proceeding. The University will decide on the basis of its interest whether to proceed with action simultaneously or whether to defer action. In addition, where an alleged violation of law occurs on University property, the University may inform law enforcement agencies of such violation.

Student Judicial Board (J-Board)

The Student Judicial Board is designated to hear original complaints and appeals from the University Conduct Officer and to recommend to the Vice President for Student Affairs disciplinary sanction and citizenship status of the student. The J-Board consists of ten students appointed by the Student Senate. The President of the Student Senate or his/her designee attends ex-officio.

The Student Citizenship Standards Procedure

Initiation of Complaint - Any member of the University community may initiate a complaint. Before any action is taken, the complaint must be in writing to the University Conduct Officer.

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

Preliminary Conference - An accused student will meet with the Conduct Officer in an informal preliminary conference, the purpose of which is to ensure that the student understands the disciplinary process. The student(s) shall have the following options:

1. Admit to the charges, receive the appropriate sanction, and sign a statement waiving student rights to a hearing.
2. Request a meeting with the University Conduct Officer to present a defense.
3. Request a hearing with Student Judicial Board to present a defense.

The Conduct Officer reserves the right to refer any case to the J-Board.

University Conduct Officer Meeting - If the student elects a meeting with the University Conduct Officer, the allegations will be presented and the accused will have an opportunity to present a defense.

Accused students who fail to appear for the meeting after proper notice will be deemed to have not contested the charges against them.

Appeals will be referred to the J-Board.

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

Sanctions

Acquittal - Conduct does not warrant further action and charges are

Warning - A notice to students that their conduct has been questionable and that future breaches of conduct could be treated more severely.

Work Hours - Sanction imposed on student for violations. Number of hours depends on severity of offense and number of offenses.

Disciplinary Probation - Probation is a trial period during which students must behave in a manner acceptable to the University. Disciplinary probation is assigned for a specific period of time. An additional incident of misconduct during the term of probation could result in separation from the University for not less than one academic quarter.

Suspension - An involuntary separation of the student from the University; a time limit is established and standard withdrawal procedures will be followed. All rights and privileges of student status are withdrawn.

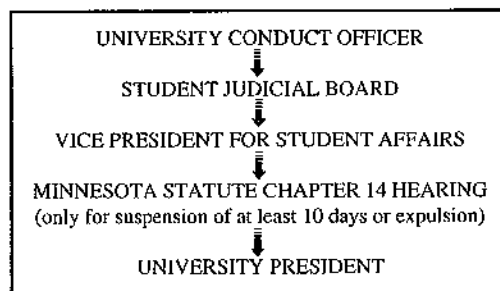
Summary Suspension - A summary suspension requires that students immediately leave the campus. It may be imposed when the Vice President of Student Affairs has reasonable cause to believe a student is an immediate threat to the safety of themselves or others or property or are an immediate threat to disrupt essential operation of the University. Any student subjected to a summary suspension shall be required to remain off campus until a hearing is held. Cases involving summary suspension are referred to the J-Board.

Loss of Privilege - Loss of privilege is the withdrawal of a privilege or use of a service, including denial of housing, for a specific period of time consistent with the offense committed.

Expulsion - An involuntary permanent separation of the student from the University. Standard withdrawal procedures will be followed.

Appeals

Students wishing to appeal a disciplinary decision may do so by filing a request in writing with the Vice President for Student Affairs. The decision of the President is final. The appeal process is as follows:



Students may appeal decisions made regarding academic course dishonesty allegations in succession to the Department Chair, College Dean, and the Vice-President for Academic Affairs.

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

Grounds for Appeal

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

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

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

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

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

College of Business

309 Somsen Hall, 457-5014
Kenneth Gorman, Dean

Departments

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

Degrees Offered

Master of Business Administration
Master of Science in Business Education

Mission

The mission of the Winona State University College of Business is to provide high-quality professional education in business. College of Business programs emphasize high expectations; strong verbal, written, and quantitative skills; ethical behavior; and cultural diversity, all of which will enhance the development of our students as critical thinkers and business decision makers. The focus of the College's program is excellence in teaching. The primary emphasis is undergraduate education.

The mission of the Winona State College of Business is enhanced by:

- faculty recruitment and development that concentrate on quality instructional performance.
- Research and scholarly activity that enhance instructional programs and teaching excellence.
- Service that offers mentoring opportunities and forms partnerships with faculty, students and business.

Objectives

The primary purpose of the College of Business is to prepare students for responsible professional careers in business, education, and public service. The college also seeks to prepare students to assume responsible leadership roles in society. Its faculty are committed to the

concept that an education in business requires a firm foundation in the arts, sciences, and humanities.

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

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

Research and Community Service

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

The Small Business Institute (SBI)

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

Master of Business Administration

45 Q.H.

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

Admission Requirements

1. Completion of the application for admission form, including a one-page statement of interest and objectives in pursuing the M.B.A. degree. This form is available from the Office of Graduate Studies, Winona State University, and must be returned to the Office of Graduate Studies together with two official transcripts of all previous undergraduate and graduate credits.
2. Transcripts must show that the student has received a bachelor's degree from an accredited college or university, with a satisfactory undergraduate grade point average of 2.50 on a 4-point scale.
3. The student must achieve an acceptable score on the Graduate Management Admissions Test (GMAT). For further information on the GMAT, write or call the Office of Graduate Studies (457-5038).
4. The student must demonstrate competency in special areas listed below by successful completion of course work at Winona State University or elsewhere, by examination or, in a few instances, by appropriate and documented experience. The competencies and their Winona State University course equivalents are:
 - Accounting: 201, 202 Financial Accounting I and II
 - Business Adm.: 335 Statistics for Business and Economics II; 310 Business Law; 362 Management Information Systems
 - Economics: 201, 202 Principles of Economics I and II

Finance: 360 Fundamentals of Business Finance
 Management: 370 Business Organization and Management
 Marketing: 315 Principles of Marketing
 POM: 330 Production Operations Management

Written Communication: Competence will be judged by the statement of interest and objectives in the application for admission. Prior to the completion of all the above competencies, a student may take M.B.A. courses for which all prerequisites have been met. However, no more than two MBA courses (6 credits) taken before a student is admitted to the MBA Program will be counted towards degree requirements.

- Based on the above criteria, the student will be: a) Unconditionally admitted to graduate study and to the M.B.A. Program; or b) Denied admission to the M.B.A. Program.
- International students must have a TOEFL score of at least 575.
- Courses in the MBA Program cannot be taken on a pass/no credit (P/NC basis).

Requirements for the Master of Business Administration Degree

The student must have completed the following requirements:

- All deficiencies must have been removed and all prerequisites must be completed.
- An acceptable score on the Graduate Management Admissions Test must have been achieved and on file with the M.B.A. Director and the Office of Graduate Studies.
- Within seven (7) years of initial enrollment in graduate level courses, the student must have successfully completed the required core courses and elective courses with a minimum grade point average of at least 3.0; no courses may be counted if the grade is below a C.
- At least 50 percent of the course work must be in 500-level courses.
- Capstone writing experience.

Required Courses (30 q.h.)

Accounting

535 Accounting for Management (3)

Business Administration

501 Research Methodology (3)

531 Production Management (3)

541 Organizational Behavior and Development (3)

595 Business Policies (3)

Economics and Finance

503 Macroeconomic Theory and Forecasting (3)

525 Managerial Economics (3)

560 Studies in Financial Decision-making (3)

Marketing

542 Marketing Analysis (3)

565 Small Business Administration Consulting Projects (3)

Electives (15 q.h.)

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

Accounting

323A Somsen Hall, 457-5860

Chairperson: Emil Milacek

Graduate Faculty: Hurley, Milacek, Sallee

Course Descriptions

407G Introduction to Taxation - 4 Q.H.

A study of the history of taxation, the formation and application of

federal tax law, and the basic methods and procedures of tax research. The course emphasizes the individual income tax, but also introduces the student to the tax applicable to other entities. Tax preparation using the micro computer is also a significant component of the course. Prerequisites: Acct. 202, Econ. 202. Grade only

409G Advanced Taxation - 4 Q.H.

A study of federal tax law applicable to C-corporations, S-corporations, partnerships, estates and trusts. In addition to income tax law, the course also addresses the major issues relating to the transfer of property through gifts and the estate. Methods and procedures of tax research are also stressed in the course. Prerequisite: Acct. 407. Grade only.

411G Auditing I - 4 Q.H.

The public accounting profession and its requirements, internal control, verification of accounts, and auditors' reports. A review of the auditing process and an analysis of the generally accepted auditing standards.

Prerequisites: Acct. 303, BA 207, BA 200. Grade only.

425G Tax Planning - 4 Q.H.

This survey course provides an overview of the tax laws and their interrelationships in a way that has proven interesting, enlightening, and profitable to taxpayers, managers, tax planners, and defenders.

Prerequisite: Acct. 407 or consent of instructor. Grade only.

429G International Taxation - 4 Q.H.

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

441G Cost Accounting II - 4 Q.H.

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

442G Advanced Accounting - 4 Q.H.

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

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

Offers the advanced student an opportunity to do additional reading and/or research in areas of special interest. Prerequisite: Consent of instructor. Total credits may not exceed 12. Grade only.

535 Accounting for Management - 3 Q.H.

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

555 Business Decisions in a Tax Environment - 3 Q.H.

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

Economics and Finance

309 Somsen Hall, 457-5014

Chairperson: Daniel Kauffman

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

Economics

503 Macroeconomic Theory and Forecasting - 3 Q.H.

This course presents major elements in the macroeconomic system, and the statistical tools necessary to prepare economic and business

forecasts. The student will be required to integrate the tools with the theory, and prepare a statistical forecast of an economic or business variable. Prerequisites: BUSA 207 or STAT 279, BUSA 200, Econ. 202. Grade only.

525 Managerial Economics - 3 Q.H.

An in-depth application of microeconomic theory and related decision/optimization theories to business planning and control functions. Prerequisites: Econ. 201, 202, and BUSA 207 or STAT 279 or consent of instructor. Grade only.

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

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

Finance

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

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

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

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

Business Administration

324 Somsen Hall, 457-5170

Chairperson:

Graduate Faculty: Astani, Dewan, Foegen, Gander, Gernander, McDaniel, Najmaie, Rasch, Schmid, Sinkiewicz, M. Wolfmeyer

Course Descriptions

Business Administration

501 Research Methodology - 3 Q.H.

A study of research methods, including both subjective and objective information, with the goal of optimal decision-making. Prerequisites: BUSA 207, 362. Grade only.

525 Quantitative Analysis for Decision Making - 3 Q.H.

A survey of the quantitative methods in managerial decision making. This course emphasizes the foundations, tools, and applications of the quantitative modeling process. The construction and use of mathematical models in analyzing and solving complex business quantitative issues are presented. A major focus is on solving techniques for decision-making support. Prerequisites: BUSA 207, 362.

531 Production Management & Inventory Control - 3 Q.H.

Topics in production and inventory planning and control with an emphasis on modern computer methods including material requirements planning, capacity planning, priority control, and forecasting. Prerequisites: BUSA 207, POM 330, MGMT 370. Grade only.

582 Cases in the Management of Information Technology - 3 Q.H.

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

590 Seminar in Business - 3 Q.H.

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

592 Advanced Studies in Production & Operations Management - 3 Q.H.

This is an advanced course in production and operations management. Students are exposed to the latest studies and trends in the field. A great deal of emphasis is placed on comparing American production control systems with those of Japanese and other industrial nations. Prerequisite: BA 531.

595 Business Policies - 3 Q.H.

To integrate the major functional areas of business from the overall perspective of top level management. Emphasis is placed on problems requiring effective action through leadership, organization, planning and control. This is an advanced study of the creation of organizational objectives through systematic analysis of the firm and its business environment, and the development of policies and strategies to achieve those goals and objectives. Case analysis is the main instructional technique. Simulations may also be utilized and comprehensive writing required. Prerequisites: Admission to MBA; BUSA 501, 531, 541, 542, ACCT 535, FIN 560 or permission.

Management

541 Organizational Behavior and Development - 3 Q.H.

An in-depth study of the social, emotional, cognitive, and behavioral dynamics which impact heavily on the effectiveness and success of work groups, whole organizations, and individual members of organizations. Emphasis is on the role of the manager in the necessary and effective application of these concepts and skills. Prerequisite: MGMT 370.

546 Compensation Administration - 3 Q.H.

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

553 Total Quality Management - 3 Q.H.

An in-depth study of the principles and applications of Total Quality Management theory in the United States and internationally, including a survey of relevant research and current significant issues related to practical application of Total Quality Management and methods. Prerequisite: MGMT 541.

571 Seminar in International Management - 3 Q.H.

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

Marketing

101 Somsen Hall, 457-5170

Chairperson: James Bovinet

Graduate Faculty: Bovinet, Smith, Young

Course Descriptions

Marketing

542 Market Analysis - 3 Q.H.

Marketing plans provide a systematic organized process of directing marketing activity to achieve maximum results. This course provides an overview of development of marketing plans and strategies with an emphasis on the tools and techniques of data collection and analysis commonly utilized by marketing managers. An applied approach of instruction that combines reading, discussion and a course project of developing and presenting a marketing plan forms the course pedagogy. Prerequisites: Mktg 315, BUSA 501. Grade only.

565 Small Business Consulting - 3 Q.H.

Student teams counsel small business firms and help them improve profits, reduce losses, or solve a business problem. Admission to MBA; Fin. 560, Mgmt. 503, 531, 542, Mktg. 542, Acct. 535 or permission. Grade only.

Business Education and Office Systems Administration

319 Somsen Hall, 457-5165

Chairperson: J. William Murphy

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

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

Program Guidelines

1. A maximum of 8 credits of independent study will apply to the total credits required for Plan A and Plan B.
2. At least fifty percent of the credits required for the Master of Science degree must be in courses numbered at the 500 level or above.
3. A maximum of 8 credits of pass/no credit course work will apply to the M.S. degree, including the internship. A student pursuing the M.S. degree in the BEOSA department must take all BEOSA course work (excluding the Internship and the Thesis) for a grade.
4. A capstone writing experience is required. Details will be provided by advisor.
5. A final written comprehensive examination will include BEOSA course work and may include course work taken from other departments. All departmental graduate faculty will evaluate student performance on the examination.

Master of Science Business Education

45-51 Q.H.

Plan A and Plan B Requirements

Professional Requirements (23 q.h.)

- 410G Administrative Communication (4)
- 513 Measurement and Evaluation (4)
- 517 Curriculum and Program Development (4)
- Ed. Le. 570 Research and Writing (3) OR BA 501 Research Methods (3)
- 551 Learning/Instructional Systems Development (4)
- 555 Internship (4)

Professional Electives (16-19 q.h.)

College of Education and College of Business: Elect a minimum of 6 credits from each college, with the remaining 4-7 credits from either college.

Recommended Electives:

- 440G Training and Employee Development (4)
- 441G Training Techniques and Media (4)
- * 470G Seminar in Business Education and Training (1-4)
- 552 Managing Training and Development Programs (4)
- 553 Current Training Issues and Trends (4)
- * 595 Instructional Trends in Education for Business (1-4)
- * May be repeated.

General Electives/Thesis

Plan A (45 q.h.)

- 599 Thesis (4 q.h.)
- General Electives (2 q.h.)

Plan B (51 q.h.)

- General Electives (9-12 q.h.)

Course Descriptions

410G Administrative Communication - 4 Q.H.

Leadership communication for personnel at all organizational levels. A balanced emphasis between written and spoken communication includes

such topics as persuasive proposals, routine managerial communications, case analysis and writing, meeting management, reporting, the visual briefing, multi-media and communications technology, and communications management. Grade only.

440G Training and Employee Development - 4 Q.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.

441G Training Techniques and Media - 4 Q.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.

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

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

513 Measurement and Evaluation - 4 Q.H.

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

517 Curriculum and Program Development - 4 Q.H.

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

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

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

552 Managing Training and Development Programs - 4 Q.H.

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

553 Current Training Issues and Trends - 4 Q.H.

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

555 Internship - 4 Q.H.

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

580 Independent Study - 1-4 Q.H.

Independent study in areas determined by the needs of the individual student. The request must be proposed in outline form to all departmental graduate faculty for approval. Must be arranged in advance of the registration period. May be repeated up to a maximum of 4 credits. The consent of the instructor is required. Grade only.

595 Instructional Trends in Education for Business - 1-4 Q.H.

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

599 Thesis in Education for Business - 4 Q.H.

A scientific research project showing evidence of the candidate's ability to plan a study, prepare a formal written report of findings followed by a public oral report to the thesis committee. Offered as needed on an individual basis only. The consent of the instructor is required.

Application during preceding quarter is required. Pass/No credit only.

College of Education

135 Gildemeister Hall, 457-5570
Carol Anderson, Dean

Departments

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

Degrees Offered

Master of Science

Counselor Education

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

Education

- Education (K-12)
- Mild to Moderate Mentally Handicapped Concentration
- Learning Disabilities Concentration

Educational Leadership

- Elementary School Leadership
- Secondary School Leadership

Educational Specialist

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

Advanced Licensure Programs

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

Objectives

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

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

Regional Service

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

Accreditation

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

Internships

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

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

Counselor Education

132 Gildemeister Hall, 457-5335
U212 Rochester Center, 285-7488
Chairperson: Tim Hatfield
Graduate Faculty: Borrer, E. Eiken, T. Hatfield, Maher, Ruiz, C. Wilkinson

The major purpose of the department is to provide master's students in the helping professions and in education with a strong background in counseling, consultation, human growth and development, evaluation and assessment, and program management. The department offers four concentrations leading to the Master of Science degree:

Community Counseling

This program is designed to prepare graduates to serve as effective counselors in a variety of mental health and human services settings (e.g., community mental health, crisis counseling, substance abuse, employment counseling, pastoral counseling and corrections settings).

Elementary School Counseling (K-6)

This program prepares effective school counselors for work with elementary school students. Successful completion of this program leads to recommendation for licensure as an elementary school counselor in Minnesota, Wisconsin, and other states.

Secondary School Counseling (7-12)

This program prepares effective school counselors for work with secondary school students. Successful completion of this program leads to recommendation for licensure as a secondary school counselor in Minnesota, Wisconsin, and other states.

Professional Development (A Non-Counseling Degree)

This program provides a background in the behavioral sciences for persons in fields such as education, business, and health professions. It offers the opportunity to develop psychological knowledge and skills to work effectively with people. The Professional Development program does not lead to a counseling degree.

Admission Requirements:

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

- (1) Application (including GRE scores on file in Office of Graduate Study) and admission to Graduate Study. An undergraduate GPA of 3.0 is the basic standard for admission to Graduate Study for Counselor Education applicants.
- (2) Completion of departmental admissions application, including personal statement and three (3) recommendation forms.
- (3) Notification of department office manager (457-5335) of intent to enroll in CE 507, Introduction to Counseling. All prospective 507 students must attend a 3-hour screening session on a Friday morning late in the quarter *prior* to the quarter when they wish to take the course, and the top qualified candidates will be approved to take the course. All persons admitted to the course will be assigned a pre-admission advisor. Screening dates are available through the department offices.
- (4) A maximum of sixteen (16) credits may be taken before being accepted into Counselor Education programs (eight of which must include CE 507, Introduction to Counseling, and CE 565, Theories of Personality). These two courses will provide an opportunity for the applicant to become acquainted with the program and the field of counseling and *must* be taken before departmental admission is considered.
- (5) Departmental applications for admission will be processed four (4) times a year. To be considered for admission, applicants must have fulfilled the above requirements prior to the admission date (see #7 below). Admission folders must be completed before an application can be processed. When admitted to a degree program, each student will be assigned an advisor and notified in writing of the department's decision.
- (6) All persons admitted will be accepted into the Professional Development Program (a non-counseling program). A decision whether to admit a student into a counseling program will be made by the Counselor Education faculty based on all subsequent CE course work, including CE 566, Counseling Procedures.
- (7) Admission deadline dates are Midterm Day fall, winter, spring and first summer sessions.
- (8) All students must complete Candidacy forms with their advisor, to be filed with the Office of Graduate Studies before the completion of forty (40) graduate credits and after the completion of CE 566, Counseling Procedures. (CE 571 for Professional Development studies.)
- (9) Admission to candidacy is not complete until candidacy forms are signed by the student's advisor, the department chairperson, and the Office of Graduate Studies for Graduate Studies. Students will be required to meet the program requirements, as stated in the university's *Graduate Catalog*, that are in effect when candidacy is approved. Subsequent departmental program changes also may affect a student's program.

Graduation Requirements:

- (1) In addition to successfully completing all required courses, candidates must complete a final written comprehensive examination. [Students are advised that several state licensing boards and the National Board for Certified Counselors (NBC) now require 72 quarter hours. Therefore, students are encouraged to take additional elective courses.]
- (2) Students must complete the capstone writing experience.
- (3) Students may elect to complete a Master's thesis, an extensive project requiring the use of scientific methods and procedures. The thesis must be approved by the candidate's advisor and an oral examination committee.

Master of Science Counselor Education

Professional Development Concentration (A Non-Counseling Degree)

51 Q.H.

Required Courses (34 q.h.)

- 507 Introduction to Counseling (4)
- 520 Stress Management (3)
- 522 Human Relations (4)
- 531 Chemical Dependency: Causes & Symptoms (3)
- 560 Group Process and Dynamics (3)
- 564 Statistics, Tests & Measurement (4)
- 565 Theories of Personality (4)
- 571 Microskills (3)
- 598 Program Synthesis (3)

NOTE: One development course also is required: child, adolescent, adult, or older adult (3). Students should check the *Student Guide* for proper sequencing of courses to be taken.

Electives (17 q.h.)

Community Counseling Concentration

72 Q.H.

Required Courses (63 q.h.)

- 507 Introduction to Counseling (4)
- 533 Ethical Issues in Counseling (3)
- 536 Diagnosis and Treatment Planning in Counseling (3)
- 545 Career and Life Planning (3)
- 555 Internship in Counseling (6)
- 560 Group Process and Dynamics (3)
- 564 Statistics, Tests, & Measurement (4)
- 565 Theories of Personality (4)
- 566 Counseling Procedures (4)
- 568 Individual Counseling Practicum (4)
- 569 Group Counseling Practicum (4)
- 571 Microskills (3)
- 581 Consultation Procedures (3)
- 582 Organization and Administration of Counseling Services (3)
- 591 Crisis Intervention Counseling (3)
- 594 Family Systems Counseling (3)
- 598 Program Synthesis (3)

NOTE: One development course also is required: child, adolescent, adult, or older adult (3). Students should check the *Student Guide* for proper sequencing of courses to be taken.

Electives (9 q.h.)

Students must complete a minimum of 6 credits of graduate electives to be chosen from specialized counseling areas, specific therapeutic approaches, or relevant courses from other departments. Students may choose to focus the bulk of their electives in one area e.g., chemical dependency, family issues, etc.

Elementary School Counseling Concentration

72 Q.H.

Required Courses (67 q.h.)

507 Introduction to Counseling (4)
 SPED 400G Education of Exceptional Children and Youth (4)
 515 Child Development (3)
 533 Ethical Issues in Counseling (3)
 545 Career and Life Planning (3)
 555 Internship in Counseling (6)
 560 Group Process and Dynamics (3)
 564 Statistics, Tests & Measurement (4)
 565 Theories of Personality (4)
 566 Counseling Procedures (4)
 568 Individual Counseling Practicum (4)
 569 Group Counseling Practicum (4)
 570 Developmental Counseling (3)
 571 Microskills (3)
 572 Issues in School Counseling (3)
 581 Consultation Procedures (3)
 582 Organization and Administration of Counseling Services (3)
 591 Crisis Intervention Counseling (3)
 598 Program Synthesis (3)

NOTE: Students must meet all state teacher credentialing requirements for initial licensure at the elementary level (e.g. human relations). An alternate licensure program is available through the department for students who are not certified teachers with teaching experience. Contact the department for further information. Students should check the *Student Guide* for proper sequencing of courses to be taken.

Electives (5 q.h.)

Appropriate graduate-level electives are selected with advisor approval in special interest areas such as special education, educational administration, chemical dependency, marriage and family, etc.

Secondary School Counseling Concentration

72 Q.H.

Required Courses (67 q.h.)

507 Introduction to Counseling (4)
 SPED 400G Education of Exceptional Children and Youth (4)
 525 Adolescent Development (3)
 533 Ethical Issues in Counseling (3)
 545 Career and Life Planning (3)
 555 Internship in Counseling (6)
 560 Group Process and Dynamics (3)
 564 Statistics, Tests, & Measurement (4)
 565 Theories of Personality (4)
 566 Counseling Procedures (4)
 568 Individual Counseling Practicum (4)
 569 Group Counseling Practicum (4)
 570 Developmental Counseling (3)
 571 Microskills (3)
 572 Issues in School Counseling (3)
 581 Consultation Procedures (3)
 582 Organization and Administration of Counseling Services (3)
 591 Crisis Intervention Counseling (3)
 598 Program Synthesis (3)

NOTE: Students must meet all state teacher credentialing requirements for initial licensure at the secondary level (e.g. human relations). Alternate licensure program (see above under elementary counseling) students should see their advisor regarding additional requirements. Students should check the *Student Guide* for the proper sequencing of courses to be taken.

Electives (5 q.h.)

Appropriate graduate-level electives are selected with advisor approval in special interest areas such as special education, educational administration, chemical dependency, marriage and family, etc.

Chemical Dependency Course Offerings

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

- 220 Emotions and Behavior (undergraduate only) (4)
- * 430 Helping Skills (undergraduate only) (4)
- * 431G Chemical Dependency: Causes and Symptoms (3)
- * 432G Chemical Dependency Assessment (1-3)
- * 434G Special Populations in Chemical Dependency (1-3)
- * 435G Minority Issues for Helping Professionals (1-3)
- 520 Stress Management (3)
- * 531 Chemical Dependency: Causes and Symptoms (3)
- * 533 Ethical Issues in Counseling (3)
- * 563 Chemical Dependency Counseling
- 591 Crisis Intervention Counseling (3)
- 592 Sexual Issues for Helping Professionals (3)
- * 594 Family Systems Counseling (3)

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

Course Descriptions

For all courses which are *not* identified as "grade only" or "P/NC only," students have the option to register either for a letter grade or for pass-fail grading. If grade type is *not* stipulated at the time of registration, the student automatically will be registered for a grade.

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

This course focuses on research and related information regarding the causes of chemical dependency. Offered yearly. Grade only.

432G Chemical Dependency Assessment - 1-3 Q.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. Grade only. Offered as needed. Prerequisites: CE 507 or consent of instructor.

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

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

435G Minority Issues for Helping Professionals - 1-3 Q.H.

This course is designed to aid professionals in exploring and working through such concepts as oppression, cultural assimilation and cultural pluralism. The emphasis is on American minorities from a cross-cultural perspective. Grade only. Offered as needed. Prerequisites: CE 507 or consent of instructor.

495G Seminar - 1-4 Q.H.

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

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

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

507 Introduction to Counseling - 4 Q.H.

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

515 Child Development - 3 Q.H.

The purpose of this course is to introduce students to theories of child development. The physical, psychological, and social growth and development of the child in the home, school and community will be examined. Grade only. Offered yearly.

516 Counseling Children - 3 Q.H.

The purpose of this course is to increase students' knowledge of counseling theory and practice as it applies to children. Special attention will be given to issues and applications related to elementary schools and to the counseling needs of children of color. Offered as needed.

520 Stress Management - 3 Q.H.

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

522 Human Relations - 4 Q.H.

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

525 Adolescent Development - 3 Q.H.

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

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

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

533 Ethical Issues in Counseling - 3 Q.H.

This course looks at the professional and ethical issues that most affect the actual practice of counseling and therapy, providing information and also teaching students a process of raising and thinking about the basic issues they will face as practitioners. Ethical issues related to working with special populations (e.g., older adults, multicultural populations, etc.) will be presented. Grade only. Offered yearly. Prerequisites: CE 507.

535 Adult Development - 3 Q.H.

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

536 Diagnosis and Treatment Planning in Counseling - 3 Q.H.

This course provides an overview of the etiology, classification, and recommendations for treatment of mental disorders, personality disorders, and adjustment problems. Students will become acquainted with the classification system used to diagnose clients - DSM. Guidelines for treatment planning and case management also will be presented. Grade only. Offered yearly. Prerequisites: 507, 564, and 565, or consent of the instructor.

545 Career and Life Planning - 3 Q.H.

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

555 Internship - 3 or 6 Q.H.

To provide practical field experience in counseling-related activities. Internship materials may be picked up in the Counselor Education office. Prerequisites: Completion of the student's entire program. CE 598, Program Synthesis, may be taken concurrently. Recommendation from department Intern Coordinator. Grade only. Offered yearly.

560 Group Process and Dynamics - 3 Q.H.

Dynamics of group process in group guidance, group counseling and the classroom. Prerequisites: Admission to the department or consent of instructor. Grade only. Offered yearly.

561 Transactional Analysis - 3 Q.H.

Personality theory and psychology of human relationships, developing an understanding of ego states and interpersonal transactions with applications for the helping professions. Grade or P/NC. Offered as needed.

563 Chemical Dependency Counseling - 3 Q.H.

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

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

Practical experience in standardized psychological testing: evaluation, selection, administration, interpretation and use of tests and the effective

communication of test results to counselees and, when appropriate, to parents or other professionals. Use of instruments in personality and attitude assessment, intelligence, achievement, aptitude and career and life planning. Prerequisites: Admission to CE Department or consent of instructor. Grade only. Offered yearly.

565 Theories of Personality - 4 Q.H.

The descriptive, explanatory and predictive attributes of personality theories. Major theoretical families - Psychoanalytic, Behavioristic, and Phenomenological. Implications of applying these theories to multicultural populations will be addressed. Grade only. Offered yearly.

566 Counseling Procedures - 4 Q.H.

Exploration of a wide variety of counseling techniques and theories including experimentation in simulated situations to identify an effective personal style of counseling. Prerequisites: Admission to CE Department and CE 571 (required for Community Counseling and recommended for other programs). Students must have earned 30 or more graduate credits. Grade only. Offered yearly.

568 Individual Counseling Practicum - 4 Q.H.

Development of personal counseling style which is effective for the client and rewarding for the counselor. Prerequisites: Completion of student's entire program except for CE 569, Group Practicum, and CE 555, Internship. CE 598, Program Synthesis, may be taken concurrently. Recommendation from instructor of CE 566 and department approval. Limited enrollment. Grade only. Offered yearly.

569 Group Counseling Practicum - 4 Q.H.

Development of a group facilitation style which is effective for clients and rewarding for counselors. Course provides an opportunity to apply principles learned in CE 560. Prerequisites: Completion of student's entire program except for CE 568, Individual Practicum, and CE 555, Internship. CE 598, Program Synthesis, may be taken concurrently. Recommendation from instructor of CE 566 and department approval. Limited enrollment. Grade only. Offered yearly.

570 Developmental Counseling - 3 Q.H.

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

571 Microskills - 3 Q.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. Prerequisites: CE 507 or consent of the instructor. P/NC Only. Offered yearly.

572 Issues in School Counseling - 1-3 Q.H.

This course focuses on practical issues a school counselor is likely to face in implementing a counseling program, working with families, faculty and community agencies, and managing role responsibilities effectively. Prerequisites: Admission to CE Department or consent of instructor. P/NC only. Offered yearly.

581 Consultation Procedures - 3 Q.H.

Consultation theories, techniques and processes for counselors working in school and community settings. Prerequisites: Admission to CE Department or consent of instructor. Grade only. Offered yearly.

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

Theory, consultation, and program management of counseling services. Prerequisites: Admission to CE Department. Grade only. Offered yearly.

585 The Older Adult - 3 Q.H.

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

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

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

591 Crisis Intervention Counseling - 3 Q.H.

All therapists or helpers at one time or another will be called on to deal with crisis. The purpose of this course is to provide students and helping professionals with a foundation for understanding crisis and with effective models for working with crisis. Grade or P/NC. Offered as needed.

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

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

594 Family Systems Counseling - 3 Q.H.

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

595 Seminar - 1-4 Q.H.

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

598 Program Synthesis - 3 Q.H.

An update and synthesis of recent literature and counseling innovations with knowledge and understandings acquired in the program, directed toward Capstone Writing experience. Final course, or concurrent with Practicum courses (CE 568 and 569) or CE 555, Internship. Grade only. Offered yearly.

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

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

Education

152 Gildemeister Hall, 457-5359

Chairperson: Robert Herrmann

Graduate Faculty: Billman, R. Clay, Helble, Hermann, Leicester, L. McMillen, J. Sherman, T. Sherman, Tolmie, Williams

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. The candidate must have a composite undergraduate G.P.A. of 2.75, or if the composite G.P.A. is less than 2.75,
2. The candidate must earn a combined GRE score of 1350 (verbal, quantitative, and analytical) in order to be admitted. In all cases, the GRE exam must be completed prior to admission to the department.
3. If the candidate does not meet criteria 1 or 2, The candidate may enroll as a special graduate student. After completing 18 graduate credits at WSU, the candidate may reapply if the G.P.A. for the 18 credits is 3.5 or higher.

Degree Program with Thesis or Research Option

Requirements

1. Admittance:

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

2. Course Work: Complete all course work required for the degree (48 credits minimum). All course work must be approved by the advisor and the Office of Graduate Studies.
3. 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 6 credits of graduate work. (Three credits are counted in lieu of Ed. 518 and three credits are counted as program electives.) An oral examination of the thesis is required.
4. Comprehensive Examination: Write a final examination compiled by the advisor based upon the candidate's core course work.
5. Academic Average: Maintain a 3.0 average. A course will not be counted for graduate credit if the earned grade is below C.
6. Timeline to be followed:
 - a. Applications: File in the order listed.
 1. Graduate study application, including official transcripts and GRE scores - Office of Graduate Studies
 2. Education Department Master's Program application - Education Office
 3. WSU Master's candidacy program - Office of Graduate Studies (after 9 and before 24 credits are completed, with advisor's approval).
 4. Registration for Research Project 599 (thesis option) one quarter in advance of graduation.
 5. Oral Examination of Thesis Option at least two weeks in advance of graduation.
 6. Notification of Intent to Take the Comprehensive Exam form must be received by the Office of Graduate Studies by midterm day of the quarter preceding the quarter the exam will be taken. (See academic calendar for deadlines.)
 7. Application for Graduation - Office of Graduate Studies (see page 22.)
 9. Participation in commencement exercises in accordance with current policy (caps, gowns and hoods can be obtained in the university bookstore).

Master of Science Education

48 Q.H.

M.S. Program Required Courses (21 q.h.)

Education (21 q.h.)

- 500 Curriculum Planning (3)
- 508 Improvement of Instruction (3)
- 518 Field Experience in Classroom Procedures (3)
- 523 Foundations of Education (3)

- 540 Current Educational Issues (3)
 575 Action Research for Educators (3)
 581 Trends in Measurement and Reporting (3)

Electives (27 q.h.)

The 27 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 27 credits of electives for secondary candidates will include a minimum of 9 credits of graduate course work related to the content of their current licensure (graduate induction programs exempt).

Winona State University Graduate Induction Model (In collaboration with ISD 535)

Open annually to selected, inexperienced, licensed elementary teachers.

Required Courses (48 q.h.)

- 500 Curriculum Planning (3)
 508 Improvement of Instruction (3)
 512 Current Trends in Language Arts (3)
 513 Current Issues in Social Studies (3)
 518 Field Experience in Classroom Procedures (3)
 523 Foundations of Education (3)
 540 Current Educational Issues (3)
 550 Education Orientation (3)
 551 Induction Practicum (4-12)
 575 Action Research for Educators (3)
 581 Trends in Measurement and Reporting (3)
 583 Multicultural Education: Children, Youth and Families (3)
 598 Seminar (1-3)
 Targeted Elective (3)

Winona State University Master of Science Education

Learning Community Delivery Model in collaboration with MHSC.

Required Courses (21 q.h.)

See M.S. Education

Elective Courses (27 q.h.)

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

Winona State University Early Childhood/Family Education Licensures

Prekindergarten Licensure 30 Q.H.

Prerequisite: Elementary Education licensure.

Required Courses (32 q.h.)

- 410G Foundations of Early Childhood Education (4)
 413G Development in Infancy (4)
 414G Development in Early Childhood (3)

- 416G Early Childhood Education I (4)
 422G Socialization of the Young Child (3)
 423G Young Children with Special Needs (4)
 424G Organization and Administration of Early Childhood Education Programs (4)
 560 Prekindergarten Practicum (2)
 567 Advanced Practicum in Nursery School (4)

Prekindergarten Licensure

47 Q.H.

Prerequisite: A Bachelor's degree teaching or non-teaching

Required Courses

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

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

Early Childhood Family Education - Parent Educator Licensure

30-31 Q.H.

Required Courses

- 413G Development in Infancy (4)
 416G Development in Early Childhood Education (4)
 439G Introduction to Early Childhood Family Education (1)
 440G Practicum in Early Childhood/Family Educator Parent Education (4)
 441G Parent Education-Curriculum and Methods (3)
 442G The Adult Learner (4)
 443G Facilitating Parent Education Groups (3)
Students choose two of the following courses:
 120 Parenting (4)
 422G Socialization of the Young Child (3)
 Soc 212 The Family (4)
 Soc 435G Family Roles and Relationships (4)

Early Childhood Family Education- Family Educator Licensure

43-44 Q.H.

- 410G Foundations of Early Childhood Education (4)
 413G Development in Infancy (4)
 414G Development in Early Childhood (3)
 416G Early Childhood Education I (4)
 423G Young Children with Special Needs (4)
 439G Introduction to Early Childhood Family Education (1)
 441G Parent Education-Curriculum and Methods (3)
 442G The Adult Learner (4)
 443G Facilitating Parent Education Groups (3)
 444G Practicum in Early Childhood/Family Education - Family Educator (4)
 560 Prekindergarten Practicum (2)
Students choose 2 of the following courses:
 Soc. 212 The Family (4)
 Soc. 434G Family Roles and Relationships (4)
 120 Parenting (4)
 422G Socialization of the Young Child (3)

Middle School Licensure

The Middle School Licensure program offers two options:

- The Middle School license for a candidate holding a valid Minnesota elementary teaching license
- the Middle School license for a candidate holding a valid secondary license.

24 q.h. - for elementary teachers (plus approved minor or minimum of 12 quarter hours in an approved academic field)

27 q.h. - for secondary teachers

Ed. 300 Growth & Development (4)

Ed. 301 Learning in the Classroom (4)

Ed. 469G Middle School Philosophy, Organization & Interdisciplinary Planning (4)

SPED 400G Education of Exceptional Children and Youth (4)

Ed. 570 Advanced Practicum in Middle School (8)

Ed. 427G Development and Remediation in Reading (secondary requirement) (3)

Graduate courses taken for Middle School licensure may be used as elective credits toward the M.S. degree.

Course Descriptions

410G Foundations of Early Childhood Education - 4 Q.H.

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

413G Development in Infancy - 4 Q.H.

Genetics, prenatal development, birth, and physical, social, emotional, and cognitive development in the first two years. Offered yearly. Grade only. Prerequisite: Ed. 301.

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

Explores the social, emotional, physical, and cognitive development from age two through the early elementary years. Offered yearly. Grade only. Prerequisite: Ed. 301.

416G Early Childhood Education: Curriculum and Methods - 4 Q.H.

This course emphasizes the integration of curriculum domains in preschool and kindergarten settings. Developmentally appropriate teaching strategies that meet the needs of the 3 to 6 year old child are explored. Offered quarterly. Grade only.

417G Early Childhood Education II - 4 Q.H.

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

418G Pre-Kindergarten Practicum - 2 Q.H.

Supervised observation and participation in classroom activities related to pre-kindergarten programs. Offered yearly. Taken with 416G. Grade only.

422G Socialization of the Young Child - 3 Q.H.

Examines the child in the family, parent-child relations, home-school relations, and the social issues that impact on the family. Offered yearly. Grade only.

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

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

424G Organization and Administration of Early Childhood Education Programs - 4 Q.H.

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

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

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

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

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

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

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

434G Remedial Mathematics Methods - 3 Q.H.

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

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

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

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

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

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

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

442G The Adult Learner - 4 Q.H.

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

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

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

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

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

450G Comparative Education - 4 Q.H.

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

459G Professional Topics and Issues - 4 Q.H.

Designed to familiarize teacher education majors with school organization patterns, legal responsibilities, philosophies of education, professional organizations, and related topics prior to student teaching. Classroom management is a major component. Offered quarterly. Prerequisites: Licensure.

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

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

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

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

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

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

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

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

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

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

500 Curriculum Planning - 3 Q.H.

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

508 Improvement of Instruction - 3 Q.H.

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

511 Current Trends in Reading - 3 Q.H.

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

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

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

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

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

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

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

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

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

518 Field Experience in Classroom Procedures - 3 Q.H.

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

523 Foundations of Education - 3 Q.H.

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

535 Developmental Primary Education - 2 Q.H.

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

540 Current Educational Issues - 3 Q.H.

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

550 Induction Orientation - 3 Q.H.

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

551 Induction Practicum - 4-12 Q.H.

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

560 Prekindergarten Practicum - 2 Q.H.

Supervised observation and participation in classroom activities related to prekindergarten programs. Offered yearly. Taken concurrently or after 416G. P/NC Only.

561 Advanced Practicum in Kindergarten - 8 Q.H.

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

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

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

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

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

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

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

575 Action Research for Educators - 3 Q.H.

This course is designed for educational learning how to use the collaborative action research process to improve teaching - learning and make meaningful contributions to the development of the teaching profession. Offered yearly. Grade only.

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

A study of the principles and techniques applicable in the measurement and reporting of lower and higher levels of cognitive learning. The study will include a variety of standards and alternative techniques used to evaluate and diagnose achievement. Offered yearly. Grade only.

583 Multicultural Children, Youth and Families - 3 Q.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.

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

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

599 Master's Thesis - 6 Q.H.

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

Educational Leadership

132 Gildemeister Hall, 457-5345, FAX: 457-5476

Chairperson: I. Lee Gray

Graduate Faculty: Gray, Guy, Nasstrom, Nelson

The department provides programs of study leading administrative certification to the degrees of Master of Science and Specialist in Educational Leadership. The M.S. degree provides concentrations in elementary school leadership and secondary school leadership. The Specialist degree provides concentrations in general school leadership, elementary school leadership and secondary school leadership. Students may also satisfy certification requirement. Students with particular goals not associated with the elementary and secondary schools may take programs fitted to their needs.

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

Elementary school principals must have at least three years of teaching experience at the elementary level and secondary school principals must have at least three years of teaching experience at the secondary level.

Students who receive a Specialist Degree in general leadership will be qualified, with the recommendation of the university, to secure an administrative entrance license for the positions of superintendent or assistant superintendent if they have had at least three years of teaching experience at the elementary or secondary level. They will also be eligible to serve as principals of schools of the level commensurate with their teaching experience.

Persons wishing licensure in Minnesota must include in their programs at least 200 clock hours of field experience or its equivalent. Those individuals seeking principalship positions must secure experience as an administrative aide to an appropriately licensed educational administrator. Those individuals seeking the position of superintendent or assistant superintendent must secure experience in an administrative placement with a licensed educational administrator appropriate for the superintendency and for the individual. The 200

clock hours must be completed within 12 continuous months from the commencement of the field experience. The 200 hours will be satisfied by 9 quarter hours of the practicum/internship completed within a year.

The field experience may be waived for persons "who have gained licensure in one administrative area and who have had 3 years of experience under that administrative license." For those certified individuals who wish to qualify for licensure in another administrative area, it is sufficient to complete the required teaching experience and the approved program for that area.

The Master's degree in Educational Leadership contributes to satisfaction of the requirements for initial certification of secondary and elementary school administrators in Wisconsin. Such certification permits the holder to serve as a principal or assistant principal in an elementary school (elementary leadership), a middle school (elementary or secondary leadership), a junior high school (elementary or secondary leadership) or a senior high school (leadership). The Specialist degree contributes to satisfying the standards for initial certification of district administrators in Wisconsin. Such certification permits the holder to serve as a district administrator or an assistant district administrator as well as an elementary school administrator, middle school administrator, or secondary school administrator. (Note: Minnesota licensing regulations state that individuals must complete a Specialist degree or equivalent prior to receiving initial certification as a principal or superintendent. For variations on license or regulations, contact the Department.)

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

Admission to Department of Educational Leadership Graduate Studies Program

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

- For the Master's degree: A G.P.A. of 2.50 on a 4.00 scale for all Bachelor's degree work. If the G.P.A. is less than 2.50, then a 900 score on the verbal and quantitative portions of the Graduate Record Examination (GRE) is required.
- For Specialist degree: A G.P.A. of 3.25 on a 4-point scale for all Master's degree work. If the G.P.A. is less than 3.25, then a 900 score 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.
- Written statement: First-time applicants to the educational leadership professional development program must submit a two (2) to five (5) page typewritten statement explaining:
 - What is your vision of the purpose and role of education?
 - What professional requirements do you think educational leaders need?

Master of Science Educational Leadership 48 Q.H.

The Master of Science degree in Educational Leadership satisfies entry level administrative certification in most states. Under *Minnesota requirements*, WSU requires a Specialist degree or equivalent for full administrative certification (although a provisional certificate may be secured with an M.S. degree and approval of the Minnesota State Department of Education). This degree is also designed for educators

who wish to develop competency in a particular leadership role, such as department chair, curriculum committee chair, lead teacher, special project leader, or administrative assistant. A candidate must earn a minimum of forty-eight (48) graduate quarter credits approved by his/her advisor.

Major Field Courses (18 Q.H.)

- 501 Foundations of Educational Leadership (3)
- 504 Curriculum Planning and Development (3)
- 526 Educational Measurement and Evaluation (3)
- 535 Public Relations for Management (3)
- 570 Research and Writing (3)
- 578 Supervision of Instruction (3)

Specialization

Elementary School (3)

- 524 Elementary School Leadership (3)

Secondary School (6)

- 520 Secondary School Leadership (3)
- 527 School Business Management (3)
- 528 Human Resources Administration (3)

Cognate Courses (3 Q.H.)

Cognate courses are required so that students will develop knowledge, skills, thinking processes, and professional dispositions in areas of their own interests and needs outside the field of education. Students are encouraged to find graduate course work in any area of interest. Preferably, these courses should be taken in departments outside the College of Education. Also acceptable are graduate courses in counselor education; business education and office systems administration; special education and health, physical education, and recreation that cover subjects unrelated to public and private schools. **This requirement will be waived for individuals who as undergraduates have completed at least 12 q.h. (9 s.h.) in upper division (junior or senior) courses in fields outside any education area.**

Field Experience (M.S. Level Elective)

- 580 Practicum in Educational Administration (3) or
 - 581 Internship in Educational Administration (3)
- (Prerequisite: 501)

Internships and practicums are capstone experiences. As a guideline for when to register for an internship and practicum, a minimum of 75% of program credits should be completed. Students planning to register for an internship or practicum should secure an information packet from the Department of Educational Leadership. The Practicum/Internship Agreement should be negotiated with a cooperating administrator and returned to the director of practicums and internships before or during the first week of each quarter.

Elective Courses (variable)

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

Writing Requirements

Without Thesis:

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

With Thesis:

Candidate must complete a thesis for six (6) credits demonstrating their ability to use 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 administration course requirements in major field courses.

Examinations

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

Specialist Degree in Educational Leadership

The Specialist degree in Educational Leadership is designed for individuals who wish to achieve proficiency beyond the master's degree level in elementary or secondary administration or the superintendency. Completion of the degree meets entry requirements for full certification 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. Candidates must earn a minimum of 93 quarter hours of graduate credit beyond the Bachelor's Degree of which 45 quarter hours of graduate credit must be taken at Winona State University. If individuals hold a master's degree, they must complete a minimum of 45 quarter hours beyond that degree to receive the Specialist degree. No grade lower than a C is counted for graduate credit. A G.P.A. of 3.0 is required to receive the degree. Only grades earned at Winona State University will be counted in determining the grade point average.

Major Field Courses (36 Q.H.)

- 501 Foundations of Educational Leadership (3)
- 504 Curriculum Planning and Development (3)
- 510 School Law (3)
- 526 Educational Measurement and Evaluation (3)
- 527 School Business Management (3)
- 528 Human Resources Administration (3)
- 535 Public Relations for Management (3)
- 570 Research and Writing (3)
- 578 Supervision of Instruction (3)
- 583 Educational Finance (3)
- 604 Seminar in Curriculum and Supervision (3)
- 608 Seminar in Problems and Trends (3)

Specialization

Elementary School (3)

- 524 Elementary School Leadership (3)

Secondary School (3)

- 520 Secondary School Leadership (3)

General (9)

- 520 Secondary School Leadership (3)
- 524 Elementary School Leadership (3)
- 556 Administration Decision Making - The Superintendent (3)

Elective Courses (variable) -

Taken as necessary to meet the interests, needs, and the minimum of 93 quarter credits beyond the bachelor's degree.

Writing Requirements (9 Q.H.)

- 699 Specialist Degree Thesis/Field Study/Project (9)
(Prerequisite: 608)

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

Cognate Courses (6 Q.H.)

Cognate courses are required so that students will develop knowledge, skills, thinking processes, and professional dispositions in areas of their own interests and needs outside the field of education. Students are encouraged to find graduate course work in any area of interest. Preferably, these courses should be taken in departments outside the College of Education. Also acceptable are graduate courses in counselor education; business education and office systems administration; special education; and health, physical education, and recreation that cover subjects unrelated to public and private schools. **Three quarter hours of this requirement will be waived for each 12 q.h. (s.h.) of credit received in upper division (junior or senior) undergraduate courses in fields outside any education area.**

Field Experiences (Ed.S. Level)

- 680 Practicum in Educational Leadership (9) or
- 681 Internship in Educational Leadership (9)
(Perquisite: 501 and 604. Concurrent enrollment in 604 acceptable.)

Internships and practicums are capstone experiences. As a guideline for when to register for an internship and practicum, a minimum of 75% of program credits should be completed (exclusive of 699 Field Study/Thesis). Students planning to register for an internship or practicum should secure an information packet from the educational leadership office. The Practicum/Internship Agreement should be negotiated with a cooperating administrator and returned to the coordinator of practicums and internships before or during the first week of each quarter.

Examinations

The candidate is required to pass a comprehensive examination (a) on course work taken and (b) on general comprehension of leadership practices. An oral examination is required covering the candidate's thesis/field study/project.

Course Descriptions

501 Foundations of Educational Leadership - 3 Q.H.

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

503 The Middle School - 3 Q.H.

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

504 Curriculum Planning and Development - 3 Q.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.

510 School Law - 3 Q.H.

Laws affecting education. Prerequisite: EL 501 or consent of instructor. Grade only.

512 Legal Foundations of Educational Policy - 3 Q.H.

This course focuses on the legalization and centralization of educational policy, the expanding reach of the law in schools and in post-secondary institutions and how it impacts educational leadership by providing standards against which educational decisions are made. Prerequisite: EL 570. Grade only.

520 Secondary School Leadership - 3 Q.H.

Students will explore the nature of secondary school leadership and conditions which produce successful administrative practice. Grade only.

524 Elementary School Leadership - 3 Q.H.

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

526 Educational Measurement and Evaluation - 3 Q.H.

The effective use and general misuse of measurement and evaluation in educational evaluation. A review of mathematical statistics will support a clear understanding of the various means of quantifying measurement and evaluation. Grade only.

527 School Business Management - 3 Q.H.

Business management activities, including procedures for budgeting and accounting. Grade only.

528 Human Resources Administration - 3 Q.H.

The personnel function, with particular attention to hiring, evaluation procedures, employee problems, affirmative action, due process, and harassment in the workplace. Grade only.

530 Collective Bargaining in Education - 3 Q.H.

How bargaining is conducted at the K-14 level in local districts. Emphasis is placed on simulated bargaining activities and on students' understanding of the motivation of participants. Grade only.

535 Public Relations for Leaders - 3 Q.H.

Purpose, techniques and problems of school-community relations, including means of interaction with staff, public and media. Oral and written communication receives special attention. Grade only.

552 Planning of School Facilities - 3 Q.H.

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

555 Philosophical and Sociological Connections for Educational Leaders - 3 Q.H.

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

556 Administrative Decision-Making - 3 Q.H.

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

560 Educational Partnership - 3 Q.H.

This course demonstrates how educational partnerships can foster educational improvement through collaborative decision-making, strategic planning, and a systems-wide approach to educational restructuring to meet the needs of all children and families. Grade Only.

565 Politics of Education - 3 Q.H.

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

570 Research and Writing - 3 Q.H.

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

578 Supervision of Instruction - 3 Q.H.

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

580 Practicum in Educational Leadership - 3 Q.H.

The student will function in an administrative capacity under an experienced administrator with supervision from the Department of Educational Leadership (Master's degree level and non-degree certification students only). P/NC only. Prerequisite: 501 and 755 of course credits completed.

581 Internship in Educational Leadership - 3 Q.H.

The student will function under an experienced administrator in a salaried administrative capacity with supervision by the Department of Educational Leadership (Master's degree level and non-degree certification students only). P/NC only. Prerequisite: 501 and 75% of course credits completed.

583 Educational Finance - 3 Q.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. Prerequisite: At least five courses in Educational Leadership. Grade only.

590 Individual Research - 1-4 Q.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.

599 Master's Thesis - 6 Q.H.

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

604 Seminar in Curriculum and Supervision - 3 Q.H.

Students will perform guided research. The emphasis of this experience is on action-based research in the supervisory context, curriculum invention and implementation. Students will inquire into the teaching process in order to become more effective mediators of classroom improvement efforts. Prerequisites - 504 and 578. Grade only.

608 Seminar in Problems and Trends: Politics and Policy - 3 Q.H.

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

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

Topics vary according to needs of interested administrators and students.

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

For Ed.S. Students will function in an administrative capacity under an experienced administrator with supervision by the Department of Educational Leadership. Educational Leadership 604 must precede or accompany the practicum for aspiring principals. For aspiring superintendents, Educational Leadership 527 or 528 must precede or accompany the practicum; Educational Leadership 604 is highly recommended. P/NC only. Prerequisite: 501, 604, and 75% of course credits completed exclusive of 699.

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

For Ed.S. Students will function in a salaried administrative capacity under an experienced administrator with supervision by the Department of Educational Leadership. Educational Leadership 604 must precede or accompany the internship for aspiring principals. For aspiring superintendents, Educational Leadership 527 or 528 must precede or accompany the internship; Educational Leadership 604 is highly recommended. P/NC Only. Prerequisite: 501, 604, and 75% of course credits completed exclusive of 699.

699 Specialist Degree Thesis/Field Study - 9 Q.H.

The thesis, field study, or project. P/NC only.

Health, Physical Education and Recreation

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

Chairperson: Randy Miller

Graduate Faculty: Anderson, Grob, Gunner, Juare, Miller, Purtzer

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

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

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

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

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

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

414G Recreational Leadership - 3 Q.H.

Leadership problems of the recreation leader in school and community

recreation programs, including actual laboratory experience. Grade only. Offered on demand.

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

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

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

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

428G Health Science Strategies - 3 Q.H.

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

429G Community Health - 4 Q.H.

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

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

For teachers, school nurses, school administrators and others interested in strengthening school health programs. May be repeated for credit. Grade only. Offered on demand.

435G Assessment in Adapted Physical Education - 4 Q.H.

Instruction in the assessment, prescription and use of instructional methods, materials and equipment relevant to specific handicapping conditions in the adaptive physical education setting. Prerequisites: 303, 400G. Grade only. Offered on demand.

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

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

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

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

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

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

445G Motor Learning - 3 Q.H.

Theoretical foundations of motor learning and the practical applications of theories in the teaching of motor skills. Grade only. Offered on demand.

456G Theory and Practice in the Interpretation of the Electrocardiogram - 3 Q.H.

Lecture, lab, ECG case study review. Offered yearly. Prerequisite: 340. Grade only. Offered on demand.

457G Principles and Practices of Exercise Testing and Prescription - 3 Q.H.

Methods, procedures and techniques of functional and diagnostic exercise stress testing will be emphasized. Special consideration will be given to referral procedures, contradictions, protocol selection, equipment selection, data interpretation, follow-up procedure and exercise prescription. Lecture and lab. Prerequisites: BIO 211, 213, HPER 314. Grade only. Offered on demand.

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

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

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

For anyone coaching or working toward coaching certification. Lectures, films, demonstrations, and panel discussions covering offensive and defensive drills, special techniques, pre-season programs, off-season programs, practice sessions, conditioning, and care and prevention of athletic injuries. Offered on demand.

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

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

485G Dance Clinic - 3 Q.H.

This course covers these approaches to teaching dance: locomotor, body movement, rhythmic, spatial, sensory, and ideational. Areas of dance to be covered are folk, square, modern, ballroom, jazz, and ballet. Grade only. Offered on demand.

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

The course is designed to be taken as three one-credit parts or in its entirety: 1) effects of alcohol and other drugs on the body; 2) the problems and risks of drug abuse; and 3) drug education programs. Grade only. Offered on demand.

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

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

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

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

503 Diseases of Man - 3 Q.H.

An overview of agents of disease and processes of diseases in man, including an introduction to ecology of man in health and disease. Grade only. Offered on demand.

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

Development and organization of the school health curriculum from K-12. For health instructors, elementary teachers and school administrators. Grade only. Offered on demand.

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

Concepts and operational procedure for a management by objectives approach in health education. Grade only. Offered on demand.

510 Curriculum Construction in Physical Education - 3 Q.H.

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

513 Independent Study in Health or Physical Education - 1-3 Q.H.

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

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

History and theory of measurement, the selection and administration of appropriate performance tests, and the interpretation of their results. Grade only. Offered on demand.

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

Advanced work in the areas of exercise physiology and motor learning with particular emphasis on laboratory experience. Prerequisites: 340. Grade only. Offered on demand.

520 Psychology of Coaching - 3 Q.H.

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

524 Historical Implications for Current Trends and Issues in Physical Education

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

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

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

528 Adapted Physical Education - 3 Q.H.

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

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

The general aims and purposes of supervision, and the duties and relationships of the supervisor of health and physical education. Grade only. Offered on demand.

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

A study of administrative problems in Physical Education that confront the teacher and leader. Grade only. Offered on demand.

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

Principles of construction, selection, and interpretation of Health and Physical Education tests. Grade only. Offered on demand.

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

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

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

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

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

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

Special Education

Gildemeister Hall 221, 457-5535
 Chairperson: Lyelle Palmer
 Graduate Faculty: Palmer, Rocco

The Department prepares professionals to serve as consultants and teachers who provide curriculum and instruction to meet the special needs of students. Procedures include both classroom and clinical work with an emphasis on applied behavior analysis and systematic instruction.

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

Programs Available:

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

- (1) As a Masters degree candidate with an LD and/or MMMH licensure concentration
- (2) As a Graduate Special Student (Licensure only candidate) for licensure in LD and/or MMMH (The Masters degree is not available with this program).
- (3) As a Post-Baccalaureate Undergraduate candidate for licensure in LD and/or MMMH. (This program is for graduates of four year institutions who wish to continue their training as undergraduate students and obtain licensure in LD and MMMH). This is not a graduate program. (See undergraduate catalog)

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

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

Other Programs Available

Secondary Teacher-Coordinator of Work Experience Programs for the Handicapped - A licensure sequence offered through the WSU Business Education & Office Administration (BEOSA) Department and supervised independent study through Bemidji State or Mankato State Universities for license issued directly by the Minnesota Board of Teaching.

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

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

Admission

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

Advising is necessary at the earliest possible time in order to assure the most effective and economical schedule of course work. Advising may also reveal the need to enroll in prerequisite courses. Summer entrance to the program is generally advised with admission file completion due at the beginning of spring quarter. Entrance during other quarters may result in a substantially longer completion schedule.

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

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

Master's Degree Programs

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

Admission File Requirements - Master's Degree

- 1) Application Form for a particular program
- 2) Evidence of Minnesota Teaching License (See Department if licensed in another state; if unlicensed, see Classroom Teacher License Exemption requirements).
- 3) Transcripts of all undergraduate and graduate course work documenting an accredited degree and GPA of 3.0 during the last half of undergraduate degree. Alternatives to the undergraduate GPA requirements are: Graduate Record Examination (GRE) scores 1350 or above OR accredited master's degree with a minimum of 3.0 graduate GPA.
- 4) Three Departmental Recommendation Forms from references who can support the student's potential for successful graduate work and advanced professional educational performance. Forms are available in the Special Education Office.
 Note: The Department reserves the right to limit enrollment due to space in the program. Early application may enhance a qualified student's opportunity for acceptance. Meeting established minimum criteria does not assure admission. The application file must be complete by the beginning of one full quarter (3 months) prior to enrollment in the program.

Procedures:

- 1) Submit "Application for Admission to Graduate Study" to the Winona State University Office of Graduate Studies. (No more than sixteen (16) credits earned before being officially admitted to graduate study may be applied to any program.)
 - a) Request that two (2) transcripts of all college work and GRE scores be sent to the Office of Graduate Studies.
 - b) If not already taken, arrange to take the Graduate Record Exam (GRE) General Test. Information regarding GRE registration procedures and test dates may be obtained from the Office of Graduate Studies.
- 2) Submit "Special Education Application for Admission to Graduate Study" to the Special Education Department.
 - a) Applicants not holding a current, valid Minnesota teaching license must meet with a special education advisor to determine options.
- 3) Submit an "Application for Admission to Candidacy for the Master's Degree" prepared in cooperation with the assigned advisor after completion of nine credits and before completion of twenty-four credits. Candidacy forms are available from the Office of Graduate Studies. Proposed changes in the program after admission to candidacy will require filing a Supplement to Candidacy form.

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 2.5 for undergraduate licensure and 2.75 for graduate licensure. The programs are described more fully in the STUDENT HANDBOOK available from the Department.

Admission File Requirements - Licensure Programs

- 1) Application Form for a particular licensure program.
- 2) Evidence of Minnesota Teaching License (see Department if licensed in another state; if unlicensed see the Department regarding the Classroom Teaching Licensure Exemption requirements).
- 3) Transcripts of all previous undergraduate course work documenting an accredited bachelor's degree (See GPA above).
- 4) Three letters of professional recommendation.
- 5) Applications for Field Experience and Internship

Registration for Field Experiences:

All students are required to complete field experience applications as far in advance as possible, generally at the time of application for department admission. The candidates for priority placement in the next year is December of the current year. Applications are available in the Department of Special Education office (Gildemeister 211).

Registration for Field Experiences I and II (SPED 531 and 533) and Internship (SPED 555) must be completed at pre-registration in the quarter prior to enrollment.

Master of Science

Learning Disabilities Concentration 54 Q.H.

Prerequisite Courses:

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

Core Courses (In Licensure Sequence):

PHASE I

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

PHASE II

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

PHASE III

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

Additional Course work

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

Research Paper

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

Mild to Moderate Mentally Handicapped Concentration 54 Q.H.

Prerequisite Courses:

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

Core Courses (In Licensure Sequence):

PHASE I

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

*May be taken prior to admission to the program.

PHASE II

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

PHASE III

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

Additional Course work

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

Research Paper

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

Graduate Research and Writing Requirement

A data-based graduate research and writing project is required of all master's degree candidates. This project is planned and carried out in close cooperation with the student's graduate advisor after completion of course work in research design and statistical analysis. Guidelines for writing form are available from the Department or the advisor. Candidates must be enrolled for credit in SPED 598 or 599 during the quarter of graduation, and a preregistration consultation with the advisor is required at least one month prior to registration. Final approval for completion of the project must take place at least one calendar month before graduation. Three copies of the thesis or research paper are required to be presented to the library for binding after approval by the committee or advisor.

A. Thesis Option (SPED 599). This option is recommended for students intending to seek degrees beyond the M.S. level. A three member committee is formed, including the student's advisor and one member of another department. A formal written project proposal must be approved by the committee before the project is begun. Following completion of the project, the student meets with the committee for a public oral examination of the written work. Students completing the

thesis option are exempted from the 500-level elective requirement.

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

Graduate Written Examination Requirement

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

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

Program Requirements - Licensures Only

Learning Disabilities (LD) Licensure Program

(44 Q.H.)

PHASE I (20 Q.H.)

- 400G Education of Exceptional Children and Youth (4)
- 405G Student Management Systems (4)
- 410G Introduction to Assessment/Methods (4) (Prerequisites: Reading and Math Methods)
- 420G Special Education Administrative Procedures (4)
- 531 SPED Field Experience I (4)

PHASE II (8 Q.H.)

Prerequisites: Phase I recommendation from the Field Experience I instructor.

- 430G Learning Characteristics of the Mildly Handicapped (4)
- 533 Field Experience II (4)

PHASE III (16 Q.H.)

Prerequisites: Phase II and recommendation from the Field Experience II instructor.

- 445G Assessment/Methods LD (4)
- 555 Internship LD (12)

Mild to Moderate Mentally Handicapped (MMMh) Licensure Program

(44 Q.H.)

PHASE I (20 Q.H.)

- 400G Education of Exceptional Children and Youth (4)*
- 405G Student Management Systems (4)*
- 410G Introduction to Assessment/Methods (4) (Prerequisites: Reading and Math Methods)
- 420G Special Education Administrative Procedures (4)*
- 531 SPED Field Experience I (4)

PHASE II (8 Q.H.)

Prerequisites: Phase I recommendation from Field Experience I instructor.

- 430G Learning Characteristics of the Mildly Handicapped (4)
- 533 SPED Field Experience II (4)

PHASE III (16 Q.H.)

Prerequisites: Phase II recommendation from Field Experience II instructor.

440G Assessment/Methods MMMH (4)

555 Internship MMMH (12)

*Enrollment permitted prior to admission to programs.

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

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

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

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

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

Course requirements/advisement are available from:

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

Course Descriptions

400G Education of Exceptional Children and Youth - 4 Q.H.

An overview of information to assist human service professionals in understanding the needs of persons who are speech impaired, learning disabled, emotionally disturbed, behaviorally disordered, deaf, blind, mentally handicapped, physically handicapped, health impaired, gifted, and culturally diverse students from preschool through post-school ages. Offered quarterly.

405G Student Management Systems - 4 Q.H.

A study of management systems designed to accommodate the special education needs of both mainstreamed and special education students with handicaps through applied behavioral analysis. Prerequisites: Ed. 301 and 302. Additional meeting times outside class time required. Offered quarterly.

410G Introduction to Assessment/Methods - 4 Q.H.

An introduction to the basic components of special education assessment, curriculum, instruction, and IEP development. Standardized and informal assessment procedures and their relationship to direct instruction are emphasized. Prerequisites: SPED 400, 405, reading and math methods and admission to the program. Offered twice yearly.

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

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

425G Mainstreaming - 3 Q.H.

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

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

This course is designed to provide the student with an understanding of the learning characteristics of students who are mentally retarded, learning disabled, or emotionally/behaviorally disordered, and their implications for both regular and special educational programming. This course is intended for students seeking licensure in LD, MMMH, or

E/BD. Prerequisites: Phase I, concurrent enrollment in SPED 533; registration for Comprehensive Examination. Offered twice yearly.

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

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

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

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

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

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

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

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

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

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

555 Internship MMMH - 12 Q.H.

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

555 Internship LD - 12 Q.H.

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

enrollment in SPED 445G, application two quarters in advance. Offered winter and spring quarters and over two consecutive summers. P/NC Only.

560 Collaborative Consultation - 3 Q.H.

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

561 Research Design - 3 Q.H.

Overview of research methods in special education including: Research design and applications, basic statistical procedures for the analysis of data in multiple and single subject design. Prerequisite: Graduate standing. Offered alternate years.

562 Research Seminar - 3 Q.H.

A seminar in which student research and selected examples of research reported in the literature are critically evaluated. Students will have an opportunity to design data based research projects and submit them for peer/faculty critical review. Prerequisite: SPED 561. Offered alternate years.

590 Independent Study - 1-4 Q.H.

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

595 Workshop - 1-4 Q.H.

Subject matter arranged by the Department on special topics. The course may be repeated when offered with different subject matter and title. Offered according to demand.

598 Professional Paper - 3 Q.H.

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

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

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

College of Liberal Arts

206 Minne' Hall, 457-5017
Bonnie W. Buzza, Dean

Departments

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

Degrees Offered

Master of Arts in English
Master of Science in English

Mission

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

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

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

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

Career Opportunities

The opportunities for career education within the College of Liberal Arts are many and varied.

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

Faculty

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

Facilities

The majority of the liberal arts faculty offices and facilities are located in Minne' Hall or in the Performing Arts Center. The Art

Department is located in Watkins Hall and the Foreign Languages Department is in Somsen Hall. The Mass Communication and Psychology Departments are in Phelps Hall.

Art

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

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

Exploration of topics related to human behavior and the production/appreciation of visual art forms in view of prospective art teachers' understanding of the subject of art and effective instruction for K-12 learners. 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.

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

500 Current Trends in Art Education - 3 Q.H.

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

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

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

550 Special Problems in Art - 3 Q.H.

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

Communication Studies

215 Performing Arts Center, 457-5230
Chairperson: Susan Hatfield
Graduate Faculty: Hatfield, Kelley, Wilkinson

499G Independent Studies in Communication Studies - 1-8 Q.H.

Offers advanced students an opportunity to study independently in an area of special interest to them. May be repeated to a total of 8 quarter hours. Prerequisite: Consent of instructor. Offered on demand.

English

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

Note:

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

Master of Arts English

45 Q.H.

Requirements for Admission to the Department Program:

1. An undergraduate major in English equivalent to that required by Winona State University.
2. A "B" average (or 3.00 average, figured on a basis of 4.00 for A) in undergraduate English courses.
3. The Office of Graduate Studies requires *all* candidates for master's degrees to take the Graduate Record Examination. The Department of English recommends that the Examination be taken as early as possible.

Procedures for Admission to the Department Program:

All graduate students who have completed eight hours of credit and have achieved a grade point average of 3.0 are eligible to apply for formal admission to the department program. At some time **after** completing their eighth hour of graduate English credit, but **before** completing their seventeenth hour, they must petition, in writing, the English Department Graduate Studies committee for admission to the Program. No credit for more than sixteen hours towards the M.A. degree will be granted unless a student has been **formally** admitted to the Program. All students should choose an advisor from the departmental graduate faculty before admission to the program.

Once students are admitted to the Program, no credit hours in English will be accepted which are below B. A grade below B will require that the student's record be reviewed by the Graduate Studies Committee.

Requirements for Graduation include:

1. Forty-five hours of graduate credit, at least thirty-six of which must be in English.
(Notes: Students who have not taken an undergraduate course in criticism must take English 513: Teaching Literature: Theory and Practice. Students who have not taken an undergraduate course in linguistics must take English 420 as early as possible. The university requires that at least fifty percent of the credits counted towards the master's degree be in courses numbered 500 or above. Students may register for a maximum of six quarter hours of credit to work on a thesis. The grades for all course work must **average B.**)
2. A passing mark on the final comprehensive examination.
(Notes: Students must request permission, in writing, from the Department of English to take the final comprehensive examination. When permission is granted, the date and venue will be established. See academic calendar for comprehensive deadline dates to notify Office of Graduate Studies of intent to take comprehensive examination. Students may choose to evaluate a group of student themes instead of analyzing a prose text. Those who choose this option **must** notify the Graduate Studies Committee **before** registering for the final examination.)
3. Presentation of a satisfactory thesis, which may be a critical or historical study or a body of creative writing.
(Notes: The student will select a thesis advisor, who will convene a committee of readers. The thesis must be defended publicly.)

Master of Science English

45 Q.H.

Requirements for Admission to the Department Program:

1. An undergraduate major in English equivalent to that required by Winona State University.

2. A "B" average (or 3.00 average, figured on a basis of 4.00 for A) in undergraduate English courses.
3. The Office of Graduate Studies requires all candidates for the master's degree to take the Graduate Record Examination. The Department recommends that the Examination be taken as early as possible.

Procedures for Admission to the Department Program:

All graduate students who have completed eight hours of credit and have achieved a grade point average of 3.0 are eligible to apply for formal admission to the department program. At some time **after** completing their eighth hour of graduate English credit, but **before** completing their seventeenth hour, they must petition, in writing, the English Department Graduate Studies committee for admission to the Program. No credit for more than sixteen hours towards the M.A. degree will be granted unless a student has been **formally** admitted to the Program. All students should choose an advisor from the departmental graduate faculty before admission to the program.

Once students are admitted to the Program, no credit hours in English will be accepted which are below B. A grade below B will require that the student's record be reviewed by the Graduate Studies Committee.

Requirements for Graduation include:

1. Forty-five hours of graduate credit, of which nine hours **must** be in professional education courses. In addition, up to nine hours of electives **may** be in non-English areas.
(Notes: All students must take English 513: Teaching Literature: Theory and Practice. Students who have not had a course in linguistics, **must** take English 420 as early as possible. The university requires that at least fifty percent of the credits counted towards the master's degree be in courses numbered 500 or above. Students may register for a maximum of six quarter hours of credit to work on a thesis. The grades for all course work must **average B.**)
2. A passing mark on the final comprehensive examination.
(Notes: Students must request permission, in writing, from the Department of English to take the final comprehensive examination. When permission is granted, the date and venue will be established. See academic calendar for comprehensive deadline dates to notify Office of Graduate Studies of intent to take comprehensive examination. Students may choose to evaluate a group of student themes instead of analyzing a prose text. Those who choose this option **must** notify the Graduate Studies Committee **before** registering for the final examination.)
3. Presentation of a satisfactory thesis, which may be a critical or historical study or a body of creative writing.
(Notes: The student will select a thesis advisor, who will convene a committee of readers. The thesis must be defended publicly.)

Course Descriptions

All 400G literature classes include a bibliography component. Graduate students are expected to demonstrate more sophisticated critical reading than undergraduates, to survey major critical literature, and to write a substantive paper. Writing courses require projects that are more intensive and/or analytic than those expected of undergraduates.

405G Chaucer - 4 Q.H.

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

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

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

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

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

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

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

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

Offered every two years. Grade only.

417G Shakespeare: Tragedies - 4 Q.H.

Offered every two years. Grade only.

422G Emerson and Thoreau - 4 Q.H.

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

424G Modern Drama - 4 Q.H.

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

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

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

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

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

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

The Romantic writers and their precursors. Offered every two years. Grade only.

437G Victorian Literature - 4 Q.H.

The major writers of the Victorian period with special emphasis on Victorian poetry. Offered every two years. Grade only.

439G Technical Writing - 4 Q.H.

The theory and practice of technical writing with special attention to the formats and usage of professional and corporate settings. Offered every two years. Grade only.

445G Studies in Eighteenth Century Literature - 4 Q.H.

Offered every two years. Grade only.

447G Literary Criticism: Theory and Practice - 4 Q.H.

Modern critical theories and their application in original critical evaluations. Focus on practical criticism and the assumptions behind personal response to literature. Offered every two years. Grade only.

449G Scientific Writing - 4 Q.H.

Prescriptive and descriptive principles of scientific writing. Corpus-based linguistic analysis of the syntax and rhetoric of scientific writing. Offered every two years. Grade only.

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

Representative male and female British and American poets of the modern era, comprising the work of various groups and ethnic derivation. Offered every two years. Grade only.

505-506-507 Seminar in English Literature - 4 Q.H. each

Intensive study of one English writer, or of a small group of writers whose works represent a significant movement or aspect of English literature. (Planned, 1995-96: The Un-Romantic Jane Austen). Grade only.

508-509-510 Seminar in American Literature - 4 Q.H. each

Intensive study of one American writer, or of a small group of writers whose works represent a significant movement or aspect of American literature. (Planned: 1995-96: Hawthorne and Twain; Fitzgerald and Hemingway). Grade only.

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

Theories and practice of teaching writing. Includes in-service work in a college classroom. Required of all graduate assistants. Offered yearly. Grade only.

512 Special Projects in English - 3 Q.H.

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

513 Teaching Literature: Theory and Practice - 4 Q.H.

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

521 Internship in Editing and Publishing - 1-3 Q.H.

An internship in practical editing and publishing.

590-591-592 Independent Studies - 1-4 Q.H.

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

599 Thesis - 1-6 Q.H. Grade only.

History

212 Minne Hall, 457-5400

Chairperson: Gregory Schmidt

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

401G Ancient Rome - 4 Q.H.

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

403G Middle Ages - 4 Q.H.

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

408G Renaissance - 4 Q.H.

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

409G Reformation - 4 Q.H.

Causes of Reformation: Martin Luther and John Calvin. The Reformation of England, Anabaptist, Unitarians, Catholic Counter-Reformation, wars of religion. Offered as needed. Grade only.

415G Twentieth Century Europe - 4 Q.H.

The peace settlements, the League of Nations, the rise of totalitarianism, World War II. Offered as needed. Grade only.

417G Hitler and Nazi Germany - 4 Q.H.

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

421G Tudor and Stuart England (1471-1914) - 4 Q.H.

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

423G Twentieth Century England - 4 Q.H.

England in the 20th Century from the height of imperial power to a Socialist government. Offered as needed. Grade only.

434G Soviet Russia (1905-Present) - 4 Q.H.

The theory of Communism and its practice in Russia. The role of the Soviet Union in world affairs. Offered as needed. Grade only.

461G Latin American Social Revolution - 4 Q.H.

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

469G History of Brazil - 4 Q.H.

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

478G The Age of Jackson - 4 Q.H.

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

479G The Civil War and Reconstruction - 4 Q.H.

Origins of the war, political and military development of the war and post-bellum problems. Offered as needed. Grade only.

481G American Westward Expansion - 4 Q.H.

Emphasis is placed upon the Native American, fur trader, cattleman, miner, and farmer on the Trans-Mississippi frontier with special attention given to the Western myth. Offered as needed. Grade only.

483G The Progressive Era and the "Golden" Twenties (1901-1929) - 4 Q.H.

Consideration will be given to Progressivism, World War I, postwar adjustment problems and select social phenomenon of the Twenties. Offered as needed. Grade only.

484G Depression, New Deal and War (1929-1945) - 4 Q.H.

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

485G Contemporary America 1945-Present - 4 Q.H.

The causes and consequences of the Cold War, U.S. involvement in the Korean War, and selected post-war problems in foreign policy, mass society, and social alienation. Offered as needed. Grade only.

486G American Intellectual and Cultural History - 4 Q.H.

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

488G American Constitutional History - 4 Q.H.

A study of the origins, growth, and development of the United States Constitution in the context of American social and political history. Offered yearly. Grade only.

515 Seminar in European History - 3 Q.H.

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

520 Seminar in United States History - 3 Q.H.

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

525 Seminar in Latin American History - 3 Q.H.

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

531 Independent Readings in History - 1-3 Q.H.

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

599 Thesis - 3 or 6 Q.H.

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

Music

145 Performing Arts Center, 457-5250

Chairperson: Harry Mechell

Graduate Faculty: Draayer, Hoch, Mendyk, Mechell, Sovinec

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

Problems of supervision and administration in public school music programs. Prerequisite: Music 322 & 323. Not applicable toward the B.A. degree. Offered every three years.

422G Music Seminar on Choral Techniques and Materials - 4 Q.H.

Criteria for selection of vocal music, examination of representative music suitable for groups at various levels of development, principles of programming, rehearsal techniques and organizations. Offered on demand.

424G High School Orchestra Methods - 4 Q.H.

Arranging and editing materials for high school orchestras. Organizational and rehearsal procedures. Offered on demand.

435G Wind Instrument Repair - 2 Q.H.

Care, maintenance, and repair of woodwind and brass instruments. Offered every third year.

440G American Music - 4 Q.H.

Music in America from the time of the Puritans to the present day. Historical, biographical material for the general student as well as for music majors and minors. Prerequisite: Music 109 or equivalent.

445G Music of the Twentieth Century - 4 Q.H.

Changes in music since the beginning of this century. Historical, biographical material. Designed for the general student as well as for majors and minors. Prerequisite: Music 109 or equivalent.

485G Psychology of Music - 4 Q.H.

A survey of theories and studies concerned with man's behavioral patterns as manifested in musical expression and perception. Offered alternate years.

490G Music for Today's Schools: New Ideas in Music Education - 1-3 Q.H.

The objectives of this workshop are to offer new ideas or theories, elaborate on new trends, and offer guidelines for improvement of public school programs. Course content changes each year. May be repeated for credit. Offered summer only.

Political Science

120 Minne, 457-5500

Chairperson: James Bromeland

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

410G Political Analysis (T) - 4 Q.H.

The various primary research approaches utilized in the study of the political process. Emphasis is placed upon methods available for the collection and analysis of data and on problem solving and critical thinking. Prerequisites: Pol. Sci. 103 or 220 and 280 or equivalent. A strong background in statistics and computer literacy are strongly recommended but not required. Offered every two years.

415G Political Psychology (T) - 4 Q.H.

A study of psychological concepts as they have been applied in the analysis of political behavior including motivation, perception, attitude formation and change, and political personality. Prerequisites: 220 and junior status. Offered every two years.

416G Internship Program (A) - 1-16 Q.H.

To provide practical experience in Local, State, and National Government and in Public Administration (limited enrollment). Credit arranged. (May not apply toward a graduate degree.) Offered quarterly.

422G American Foreign Policy (A) (I) - 4 Q.H.

A consideration of major foreign policies, objectives and commitments of the United States and their political, economic and military implications, as well as policy decisions currently confronting the United States. Prerequisites: 130 and junior status. Offered every other year.

426G Public Budgeting (A) - 4 Q.H.

An examination of the politics of budgeting at federal, state and local levels. Budgeting is viewed as a mechanism for setting goals and objectives of governmental agencies and of distributing benefits and costs of governmental decisions. Consideration will be given to program planning, program analysis, intergovernmental relations, the government and the economy, and recent reforms in budgetary systems. Prerequisites: 220 and 228. Offered every other year.

450G Politics of Revolution and Modernization (T) or (C) - 4 Q.H.

A description of major problems of developing nations in regard to their internal affairs and international relations. Interplay between economic levels and patterns of politics and the processes leading to social, political, economic and cultural revolutions. Prerequisites: 130 and sophomore status. Offered every two years.

499G Seminar - 1-4 Q.H.

The subject matter of which is to be arranged by the instructor prior to the course being offered. The student may repeat the course without limitation on the number of credits as long as the subject matter is different. Offered yearly.

501 Readings in Political Science - 4 Q.H.

The nature and scope of this course consists of independent readings in any area of political science. Credit arranged. May be repeated up to 12 hours.

502 Formation of Public Policy - 4 Q.H.

An integrated study of the policy making process, the relationship of persons, groups, and governmental and non-governmental institutions in the initiation, formulation and implementation of policy in the United States. Prerequisite: 220. Offered by arrangement only.

503 Community Decision Making - 4 Q.H.

Discussion and critique of the power structure literature: emphasis on methods of studying community elites. Prerequisite: 220. Offered by arrangement only.

Psychology

231 Phelps Hall, 457-5435

Chairperson: Kerry Williams

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

400G Independent Study - 1-4 Q.H.

Independent study or research for credit under the guidance of a staff member with prior consent. May be repeated. Teaching assistantships and field experiences are available on a P/N/C basis only. Prerequisite: Psych. 210. Offered quarterly.

414G Psychology of Mental Retardation - 4 Q.H.

Causes, diagnosis, problems, and treatment of mental retardation. Personal, social, and educational adjustment of retarded persons. Prerequisite: 210. Offered yearly.

418G Behavioral Pharmacology - 4 Q.H.

Survey of current strategies for the pharmacological treatment of psychological disorders, new drug development, and chemical dependency. This course does not meet teacher certification, but is designed for non-education majors. Prerequisite: Psych 210 or Biol 201 (Psych 303 strongly recommended). Offered yearly.

420G Abnormal Psychology - 4 Q.H.

Abnormal behavior is studied according to its origins, development, and treatment. Topics include: models of abnormal behavior, anxiety disorders, psychoses, somatoform disorders, life-span related disorders, psychological aspects of illness and prevention. Prerequisites: 210 and 4 additional credits in psychology. Offered quarterly.

421G Cognitive Behavior Therapy - 4 Q.H.

Current methods, principles and therapeutic interventions of behavior modification are discussed as applied to the behavior of individuals and groups in school, hospital, community, and interpersonal situations. Prerequisite: 210. Offered yearly.

423G Psychopathology of Childhood - 4 Q.H.

Examines classification of disorders of children and adolescents. Topics include: Eating Disorders, Psychosomatic Disorders, Autism, Psychosis, Phobias, Developmental Deviations. Therapy issues will be discussed. Prerequisites: 210 and either 250 or 420G. Offered yearly.

424G Women and Mental Health - 4 Q.H.

Issues of women's mental health (including guilt, depression, dependence, anger, autonomy, identity, integration of marriage and career, lesbianism, poverty), consciousness raising and gender role development. Traditional and alternative therapeutic approaches will be discussed in light of personal and social changes affecting women. Current issues related to needs of women will be addressed. Prerequisites: 210, 275 and 420 or 431. Offered yearly.

425G Organizational Psychology - 4 Q.H.

Organizational socialization, organizational decision-making, organization-individual interaction, dynamics of motivation in organization, formal versus informal structures, leadership and the utilization of power and authority, communication, organizational change, and the evaluation of organizational effectiveness. Prerequisite: 210. Offered yearly.

498G Seminar in Psychology - 4 Q.H.

Topics will be specified for each separate course offering. The intent is to provide in-depth study of one specialized subject area. Prerequisite: 210. Offered yearly.

Sociology and Social Work

228 Minne, 457-5420

Chairperson: R. Stephen Schwartz

Graduate Faculty: Aldrich, Bublit, Carlson, Collins, Flynt, Gerlach, Lombardi, Lontz, Schwartz, Winnubst, Ylvisaker

400G Life Styles of American Cultural and Minority Groups - 2 Q.H.

The study of intergroup relations, American minorities, discrimination and prejudice. Offered every three years.

405G Models of Intervention - 4 Q.H.

An in-depth study of therapeutic methodologies and skills used in the human service professions. Special emphasis is on social systems and directive models to assist individual clients with behavioral changes. Prerequisite: Soc. 150 or consent of instructor. Limited to 20 students. Offered yearly.

411G Sociology of Religion - 4 Q.H.

A comparative analysis of religious beliefs, institutions and symbols and their role in societies. Prerequisite: 150. Offered every three years.

412G Sexuality in American Society - 4 Q.H.

An extensive review of recent research in the area with specific emphasis on behavioral and cultural aspects of sexuality. Prerequisite: 150. Offered twice yearly.

414G Juvenile Delinquency - 4 Q.H.

In-depth analysis of juvenile delinquency, its development, control, treatment, and prevention. Prerequisite: 150. Offered yearly.

431G Social Class and Power - 4 Q.H.

Social classes, their membership, and their use of social, economic and political power. Prerequisite: 150. Offered every three years.

434G Medical Sociology - 4 Q.H.

Social factors associated with the incidence and treatment of illness and the social organization of medical institutions and distribution of medical services. Prerequisite: 150. Offered every two years.

435G Family Roles and Relationships - 4 Q.H.

Specific study of family roles, communication patterns, decision-making, and interpersonal relationships. Limited to 25 students. Prerequisites: 150, 212. Offered yearly.

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

Analysis of the design of organizations and the characteristics of the environment which affect them. Prerequisite: 150. Offered yearly.

438G Organizational Change - 4 Q.H.

A comparative analysis of the alternative models of organizations used as a basis for readaptation and redesign. Offered yearly. Prerequisite: 150.

445G Reality Therapy - 4 Q.H.

An in-depth study, comparison and application of Reality Therapy used in the helping professions to assist individuals and systems in learning specific skills to meet individual and social needs. Prerequisites: 150, Jr./Sr. standing and consent of instructor. Offered yearly.

450G Sociology of Aging - 4 Q.H.

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 every two years.

480G Variable Topics in Sociology or Social Work - 1-4 Q.H.

A seminar course that analyzes selected topics and problems from the sociological or social work perspective (subject to be chosen by instructor and announced before registration). Prerequisite: 16 hours of sociology or social work. Offered on demand. P/N/C.

488G Health and Human Services Organizations - 4 Q.H.

Analysis of patterns, regularities, design and behavior in organizations providing health and human services. Prerequisite: 150. Offered yearly.

515 Current Social Problems - 1-4 Q.H.

An examination of the incidence, causes and treatment of major social problems. Prerequisite: Permission of instructor. Offered on arranged basis.

College of Nursing and Health Sciences

EA249 Rochester Center (507)285-7473

301 Stark Hall (507)457-5122

Dennis N. Nielsen, Interim Dean

Chairperson: Jo Stejskal

Graduate Faculty: M.J. Smith (Program Director), Frost, Kern, Nicholls, Seppanen, Stejskal, Thompson

Degrees Offered:

Master of Science

Majors: Nursing Administration
Adult Health Nursing

Accreditation:

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

Purpose:

The Master of Science Program in Nursing at Winona State University educates nurses for advanced practice. Students select a major in adult health nursing or nursing administration. The adult health nursing major chooses a focus of clinical nurse specialist or nurse educator or adult nurse practitioner; the nursing administration major integrates advanced nursing practice and administrative processes.

The program provides a strong clinical base in advanced nursing practice and is designed so each student will be able to:

1. Synthesize theories of nursing science and related disciplines to develop a theoretical basis to guide advanced nursing practice.
2. Demonstrate advanced level of clinical expertise in nursing of adults in primary, secondary, and tertiary prevention.
3. Demonstrate advanced level of nursing care management in a variety of settings.
4. Provide leadership in clinical practice, management, consultation, teaching, and research to provide nursing care.
5. Use a process of scholarly inquiry in advanced nursing practice.
6. Analyze the effects of historical, cultural, economic, ethical, legal, and political influences on health care delivery.
7. Manage resources within a health care delivery system including appropriate referral to other health care providers and community resources.
8. Contribute to continuing professional development of self and others.

Description of Program

The characteristics of advanced nursing practice in WSU's master's program include: advanced knowledge in adult health nursing; demonstration of expertise and leadership in practice, teaching, and consultation in a health care setting; and utilization of theory and research to improve nursing practice. Students practice in a variety of settings using the advanced nurse roles of clinician, leader/manager, teacher, consultant, and researcher. Content, process, and clinical experiences are organized to develop advanced level of practice in nursing care of clients in primary, secondary, and tertiary prevention.

Major in Nursing Administration

Students who elect the nursing administration major will be prepared for administrative positions in a health care setting. In addition to core courses, content focuses on elements of a nursing care system; the responsibilities of the nurse administrator in research, education, and clinical practice; human resource management; fiscal accountability of the nursing administrator; and the functions of the nursing administrator in the organization; and on issues and trends in nursing administration. Clinical practicums in advanced nursing for the nursing administration major focus on management of clients, nurses, and resources. An elective administration practicum offers students the opportunity to

apply administration principles under the guidance of a qualified preceptor.

Major in Adult Health Nursing

Advanced pathophysiology and psycho-social interventions for family-focused care supplement core courses for students in adult health nursing. Practicums in advanced nursing for the adult health major focus on primary care of adults and nursing care of groups with multiple, complex health problems.

Focus - Clinical Nurse Specialist

Students who elect the clinical specialist focus will develop, test, and practice the role of the clinical nurse specialist in a practice area of the student's choice. Extension of advanced nursing practice roles of clinician, leader/manager, teacher, consultant, and researcher will be demonstrated within the framework of the clinical nurse specialist in adult health nursing.

Focus - Nurse Educator

Students who elect the nurse educator focus will be prepared to teach in an academic or health care setting. Courses and learning experiences focus on knowledge and skills related to the educational process in nursing. Students practice teaching under the guidance of preceptors in the academic or health care setting.

Focus - Adult Nurse Practitioner

Students who elect the adult 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; 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 underserved communities.

In addition to the program objectives for all graduate nursing students, the ANP graduate will be prepared to:

1. Analyze and articulate the scope of the practice and role of the nurse practitioner in primary health care.
2. Perform comprehensive health assessment of clients that incorporates data from the health history, physical examination, laboratory studies, psycho-social, developmental, and cultural assessment to determine health status of clients.
3. Design strategies to promote health and prevent illness in adult clients which integrate theories and research from nursing science and related disciplines.
4. Synthesize theory and research from nursing science and related disciplines in the assessment, diagnosis and management of common acute and chronic illness in adults.
5. Integrate interpersonal theories, research and strategies to provide effective counseling and education within the context of a healing relationship between provider-client.
6. Communicate information related to the assessment, diagnosis and management of the client's health in a manner that is accurate, organized, and professional.
7. Collaborate with the clients and other professionals to assess health needs and use community resources to develop coordinated and effective interventions.
8. Provide leadership to influence the continuing development of the nurse practitioner role at the individual, community, state and national levels.

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

Clinical Experiences

Faculty and graduate students select preceptors in settings and clinical practice areas of nursing to meet students' individual needs. Students currently practice in hospitals and clinics affiliated with the Mayo Medical Center in Rochester, the Gundersen and Skemp Clinics in LaCrosse, and other hospitals, county public health agencies, senior citizen centers, schools of nursing, and health care agencies from a three-state area. Nurse practitioner students precept with qualified nurse practitioner and physician preceptors in outpatient clinical facilities providing primary care services throughout southeastern Minnesota, western Wisconsin, and northeastern Iowa.

Admission Requirements*

Admission criteria to the Masters program in Nursing include:

1. Baccalaureate degree in Nursing from an NLN accredited program;
2. Course in health assessment;
3. Undergraduate courses in nursing research and statistics strongly recommended;
4. Computer literacy with knowledge of word processing, spread sheet, and data base programs (N525 meets this requirement);
5. Transcript(s) of past education with GPA of 3.0 or greater on a 4.0 scale;
6. Graduate Record Exam within the last five years;
7. Minimum of one year clinical nursing experience;
8. Current RN licensure;
9. Three professional and academic references;
10. Statement of personal and professional goals;
11. Satisfactory scores on the TOEFL-Test for international, or non-English speaking students.

Students requesting admission to the *Adult Nurse Practitioner*

Focus must meet additional criteria that include:

1. Two years experience with adult clients;
2. Personal interview;
3. Preferential priority for students that:
 - a. Commit to practice as primary health care providers in rural and underserved areas;
 - b. Applicants of ethnic/cultural minorities

*Policies are available for individual consideration of students who may have unique education and experience but may not meet some of the university or program admission criteria.

Applications may be obtained from:

Master's Program in Nursing	OR	Office of Graduate Studies
WSU-Rochester Center		Winona State University
859 30th Ave., S.E.		P.O. Box 5838
Rochester, MN 55904		Winona, MN 55987-5838
1-507-285-7473		1-507-457-5038

Graduation Requirements:

1. General requirements of the University.
2. Completed Thesis or Professional Study.

Master of Science

Nursing

51-58 Q.H.

CORE COURSES TAKEN BY ALL NURSING GRADUATE STUDENTS

- 510 Theoretical Foundations for Advanced Practice (3)
 515 Advanced Research in Nursing Practice (3)
 *529 Psychosocial Interventions in Family Care (3)
 564 Advanced Role Seminar (3)
 556 Health Care Policy (2)
 Stats 501 Statistical Methods and Design for Health Care Research (3)

Major in Nursing Administration

(51 q.h.)

- 561 Primary Prevention in Adult Health Seminar (2)
 541 Primary Prevention in Adult Health clinical (3)
 562 Secondary Prevention in Adult Health Seminar (2)
 542 Secondary Prevention in Adult Health Clinical (3)
 563 Tertiary Prevention in Adult Health Seminar (2)
 543 Tertiary Prevention in Adult Health Clinical (3)
 550 Fiscal management and Budgeting of Nursing Services (3)
 551 Human Resource Management of Nursing Care Providers (3)
 552 Structure and Design of Nursing Systems in Health Care Organizations (3)
 553 Administrative Processes in Health Care and Nursing Care Systems (2)
 599 Thesis (5)
 Electives (3)

Major in Adult Health Nursing (51-58 q.h.)

Focus - Clinical Nurse Specialist (51 q.h.)

- 505 Advanced Pathophysiology (3)
 561 Primary Prevention in Adult Health Seminar (2)
 541 Primary Prevention in Adult Health clinical (3)
 562 Secondary Prevention in Adult Health Seminar (2)
 542 Secondary Prevention in Adult Health Clinical (3)
 563 Tertiary Prevention in Adult Health Seminar (2)
 543 Tertiary Prevention in Adult Health Clinical (3)
 565 Clinical Specialization Seminar (4)
 566 Clinical Specialization Practicum (4)
 599 Thesis (5)
 Elective (3)

Focus - Nurse Educator (51 q.h.)

- 505 Advanced pathophysiology (3)
 561 Primary Prevention in Adult Health Seminar (2)
 541 Primary Prevention in Adult Health Clinical (3)
 562 Secondary Prevention in Adult Health Seminar (2)
 542 Secondary Prevention in Adult Health Clinical (3)
 563 Tertiary Prevention in Adult Health Seminar (2)
 543 Tertiary Prevention in Adult Health Clinical (3)
 570 Nursing Education: Curricular Processes (3)
 571 Nursing Education: Instruction and Evaluation (5)
 599 Thesis (5)
 Elective (3)

Focus - Adult Nurse Practitioner (56-58 q.h.)

- * 502 Clinical Pharmacology for Advanced Practice Nurses (3)
 505 Advanced Pathophysiology (3)
 * 530 Advanced Health Assessment Seminar (3)
 * 531 Advanced Health Assessment Clinical (3)
 * 532 Primary Health Care Management of Adults: Health Promotion and Maintenance Seminar (2)
 * 533 Primary Health Care Management of Adults: Health Promotion and Maintenance Clinical (4)
 * 534 Primary Health Care Management of Adults: Concepts of Adv. Nursing Practice Seminar (2)
 * 535 Primary Health Care Management of Adults: Concepts of Adv. Nursing Practice Clinical (4)
 * 536 Primary Health Care Management of Adults: Advanced Clinical Nursing for Nurse Practitioners Seminar (2)
 * 537 Primary Health Care Management of Adults: Advanced Clinical Nursing for Nurse Practitioners Clinical (4)
 * 538 Primary Health Care Management of Adults: Roles and Issues in Nurse Practitioner Practice Seminar (2)
 * 539 Primary Health Care Management of Adults: Roles and Issues in Nurse Practitioner Practice Clinical (4)
 589 Professional Study (3) or
 599 Thesis (5)

* Required for post master's in nursing students.

Course Descriptions

496G Feminist Perspectives in Nursing - 3 Q.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.

502 Clinical Pharmacology for Advanced Practice Nurses - 3 Q.H.

This course includes principles of pharmacokinetics and pharmacodynamics as a foundation for the use of medications in the clinical management of diseases. Major classes of drugs will be discussed in terms of actions; therapeutic and other effects; adverse, allergic and idiosyncratic reactions; indications and contraindications. The importance of sound diagnostic reasoning in the selection of pharmacological interventions with attention to safety, cost, simplicity, acceptability and efficacy will be stressed. The responsibilities related to prescribing medications will be emphasized. Pre-requisite: Admission to the graduate program in nursing or consent of the instructor. Grade only. Offered yearly.

505 Advanced Pathophysiology - 3 Q.H.

Advanced physiology and pathophysiology at the cellular, organic and systemic level will be the focus on this course. Interdependence of organ systems in health and disease will be emphasized as a basis for clinical assessment and management. Offered yearly. Grade Only.

510 Theoretical Foundations of Advanced Practice - 3 Q.H.

The goal of this course is to provide the student with the opportunity to critically analyze existing nursing theories and develop the ability to theorize about his or her own practice. The student will do an in depth examination of the attributes of a concept. Offered yearly. Pre-requisite: Admission to program or consent of instructor. Grade Only

515 Advanced Research for Nursing Practice - 3 Q.H.

Advanced research in nursing builds on previous knowledge of research and statistics to develop a research-oriented approach to practice. The student will analyze methods and techniques of research and interpret their usefulness for application in clinical practice. Theory and practice will be used in defining nursing problems and developing plans for study. Offered yearly. Grade Only. Pre-requisite: N510 or consent of instructor. Co- or pre-requisite: STAT 501.

516 Research Seminar - 2 Q.H.

Formulation and evaluation of research problem and design appropriate for master's thesis. Critical review and problem solving related to research projects based on needs of seminar participants. Forum for group critique of scientific writing. Offered on demand, usually fall and spring quarters. Grade Only. Pre-requisite: N515 and consent of instructor.

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

Analysis of current issues of role, leadership, ethical/moral behavior, conflict, organizational behavior, health behavior, and change. Examination of social forces, including the historical antecedents and current manifestations that influence changes in the nursing profession. Exploration of recent legislation's impact (at both the state and national levels) on advanced nursing practice. Offered as needed.

525 Health Care Technology - 2 Q.H.

This course is designed to provide knowledge of technological modalities presently used to assist in the diagnosis and treatment of patients, planning and monitoring of care, management of information, and data analysis. The application of technology in nursing research, education, and practice will be explored. Basics of word processing, spreadsheet and data base use included. Offered yearly.

529 Psychosocial Interventions in Family Care - 3 Q.H.

This course uses principles of systems theory to explore the role of the advanced practice nurse in addressing the psychosocial needs of the adult client and family. Focus will be on providing culturally sensitive guidance and counseling in caring for the client and family during health and illness. Grade only. Offered yearly.

530 Advanced Health Assessment Seminar - 3 Q.H.

This course provides a framework for systematic and holistic health assessment of adults and older adults with emphasis on diagnostic reasoning which guides the collection and interpretation of data. Students will have the opportunity to apply knowledge and skills in the clinical setting. Competency will be assessed by instructor-observed history, physical exam and interpretation. Grade only. Offered yearly. Pre-requisites: Undergraduate physical assessment or equivalent, N510, N515, N564. Co- or pre-requisite: N502.

531 Advanced Health Assessment Clinical - 3 Q.H.

A clinical preceptorship course for adult nurse practitioner students concurrently enrolled in N530 that provides an opportunity to enhance knowledge and develop skills related to health assessment. Grade only. Offered yearly. Co-requisite: N530.

532 Primary Health Care Management of Adults: Health Promotion and Maintenance Seminar - 2 Q.H.

Health promotion and positive health maintenance are the major concepts as students focus on the professional role and scope of practice of the nurse practitioner in the primary health care setting. Using principles of epidemiology, students will examine variables that influence wellness, perform risk assessment, and design strategies that promote optimal health in adults. This course also focuses on the integration of clinical research in the practice setting with emphasis on quality assurance in clinical practice settings. Grade Only. Offered yearly. Pre-requisites: N502, N530, N531.

533 Health Promotion and Maintenance Clinical - 4 Q.H.

A clinical preceptorship course for adult nurse practitioner students concurrently enrolled in N532 that provides an opportunity to enhance knowledge and develop skills related to primary health care. Grade only. Offered yearly. Co-requisite: N532.

534 Primary Health Care Management of Adults: Concepts of Advanced Nursing Practice Seminar - 2 Q.H.

This course provides content relative to professional accountability, legal parameters, and ethical issues pertinent to primary care practice for the nurse practitioner. Content includes assessment and management of common acute and chronic conditions of the eyes-ears-nose-throat, cardiovascular, respiratory and hematopoietic systems. Theory and research from nursing and related disciplines will be used to develop management plans that include pharmacotherapy, counseling, health education and preventative measures. Supervised clinical experience and weekly seminars will focus on assessment, management and decision making as applicable to course content. Grade only. Offered yearly. Pre-requisites: N532, N533.

535 Concepts of Advanced Nursing Clinical - 4 Q.H.

A clinical preceptorship for adult nurse practitioner students concurrently enrolled in N534 that provides an opportunity to enhance knowledge and develop skills related to primary care. Grade only. Offered yearly. Co-requisite: N534.

536 Primary Health Care Management of Adults: Advanced Clinical Nursing for Nurse Practitioners Seminar - 2 Q.H.

A collaborative, multidisciplinary approach is presented as the basis for comprehensive management. Content includes assessment and management of common acute and chronic conditions of the endocrine, gastrointestinal, genitourinary systems and mental and emotional concerns. Theory and research from nursing and related disciplines will be used to develop management plans that include pharmacotherapy, counseling, health education and preventative measures. Supervised clinical experience and weekly seminars will focus on assessment, management and decision-making as applicable to course content. Grade only. Offered yearly. Pre-requisite: N532, N533.

537 Advanced Clinical Nursing for Nurse Practitioners Clinical - 4 Q.H.

A clinical preceptorship course for adult nurse practitioner students concurrently enrolled in N536 that provides an opportunity to enhance knowledge and develop skills related to primary care. Grade only. Offered yearly. Co-requisite: N536.

538 Primary Health Care Management of Adults: Roles and Issues in Nurse Practitioner Practice Seminar - 2 Q.H.

This course focuses on assimilation of the nurse practitioner role and expectations of professional practice. The importance of continued professional growth and involvement in health care policy, the legislative/political arena and in the community is emphasized. Content includes assessment and management of common acute and chronic conditions of the musculoskeletal, neurological, dermatologic, and immune systems and health emergencies/trauma. Theory and research from nursing and related disciplines will be used to develop management plans that include pharmacotherapy, counseling, health education and preventative measures. Supervised clinical experience and weekly seminars will focus on assessment, management, and decision-making as applicable to course content. Grade only. Offered yearly. Pre-requisites: N534, N535.

539 Roles and Issues in Nurse Practitioner Practice Clinical - 4 Q.H.

A clinical preceptorship course for adult nurse practitioner students concurrently enrolled in N538 that provides an opportunity to enhance knowledge and develop skills related to primary care. Grade only. Offered yearly. Co-requisite: N538.

541 Primary Prevention in Adult Health Clinical - 3 Q.H.

Principles of Primary Prevention will be applied in advanced nursing practice. Emphasis will be placed on the integration of theory and research into clinical practice. Focus will be on the roles of clinician, leader/manager, and consultant. Must register for N561 at same time. Grade Only. Pre-requisite: Course in health assessment.

542 Secondary Prevention in Adult Health Clinical - 3 Q.H.

Principles of Secondary Prevention will be applied in advanced nursing practice. Emphasis will be placed on the integration of theory and research into clinical practice. Focus will be on the roles of clinician, leader/manager, and teacher. Must register for N562 at same time. Grade Only. Pre-requisite: Course in health assessment.

543 Tertiary Prevention in Adult Health Clinical - 3 Q.H.

Principles of Tertiary Prevention will be applied in advanced nursing practice. Emphasis will be placed on the integration of theory and research into clinical practice. Focus will be on the roles of clinician, leader/manager, and researcher. Must register for N563 at same time. Grade Only. Pre-requisite: Course in health assessment.

550 Fiscal Management and Budgeting of Nursing Care Systems - 3 Q.H.

This course will focus on application of fiscal management principles as they affect the provision of nursing care within a health care organization. Grade Only. Offered as needed. Pre-requisite: N510 or consent of instructor.

551 Human Resource Management of Nursing Care Providers - 3 Q.H.

This course will focus on personnel management and labor relation principles as they apply to provision of nursing care within a health care organization. Grade Only. Offered as needed. Pre-requisites: N510, N515, or consent of instructor.

552 Structure and Design of Nursing Care Systems in Health Care Organizations - 3 Q.H.

This course provides content related to health care organization structures with an emphasis on the design and delivery of nursing care. Grade only. Offered as needed. Pre-requisites: N510, N515, or consent of instructor.

553 Administrative Processes in Health Care and Nursing Care Systems - 2 Q.H.

This course provides knowledge of behaviors within health care organizations. Focus is on nursing care systems as they relate to behaviors of the organization, emphasizing the interrelationships needed to provide nursing care. Grade Only. Offered as needed. Pre-requisites: N510, N515, or consent of instructor.

555 Nursing Administration Practicum - 4-8 Q.H.

This elective guided practicum is designed to build on the student's previous experiences and meet individual learning needs. Practicing nurse administrators will be utilized as preceptors to enhance the application of principles. Credit requirement (4 or 8 credits) dependent on student's previous experience in nursing administration. Grade Only. Offered as needed. Pre-requisites: Three of N550, N551, N552, or N553 and N564.

556 Health Care Policy - 2 Q.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. Grade only. Offered yearly.

561 Primary Prevention in Adult Health Seminar - 2 Q.H.

In depth study of Primary Prevention in adult health. Analysis and synthesis of literature, with emphasis on theory and research relevant to advanced nursing practice in health promotion and disease prevention. Emphasis will be on the component roles of clinician, leader/manager, and consultant. Offered yearly. Must register for N541 at same time. Grade Only. Co- or Pre-requisites: N505, N529 for adult health nursing majors, or consent of instructor. Pre-requisites: N510, N515.

562 Secondary Prevention in Adult Health Seminar - 2 Q.H.

In depth study of Secondary Prevention in adult health. Analysis and synthesis of literature, with emphasis on theory and research relevant to advanced nursing practice in acute care. Emphasis on the component roles of clinician, leader/manager, and teacher. Offered yearly. Must register for N542 at same time. Grade Only. Pre-requisites: N505, N529 for adult health nursing majors, or consent of instructor. Pre-requisites: N510; N515 co-requisite.

563 Tertiary Prevention in Adult Health Seminar - 2 Q.H.

In depth study of Tertiary Prevention in adult health. Analysis and synthesis of literature, with emphasis on theory and research relevant to

advanced nursing practice with patients with chronic illness. Emphasis on the component roles of clinician, leader/manager, and researcher.

Grade only. Offered yearly. Must register for N543 at same time. Pre-requisites: N505, N529 for adult health majors, or consent of instructor. Pre-requisites: N510, N515.

564 Advanced Role Seminar - 3 Q.H.

This course will provide a forum for the synthesis of advanced practice role behaviors including leadership and ethical and moral issues in nursing and health care. Grade only. Offered yearly.

565 Clinical Specialization Seminar - 4 Q.H.

This course is designed to introduce students to the role of clinical nurse specialist. Nursing practice models will be explored. Focus will be on developing competencies in identifying and treating complex nursing diagnoses. Emphasis will be placed on the use of a theoretical and research basis for effecting change to improve patient outcomes. Students will focus on concepts specific to the specialty areas in which they are interested. Grade only. Offered as needed. Pre-requisites: Two of N561-563, N564. Co-requisite: Third prevention seminar and clinical practicum.

566 Clinical Specialization Practicum - 4 Q.H.

This course allows the student to practice the specialist role in a chosen area of adult health. Settings are selected according to the interests of students and faculty. Students will work with a preceptor, have a caseload of patients, and continue to develop an in-depth knowledge base for clinical specialization. Grade only. Offered as needed. Co- or Pre-requisite: N565.

570 Nursing Education: Curricular Processes - 3 Q.H.

This course is designed to introduce students to the components of the curricular process. Emphasis is on the interrelationship of philosophy, organizing framework, terminal objectives and curriculum design. Grade only. Offered as needed. Pre-requisites: N510, N515, N529, or consent of instructor.

571 Nursing Education: Instruction and Evaluation - 5 Q.H.

Role and responsibilities of nurse educator with emphasis on application of teaching strategies and evaluation techniques in classroom and clinical instruction for nursing students or graduate nurses. Grade only. Offered as needed. Pre-requisites: Two of N561-563, N570, or consent of instructor.

585 Individual Study in Nursing - 1-3 Q.H.

This course provides an opportunity for the qualified graduate student in nursing to work independently under the direction of a graduate faculty member. Topics may include research, development of special skills or clinical experience, selected readings, or review of a nursing problem. Time arranged. May be repeated for a total of 8 (eight) credit hours. Contract with learning objectives, plan for accomplishments, and criteria for evaluation is necessary. Offered each quarter. Pre-requisite: Enrolled in nursing graduate program and consent of instructor.

589 Professional Study - 3 Q.H.

This course is an extension of the base knowledge acquired in the core courses of statistics and research in nursing that prepares ANP students to undertake a faculty supervised investigation. The intent is to do the preliminary work to implement a study of a problem during the ANP courses. This may include such projects as clinical investigation, case studies, evaluation projects, outcome studies on interventions or changes in interventions, or applied programmatic research. The outcome will be a formal written report with an oral presentation at the end of the ANP student's program of study. Grade only. Offered yearly. Pre-requisites: STAT 501, N515.

595 Seminar in Nursing - 1-4 Q.H.

This course provides in depth study of selected topics. Content arranged by Nursing Department and specified for each offering. May be repeated when offered with different content/title. Pre-requisite: Enrolled in nursing graduate program or consent of instructor.

599 Thesis - 5 Q.H.

An investigation of a nursing research problem using the research process and subsequent presentation of the thesis to the thesis committee is required for graduation. Grade only. Offered quarterly. Pre-requisite: Permission of thesis advisor.

College of Science and Engineering

201 Stark Hall, 457-5585
Dennis N. Nielsen, Dean

Departments

Biology
Chemistry
Computer Science
Engineering
Geology
Mathematics & Statistics
Physics

Departments

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

Objectives

The primary mission of the College of Science and Engineering is to provide high quality undergraduate education and degrees in science, mathematics, and engineering. In addition, many graduate-level courses are offered to serve the continuing education needs of educators and other professionals within the service region of Winona State University.

Course Descriptions

Biology

215 Pasteur, 457-5270

Chairperson: Ronald Zwonitzer

Graduate Faculty: Berg, Brako, Dapkus, Delong, Essar, Jefferson, Mundahl, Ragsdale, Reuter, Richardson, Thompson, Zwonitzer

425G Animal Behavior - 4 Q.H.

A study of how and why animals behave in the ways they do. Special attention is given to the observation and description of behavior and to the ensuing questions of immediate causation, development, evolution and function of behavior. Lecture and demonstration. Offered yearly. Grade only for Biology majors; P/NC Option for non-Biology majors.

445G Immunology - 4 Q.H.

An introduction to the theory and practice of modern immunology. Emphasis on the immune response in humans. Prerequisites: Biol. 308, Chem. 212, 213 and 340. Offered yearly.

460G General Parasitology - 4 Q.H.

An introduction to the study of parasites of man and his domestic animals and the etiology of associated pathologic states. Prerequisites: Biol. 211 and Chem. 400. Lecture and laboratory. Offered yearly.

470G Histology - 4 Q.H.

A microscopic study of animal cells, tissues, and organs and correlating structure and function. Emphasis is placed on the mammal. Consideration is given to various microtechniques and histochemistry and the analysis of electromicrographs. Lecture and laboratory. Prerequisites: Biol. 207, Chem. 213. Offered yearly.

500 Problems in Biology - 1-5 Q.H.

This course is designed to give graduate students the opportunity to study biological subjects of special interest to them. Prerequisite: consent of advisor. May be repeated with consent of advisor up to 5 credits.

525 Selected Topics in Advanced Physiology - 3 Q.H.

Physiological mechanisms and concepts, from molecular to system level, with emphasis on the integration of body processes through neural and endocrine control. Normal physiology emphasized.

Chemistry

312 Pasteur, 457-5290

Chairperson: William Ng

Graduate Faculty: Dunbar, Foss, Miertschin, Ng, Rislove, Scholsky, Svingen, Witt

410G Polymer Chemistry - 3 Q.H.

Chemistry of synthetic polymerization processes and of monomers employed for addition and condensation polymers. Principal industrial applications of thermoplastic and thermosetting resins. Structure-property relationships of natural and synthetic polymers. Prerequisites: Chem. 340 or 351; Chem. 412 or Engineering 345 - Thermodynamics I. Offered twice yearly.

420G Topics in Industrial Chemistry - 3 Q.H.

Applications of chemistry in industry. The chemistry and technology of selected industrial processes with emphasis on industrial organic chemistry. Prerequisites: Chem. 340 or 350. Offered every two years.

426G Analytical Chemistry - 5 Q.H.

A course stressing modern analytical chemistry. A study of the theory and practice of the quantitative examination of chemical systems. Emphasizes instrumental methods of: UV-vis, emission, and AA spectroscopy, electrical methods, and gas and liquid chromatography. Prerequisites: Chem. 425 and 413. Offered yearly.

427G Topics in Instrumental Chemistry - 1-3 Q.H.

Selected topics from the principles and application of the instrumental methods of: IR, UV-vis and AA spectroscopy; NMR and mass spectrometry; gas and liquid chromatography. Prerequisites: organic and analytical chemistry and consent of instructor. Offered yearly by arrangement, using A-V instruction.

438G Medicinal Chemistry - 3 Q.H.

An introductory course describing selected topics in the chemistry of synthetic and naturally-occurring organic medicinals. Chemical structure and its relationship to biological activity. Lecture and problem-solving discussions. Prerequisites: 340 or 350 organic chemistry. Offered every three years.

447G Advanced Organic Chemistry - 3 Q.H.

A study of organic reaction mechanisms. The correlated acidity, basicity and general reactivity of organic compounds. Application of chemical kinetics, thermodynamics, stereochemical concepts and the use of isotopes. Lecture course. Prerequisites: Chem. 352 and 413. Offered every three years.

465G History of Chemistry - 2 Q.H.

A chemistry course emphasizing the fascinating interplay of ideas during the development of the chemical body of knowledge. Prerequisite: one quarter of organic chemistry. Offered every three years.

470G Isotope, Nuclear and Radiochemistry - 3 Q.H.

Introduction and basic treatment of the nucleus with emphasis on concepts in chemistry. Interactions of radiation with matter. Nuclear structure, stabilities and associated radioactive decay processes. Applications in nuclear reactors, particle accelerators, and medical therapies. Prerequisite: Chem. 413. Offered every two years.

475G Seminar in Chemistry - 1 Q.H.

Group discussions and papers presented in the field of chemistry. Prerequisite: 30 quarter hours of chemistry. Offered yearly.

510 Individual Problems in Chemistry - 1-4 Q.H.

An opportunity for the qualified graduate student to work independently. Topics may include research, development of special skills, selected readings, etc. Time arranged. Prerequisites: 15 hours in chemistry and consent of the instructor. May be repeated to a total of four quarter hours.

Computer Science

103 Watkins, 457-5385

Chairperson: Gerald Cichanowski

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

425G, 426G Numerical Analysis I, II - Each 4 Q.H.

Numerical solution of equations, numerical interpolation, differentiation, and integration, numerical linear algebra, and numerical solution of differential equations. The first course places emphasis on algorithms and related software while the second emphasizes analysis of numerical algorithms. Same as Math 425G and 426G. Students may not receive credit for both CS 425 and Math 425 or CS 426 and Math 426.

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

452G Computer Applications in Elementary Education - 4 Q.H.

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

480G Computer Workshop - 1-3 Q.H.

The emphasis is on using microcomputers in education. Topics will be selected from: Authoring languages, LOGO (including turtle graphics), computer assisted instruction (CAI), computer managed instruction (CMI), information retrieval, text editing, educational software/courseware packages, software evaluation, computer curricula, classroom organization, and computer literacy. (Not open to computer science majors/minors.) Can be repeated for credit. Offered according to demand.

489G Special Topics - 1-4 Q.H.

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

500 Problems in Computer Science - 1-6 Q.H.

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

529 BASIC Programming on the Apple II with Applications - 4 Q.H.

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

545 Design and Application of Knowledge Based Systems - 4 Q.H.

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

575 Object Oriented Approach to Software Engineering - 4 Q.H.

Introduces the essential concepts of Object Oriented design and software design using an Object-Oriented language. Topics discussed will include class hierarchy, inheritance, reusability, abstract data types and intermodule communication. May be taken on a P/NC basis with instructor's permission only. Prerequisites: CS 370, 375 or equivalent. Offered on demand.

599 Special Topics in Computer Science - 1-4 Q.H.

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

Geology

114 Pasteur, 457-5260

Chairperson: Nancy Jannik

Graduate Faculty: Bayer, Donovan, Jannik, Meyers

400G Individual Research Problems - 1-4 Q.H.

Independent study of a selected geologic field and/or laboratory problem with subsequent preparation of written report. Oral seminar report. May run two quarters concurrently. May be repeated up to 4 credits. Admission by consent of instructor and department chairperson. Offered quarterly.

404G Current Topics in Geology - 1-4 Q.H.

An analysis of current topics and issues relevant to the earth sciences. The subject matter to be offered will be announced in advance by the department. May be repeated as topics change. Prerequisite: Consent of instructor. Offered upon demand.

Mathematics and Statistics

320 Gildemeister Hall, 457-5370

Chairperson: Ken Suman

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

PREREQUISITES: Prerequisites may be satisfied by equivalent coursework or by consent of instructor.

Mathematics

408G History of Mathematics - 4 Q.H.

General view of the historical development of the elementary branches of mathematics. Prerequisite: MATH 126 and MATH 316. Fall.

425G Numerical Analysis I - 4 Q.H.

Numerical solution of equations, numerical interpolation, differentiation, and integration, numerical linear algebra, numerical solution of differential equations with an emphasis on algorithms and related software. Same as CS 425G. Prerequisite: CS 231 or 234 and MATH 329. Fall.

426G Numerical Analysis II - 4 Q.H.

Continuation of the topics in MATH 425 with an emphasis on the analysis numerical algorithms. Same as CS 426G. Prerequisite: CS 231 or 234 and MATH 329. Offered alternate years.

440G Operations Research I: Linear Programming - 4 Q.H.

An introduction to linear programming, including the simplex method. Other topics chosen from duality, sensitivity analysis, and the transportation and assignment problems. Prerequisite: MATH 122 or MATH 125. Recommended: MATH 217. Offered alternate years.

441G Operations Research II: Modeling - 4 Q.H.

This course emphasizes mathematical modeling: problem identification and model construction. Topics chosen from among network models, nonlinear programming, queuing theory, simulation, integer programming, and Markov chains. Prerequisite: MATH 122 or MATH 125 or MATH 440G or permission of the instructor. Recommended: Introductory course in probability and statistics. Offered alternate years.

489G Special Topics - 1-4 Q.H.

Exposure to mathematical topics not included in other courses. Prerequisite: Determined by topics. Offered on demand.

500 Problems in Mathematics - 1-6 Q.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 6 Q.H. On demand.

Mathematics Education**489G Special Topics - 1-4 Q.H.**

Exposure to mathematics education topics not included in other courses. Prerequisite: Determined by topics.

500 Problems in Mathematics Education - 1-6 Q.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 6 Q.H. On demand.

Statistics**409G Design of Samples and Surveys - 4 Q.H.**

Practical problems of surveys. Design of optimal surveys. Questionnaire design. Practical problems of sampling. Design of optimal sampling procedures. Adapting standard statistical techniques to specialized sampling design. Prerequisites: An introductory statistics course (preferably STAT 279) and MATH 115 or MATH 120 or MATH 121. Offered yearly.

411G Applied Statistics: Multiple Regression - 4 Q.H.

Simple linear regression, multiple regression, hypothesis testing, analysis of residuals, stepwise regression. Interpretation of computer output will be emphasized. Prerequisites: An introductory statistics course (preferably STAT 279) and MATH 115 or MATH 120 or MATH 121; completion of or concurrent enrollment in MATH 217 is recommended. Fall.

412G Applied Statistics: Analysis of Variance - 4 Q.H.

One-way Analysis of Variance, planned comparisons, post-hoc procedures, two- and three-way Analysis of Variance, experimental design, Analysis of Covariance. Interpretation of computer output will be emphasized. Prerequisites: An introductory statistics course (preferably STAT 279) and MATH 115 or MATH 120 or MATH 121. STAT 411G is recommended. Winter.

450G Epidemiology - 4 Q.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.

479G Statistical Computing - 4 Q.H.

An introduction to the use of the computer as a powerful tool in data analysis. Topics will include statistical graphs, advanced regression techniques, curve fitting and smoothing, general additive models, cross-validation and bootstrapping. Additional topics that may be covered are random number generation, regression trees and Monte Carlo simulation methods. Prerequisite: MATH 126, CS 231, and STAT 411G. Offered alternate years.

489G Special Topics - 1-4 Q.H.

Exposure to statistical topics not included in other courses. Prerequisite: Determined by topics. Offered on demand.

500 Problems in Statistics - 1-6 Q.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 6 Q.H. On demand.

501 Statistical Methods for Health Care Research - 3 Q.H.

Application and interpretation of statistical techniques in the health profession. Prerequisites: STAT 208 or equivalent and registration in a graduate nursing degree program. Offered yearly.

Physics

114 Pasteur Hall, 457-5260

Chairperson: Danning Bloom

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

400G Seminars - 2-4 Q.H.

This course consists of one or more seminars offered from time to time on a variety of topics of physics. Students may repeat the course under a different topic. Prerequisite: Consent of the instructor. Offered yearly.

404G Nuclear Radiation Physics - 5 Q.H.

A first course in health physics, includes atomic and nuclear structure, radioactivity, interaction of radiation with matter, radiation dosimetry, health physics instrumentation, external and internal radiation protection. Prerequisite: Physics 203 or consent of instructor. Lecture-laboratory course. Offered every two years.

405G Mechanics II - 4 Q.H.

A continuation of 350 including central force fields, scattering and Lagrangian and Hamiltonian mechanics. Prerequisite: Physics 350. Offered every two years.

430G Electromagnetic Theory I - 4 Q.H.

Electrostatics including Gauss's Law and Laplace's Equation, Magnetostatics. Introduction to Maxwell's Equations. Prerequisites: Physics 223 or 203 and Math 330. Offered every two years.

431G Electromagnetic Theory II - 4 Q.H.

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

435G Statistical Physics - 4 Q.H.

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

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

Partial differential equations of mathematical physics. Orthogonal functions. Fourier series. Prerequisites: Physics 223 and Math 330. Offered on demand.

441G Mathematical Methods in Physics II - 4 Q.H.

Eigenvalue problems. Sturm-Liouville theory. Matrix theory. Calculus of residues. Special functions. Laplace and Fourier transforms. Prerequisite: Physics 440. Offered on demand.

451G Quantum Mechanics I - 4 Q.H.

A continuation of 340. Interpretation of wave functions. Systems in one dimension. Hermitian operators and angular momentum. Electron spin. Systems in two or three dimensions. Prerequisite: Physics 340. Offered two years.

460G Advanced Laboratory I - 2 Q.H.

A study of the experimental techniques used in modern physics. Experiments are drawn from such fields as mechanics, statistical physics, optics, solid state physics and atomic and nuclear physics with special emphasis on the quantum character of matter. Prerequisite: 21 quarter hours in Physics. Offered every year.

461G Advanced Laboratory II - 2 Q.H.

A continuation of Physics 460. Offered every year.

490G Individual Problems in Physics - 1-5 Q.H.

An opportunity for the qualified advanced undergraduate to work independently. Topics may include research, development of special skills, selected readings, etc. Time arranged. Prerequisite: Consent of the physics advisor. May be repeated to a total of five credits. Offered yearly.

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

An opportunity for the qualified student to work independently. Topics may include research, development of special skills, selected readings, etc. Time arranged. Prerequisite: Consent of the physics advisor. May be repeated to a total of six credits.

Administration

Office of the President

Darrell W. Krueger, President
Dennis Martin, Director, Institutional Research/Planning
James Mootz, Director, Admissions

Office of Vice President for Academic Affairs

Dennis Nielsen, Vice President for Academic Affairs
Carol Anderson, Dean, College of Education
Bonnie Buzza, Dean, College of Liberal Arts
Kenneth Gorman, Dean, College of Business
Richard Bazillion, Dean, Library & Information Services
Steve Berg, Interim Dean, College of Nursing & Health Sciences
Steve Berg, Interim Dean, College of Science & Engineering
Shelly Allen, Director, Interactive Television
Barbara Brown, Director, Advising & Retention
Pauline Christensen, Chair, Adult, Continuing Education & Extension
Dan Eastman, Director, Residential College
Stephen Juairé, Director, Athletics
Russ Lohmann, Interim Director, Rochester Center
Daniel Pecarina, Director, Academic & Administrative Computing
Nancy Kay Peterson, Director, Grants and Sponsored Research & Sexual Harassment Officer
Judy Routhé, Director, Audio Visual Services
Stewart Shaw, Registrar

Office of Vice President for Student Affairs/ Facilities Management

John Kane, Vice President for Student Affairs/Facilities Management
Charles Bentley, Director, Counseling Center
John Burros, Director, Facilities Management
Darrin Dahl, Director, Lourdes Hall
John deMontmollin, Director, Morey-Shepard Residence Hall
John Ferden, Director, Residence Life
Richard Lande, Superintendent, Plant Operations
Robert Lietzau, Director, Student Financial Aid
Terri Markos, Director, International Student Program
Carol Miniutti, Director, Prentiss-Lucas Residence Hall
Joanne Rosczyk, Administrative Assistant to the Vice President

Debra Schuffenhauer, Director, Sheehan Residence Hall
Gavin Strand, Director, Student Placement
Calvin Winbush, Assistant to the Vice President for Student Affairs for Cultural Diversity & Affirmative Action Officer
Charles Zane, Director, Student Union/Student Activities

Office of Comptroller

Fred Naas, Comptroller/Director, Major Gifts
Marie Bush, Budget Director
Karen Krause, Bookstore Director
Jerome Varner, College Management Officer

Office of Vice President for Development and University Relations

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

Minnesota Higher Education Board

Gary Mohrenweiser, Chair, 12772 Gordon Drive, Eden Prairie, MN 553456
William Ulland, Vice Chair, American Shield Company, 740 East Superior Street, Duluth, MN 55802
Irene Bertram, Secretary, 9405 Cherry Lane, Corcoran, MN 55340
Rachael Scherer, Treasurer, 1825 Ives Lane North, Plymouth, MN 55441; Dain Bosworth, Inc., Research Dept., Dain Plaza P17A, 60 South 6th Street, Minneapolis, MN 55402
Nancy Brataas, 839 10 1/2 Street, S.W., Rochester, MN 55902
Robert Cahlander, 2820 Southview Ridge, Red Wing, MN 55066
Archie D. Chelseth, 509 Chestnut Street, Cloquet, MN 55720
David Erickson, West Publishing Company, 610 Opperman Drive, Eagan, MN 55123; 8143 89th Street, North, Mahtomedl, MN 55115
Christine Fritsche, Route 4, Box 79, Marshall, MN 56258
Nellie Stone Johnson, 314 Hennepin Avenue, #1417, Minneapolis, MN 55401
Stephen L. Maxwell, 882 Carroll Avenue, St. Paul, MN 55104
Steve McElroy, 3947 South Valley View Drive, #302, Eagan, MN 55112
John Mulder, 3126 Fox Hollow Court, S.W., Rochester, MN 55901
Fannie Primm, 4544 Fifth Avenue, South, Minneapolis, MN 55409
Marty Seifert, 111 East Main Street, Marshall, MN 56258

Faculty

***Beckry Abdel-Magid**, Associate Professor, Engineering; B.S., University of Khartoum; M.S., Ph.D., University of Wisconsin-Madison; 1990-
 ***Sandra Adickes**, Professor, English; B.A., Douglas College; M.A., Hunter College; Ph.D., New York University; 1988 -
 ***Brian Aldrich**, Professor, Sociology; A.B., Lewis and Clark College; M.S., Ph.D., University of Wisconsin-Madison; 1976 -
 ***Carol Anderson**, Dean, College of Education; B.S., M.S., University of Minnesota-Twin Cities; Ph.D., Utah State University; 1987 -
 ***Dawn Anderson**, Assistant Professor, Health, Physical Education and Recreation; B.A., University of Minnesota; M.S., Iowa State University; Ph.D., Ball State University; 1992 -
 ***Jeffrey Anderson**, Associate Professor, Mathematics/Statistics; B.A., University of Minnesota-Twin Cities; Ph.D., Iowa State University; 1992 -
 ***Carmen Artega**, Assistant Professor, Mathematics/Statistics; M.S., Colorado State University, Fort Collins; Ph.D., University of Iowa; 1992 -

***Marzie Astani**, Professor, Management/Marketing; B.A., Tehran University; M.S., Ph.D., Iowa State University of Science and Technology; M.B.A., Central Michigan University; 1987 -
 ***Dennis Battaglini**, Professor, Physics; B.S.Ed., California State University of Pennsylvania; M.A.T., Ph.D., Michigan State University; 1986
 ***Thomas N. Bayer**, Professor, Geology; B.A. Macalester College; M.S., Ph.D., University of Minnesota-Twin Cities; 1964 -
 ***Sandra Bennett**, Professor, English; B.A., Brigham-Young University; M.A., Ph.D., University of Utah; 1976-
 ***Steven Berg**, Professor, Biology; B.S., Pacific Lutheran University; Ph.D., Purdue University; 1986 -
 ***Jean Billman**, Professor, Education; B.A., Wittenberg University; Ed.M., Ed.D., Temple University; 1976 -
 ***JoEll Bjorke**, Professor, Business Administration; B.S. St. Cloud State University; J.D., William Mitchell College of Law; 1979 -

- ***Danning Bloom**, Professor, Physics; B.A., Illinois Wesleyan University; Ph.D., University of Colorado; 1976 -
- ***Carol Blumberg**, Professor, Mathematics and Statistics; A.B., A.M., University of Michigan; M.S., Ph.D., Michigan State University; 1987 -
- ***George Bolon**, Professor, Physics; B.S., M.S., Oregon State University; Ph.D., University of Utah; 1968 -
- ***Gaylia Borrer**, Associate Professor, Counselor Education; B.S., Davis & Elkins College; M.S. West Virginia University; Ph.D., University of Iowa; 1989 -
- ***James Bovinet**, Associate Professor, Marketing; B.S. Drake University; M.B.A., D.B.A., Southern Illinois University-Carbondale; 1990 -
- ***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 Bratt**, Professor, Theatre and Dance; B.A., Calvin College; M.A., University of Iowa; Ph.D., University of California-Santa Barbara; 1976 -
- ***Ervin G. Bublitz**, Professor, Sociology; B.A., St. Mary's College (Minnesota); B.S., M.S., Winona State University; Ph.D., University of Utah; 1970 -
- ***Gary Bunce**, Professor, Mathematics & Statistics/Computer Science; B.S., North Dakota State University; M.A., Ph.D., University of New Mexico; 1971 -
- ***Ronald Butterfield**, Professor, Counseling Center; B.S., M.S., Winona State University; Ed.D., Ball State University; 1967 -
- ***Bonnie Buzza**, Dean of the College of Liberal Arts; B.A., Macalester College, St. Paul; M.A., Ph.D., University of Denver; 1992 -
- ***Seymour Byman**, Professor, History; B.A., University of Illinois; M.A., Roosevelt University; Ph.D., Northwestern University; 1970 -
- ***Jane Shook Carducci**, Associate Professor, English; B.A., Colorado College, Colorado Springs; M.A., Ph.D., University of Nevada; 1992 -
- ***Pauline Christensen**, Professor, Adult, Continuing Education & Extension; B.S., Iowa State University of Science and Technology; M.S., Winona State University; Ph.D., University of Minnesota-Twin Cities; 1973 -
- ***Gerald W. Cichanowski**, Professor, Computer Science; B.A., Winona State University; M.S., University of Minnesota; Ph.D., Michigan State University; 1983 -
- ***Robert Clay**, Associate Professor, Education; B.S., Bemidji State University; M.A., University of Northern Colorado; Ph.D., Colorado State University; 1990 -
- ***John W. Collins**, Assistant Professor, Social Work; B.A. Tarkio College; M.S. University of Minnesota; Ph.D. Saint Louis University; 1989 -
- ***Bruce Kent Cowgill**, Professor, English; B.S., Midland College; M.A., Ph.D., University of Nebraska; 1970 -
- ***David Dapkus**, Professor, Biology; B.S., M.S., Ph.D., University of Minnesota-Twin Cities; 1974 -
- ***Joyati Debnath**, Professor, Mathematics/Statistics; B.Sc., M.Sc., Jadavpur University; M.S., Ph.D., Iowa State University of Science and Technology; 1989 -
- ***Narayan Debnath**, Professor, Computer Science; B.S., M.Phil., Calcutta University; M.S., Visva Bharati University; M.S. East Carolina University; M.S. Ohio State University; Ph.D., Jadavpur University; 1989 -
- ***Emilio DeGrazia**, Professor, English; B.A., Albion College; M.A., Ph.D., Ohio State University; 1969 -
- ***Michael D. Delong**, Assistant Professor, Biology; B.S., University of Southern Mississippi; M.S., Memphis State University (TN); Ph.D., University of Idaho, Moscow; 1992 -
- ***Keith Dennehy**, Associate Professor, Engineering; B.S., Rensselaer Polytechnic Institute; M.S., Youngstown State University; Ph.D. Rensselaer Polytechnic Institute; 1990 -
- ***Shashi Dewan**, Professor, Business Administration; B.S., Malviya Regional Engineering College; M.B.A., Ph.D., Indian Institute of Technology; 1988 -
- ***Richard Deyo**, Associate Professor, Psychology; B.S., Viterbo College; M.A., Ph.D., Bowling Green State University; 1990 -
- ***John F. Donovan**, Professor, Geology; B.Sc., St. Francis Xavier University; M.S., University of Iowa; Ph.D., Cornell University; 1968 -
- ***Marjorie Dorner**, Professor, English; B.A., St. Norbert College; M.A., Marquette University; Ph.D., Purdue University; 1971 -
- ***Darrell Downs**, Assistant Professor, Political Science; B.A., B.S., Montana State University; M.S., Oregon State University; Ph.D., Colorado State University; 1992 -
- ***Wayne Dunbar**, Professor, Chemistry; B.A., Franklin College; M.A., Purdue University; Ph.D., Northern Illinois University; 1976 -
- ***Suzanne Collier Draayer**, Assistant Professor, Music; B.M. Furman University; M.S. Vanderbilt University; D.M.A. University of Maryland College Park; 1987 -
- ***Gary Eddy**, Associate Professor, English; B.A., University of Texas-El Paso; M.F.A., University of Arizona; Ph.D., State University of New York-Binghamton; 1988 -
- ***Everett Eiken**, Professor, Counselor Education; B.A., Luther College; M.S., Winona State University; Ed.D., University of Northern Colorado; 1966 -
- ***Shirley Eiken**, Professor, Business Education and Office Systems Administration; B.A., Luther College; M.S., Winona State University; Ed.D., University of Northern Colorado; 1966 -
- ***Ahmed El-Afandi**, Professor, Political Science; B.Com., University of Alexandria; M.A., Ph.D., University of Missouri-Columbia; 1968 -
- ***Maryam Eslamloo-Grami**, Assistant Professor, Engineering; B.S. Shiraz University, Iran; M.S. Shiraz University, Iran; Ph.D. University of California-Davis; 1991 -
- ***David Essar**, Assistant Professor, Biology; B.S., Ferris State College (MI); M.S., Ph.D., University of Iowa; 1992 -
- ***Charles Flynt**, Professor, Sociology/Social Work; B.S., Mississippi College; M.S., University of Southern Mississippi; Ph.D., University of Pittsburgh; 1989 -
- ***Joseph Foegen**, Professor, Business Administration; B.B.A., M.B.A., Ph.D., University of Wisconsin-Madison; 1958 -
- ***Ruth Forsythe**, Associate Professor, English; B.A., St. Olaf College; M.A., Ph.D., University of Minnesota-Twin Cities; 1977 -
- ***Frederick W. Foss, Jr.**, Professor, Chemistry; B.S., University of Michigan; M.S., University of Minnesota-Twin Cities; Ph.D., University of the Pacific; 1957 -
- ***Timothy Frisk**, Assistant Professor, Foreign Languages; B.A., M.A., Ph.D., University of Minnesota-Twin Cities; 1990 -
- ***Marlene Frost**, Professor, Nursing; B.S., Mankato State University; M.S., University of Minnesota-Twin Cities; Ph.D., University of Texas-Austin; 1988 -
- ***Alejandro Gallegos**, Associate Professor, Economics/Finance; B.A., Instituto Tecnológico y de Estudios Superiores de Monterrey; M.A., Ph.D., University of Wisconsin-Milwaukee; 1988 -
- ***Mary Gander**, Professor, Business Administration; B.A., M.S., Ph.D., University of Wisconsin-Madison; 1986 -
- ***Timothy Gegg-Harrison**, Assistant Professor, Computer Science; B.A., University of Missouri, Columbia; M.S., Ohio State University; Ph.D., Duke University (NC); 1992 -
- ***Jerry Gerlach**, Professor, Geography; B.A., M.A., University of Nebraska; Ph.D., University of Oklahoma; 1988 -
- ***Judy M. Gernander**, Professor, Business Administration; B.A., Mankato State University; J.D., University of Minnesota-Twin Cities; 1970 -
- ***Kenneth L. Gorman**, Dean, College of Business; B.S., M.S., Ed.D., Northern Illinois University; 1980 -
- ***Paul H. Grawe**, Professor, English; B.A., Carleton College; M.A., Ph.D., Northwestern University; 1968 -
- ***I. Lee Gray**, Professor, Educational Administration; B.S., University of Nebraska; M.S., Ed.D., University of Minnesota-Twin Cities; 1989 -
- ***Gary Grob**, Professor, Health, Physical Education and Recreation; B.S., M.S., Winona State University; Ph.D., University of Utah; 1965 -
- ***Yogesh Grover**, Associate Professor, Political Science; B.A., M.A., University of Delhi (India); Ph.D., University of Missouri-Columbia; 1988 -
- ***Robert Gunner**, Professor, Health, Physical Education and Recreation; B.S., M.A., Michigan State University; P.E.D., Indiana University; 1962 -
- ***Mary Jane Guy**, Assistant Professor, Educational Leadership; B.A. George Washington University; M.A. Ongwood College; Ph.D. Virginia Poly Inst & State University; 1992 -
- ***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 -

- ***Craig Hansen**, Associate Professor, Philosophy; B.A., Rice University; M.A., Ph.D., University of Texas-Austin; 1989 -
- ***Susan Hatfield**, Professor, Communication Studies; B.S., M.S., Miami University (Ohio); Ph.D., University of Minnesota-Twin Cities; 1981 -
- ***Timothy Hatfield**, Professor, Counselor Education; A.B., Harvard University; Ed.M., Harvard Graduate School of Education; Ph.D., University of Minnesota-Twin Cities; 1980 -
- ***Julie Haugen**, Assistant Professor, Psychology; B.A., Bethel College, St. Paul; Ph.D., University of Minnesota-Twin Cities; 1992 -
- ***Donna Helble**, Associate Professor, Education; B.A., Simpson College, Iowa; M.S., Winona State University; Ed.D., University of Northern Colorado; 1988 -
- ***Peter V. N. Henderson**, Associate Professor, History; B.A., J.D., Vanderbilt University; Ph.D., University of Nebraska-Lincoln; 1989 -
- ***Robert Hermann**, Assistant Professor, Education; M.A. University of South Dakota; Ed.D. University of South Dakota; 1990 -
- ***Carol Higham**, Assistant Professor, History; B.A. Wellesley College; M.A. Yale University; Ph.D. Duke University; 1992 -
- ***James S. Hoch**, Associate Professor, Music; B.M., University of the Pacific, Stockton (CA); M.M., D.M.A., University of Colorado; 1992 -
- ***James F. Hurley**, Associate Professor, Accounting; B.S., M.A., Ph.D., University of Nebraska; 1983 -
- ***Matthew Hyle**, Associate Professor, Economics/Finance; B.A., Indiana University; Ph.D., University of Maryland; 1988 -
- ***Colette Hyman**, Associate Professor, History; B.A., Brown University; M.A., Ph.D., University of Minnesota-Twin Cities; 1990 -
- ***Sudharsan Iyengar**, Associate Professor, Computer Science; B.E., Burdwan University; M.S., Ph.D., Louisiana State University and A & M College; 1989 -
- ***Nancy Jannik**, Professor, Geology; B.S., College of William & Mary; M.S., Rutgers State University; Ph.D., New Mexico Institute of Mining & Technology; 1986 -
- ***Richard Jarvinen**, Professor, Mathematics/Statistics; B.A., St. John's University; M.A.T., Vanderbilt University; Ph.D., Syracuse University; 1989 -
- ***Carol Jefferson**, Professor, Biology; B.A., St. Olaf College; Ph.D., Oregon State University; 1976 -
- ***Stephen Juaira**, Professor, Health, Physical Education and Recreation; B.S., M.S., Winona State University; Ph.D., Florida State University; 1975 -
- ***John Kane**, Vice President for Student Affairs/Facilities Management; B.S., University of Wisconsin-La Crosse; M.S., Winona State University; Ed.D., Oregon State University; 1960 -
- ***Jeanette Karjala**, Associate Professor, Business Education; B.A., M.A., Western Washington University, Bellingham; Ph.D., University of North Dakota (ND); 1992 -
- ***Daniel E. Kauffman**, Professor, Economics/Finance; B.A., St. Cloud State University; M.A., Ph.D., University of Nebraska; 1983 -
- ***Katherine Kelley**, Assistant Professor, Communication Studies; B.A., Rosary College, River Forest (IL); M.A., University of Michigan; Ph.D., University of Minnesota-Twin Cities; 1992 -
- ***Darlene Kern**, Professor, Nursing; B.A., M.S., Winona State University; M.S.N., University of Wisconsin-Madison; Ph.D., University of Texas-Austin; 1978 -
- ***Mary Kesler**, Professor, Counseling Center; B.M.Ed., M.A., Ph.D., University of Kansas; 1987 -
- ***Lora Knutson**, Associate Professor, Education; B.S., Northeast Missouri State University; M.A., Ph.D., University of Iowa; 1988 -
- ***Kristi Lane**, Professor, Psychology; B.A., University of North Carolina; M.A., Ph.D., George Peabody College of Vanderbilt University; 1980 -
- ***Frederick Lee**, Assistant Professor, Political Science; A.B., University of New Orleans; A.M., Ph.D., University of Michigan; 1992 -
- ***Jean Leicester**, Assistant Professor, Education; M.A., San Francisco State University; Ph.D., University of Colorado, Boulder; 1991 -
- ***John Lombardi**, Professor, Sociology/Social Work; B.A., Elmhurst College; M.S., Chicago State University; Ph.D., Florida State University; 1989 -
- ***Carole Lontz**, Assistant Professor, Sociology; B.A. Washington University; MSSW University of Tennessee; Ph.D. Washington University; 1982 -
- ***Marie Maher**, Associate Professor, Counselor Education; B.A., University of Wisconsin-La Crosse; M.A., University of Wisconsin-Madison; M.S., Winona State University; Ph.D., University of Iowa; 1980 -
- ***Gabriel Maurique**, Professor, Economics/Finance; B.A., Ateneo De Manila University; M.A., Ohio University; Ph.D., University of Notre Dame; 1989 -
- ***Gloria Marmolejo**, Assistant Professor, Psychology; B.S., National Autonomous University of Mexico; M.A., University of Wisconsin-Madison; Ph.D., University of Wisconsin-Madison; 1994 -
- ***Ronald M. Mazur**, Professor, Foreign Languages; B.A., University of Detroit; M.A., Ph.D., University of Michigan; 1978 -
- ***James McDaniel**, Professor, Business Administration; B.S., M.S., University of North Texas; Ph.D., Texas Tech University; 1989 -
- ***Leland McMillen**, Professor, Education; B.S., M.S., Winona State University; Ed.D., University of South Dakota; 1968 -
- ***Harry Mechele**, Professor, Music; B.Mus., M.M., Temple University; D.M.A., University of Illinois; 1989 -
- ***Michael Meeker**, Professor, English; B.A., M.A., Northern Illinois University; Ph.D., University of Wisconsin-Madison; 1977 -
- ***Lee Mendyk**, Professor, Music; B.M.E., Kearney State College; M.A., Ph.D., University of Northern Colorado; 1977 -
- ***James Meyers**, Professor, Geology; B.A., Ph.D., Indiana University; 1980 -
- ***Peter Miene**, Assistant Professor, Psychology; B.A., University of Kansas; Ph.D., University of Minnesota, 1994 -
- ***Charla Miertschin**, Assistant Professor, Chemistry; B.S., Abilene Christian University; Ph.D. Texas A & M University, 1992 -
- ***Emil Milacek**, Professor, Accounting; B.A., M.B.A., University of Maryland; Ph.D., University of North Texas; 1989 -
- ***Randolph W. Miller**, Professor, Health, Physical Education and Recreation; B.P.E., University of Manitoba (Canada); M.A., Ph.D., University of Minnesota-Twin Cities; 1974 -
- ***John W. Mishark, Jr.**, Professor, History; B.A., Wayne State University; M.A., University of California-Berkeley; Ph.D., University of Michigan; 1967 -
- ***James Mootz**, Director of Admissions; B.S., M.Ed., Ed.D., University of North Dakota; 1968 -
- ***Neal Mundahl**, Associate Professor, Biology; B.A., Winona State University; M.S., Michigan Technological University; Ph.D., Miami University (Ohio); 1989 -
- ***J. William Murphy**, Professor, Business Education & Office Systems Administration; B.S.Ed., M.S.Ed., Arkansas State University; Ed.D., Memphis State University; 1989 -
- ***Michael J. Murray**, Professor, Economics/Finance; B.A., University of South Florida; M.A., Ph.D., University of Notre Dame; 1986 -
- ***Hossain Najmaie**, Professor, Business Administration; B.A., M.A., Tehran University; Ph.D., Iowa State University of Science and Technology; 1987 -
- ***Roy Nasstrom**, Professor, Educational Administration; B.A., M.A., Ph.D., University of California-Berkeley; 1976 -
- ***Wade Nelson**, Professor, Educational Administration; B.A., Coe College; M.A., Ph.D., University of Iowa; 1989 -
- ***C.B. Bill Ng**, Professor, Chemistry; B.S., M.S., Ph.D., University of British Columbia; 1986 -
- ***Daniel Nicholls**, Associate Professor, Nursing; M.S.N., M.Ed., University of Texas-El Paso; Ed.D., Montana State University; 1988 -
- ***Ann Eljenholm Nichols**, Professor, English; B.A., St. Mary's College-Notre Dame; M.S., Ph.D., University of Washington; 1981 -
- ***James W. Nichols**, Professor, English; B.A., University of Missouri-Columbia; M.A., University of Birmingham (United Kingdom); Ph.D., University of Washington; 1968 -
- ***Dennis N. Nielsen**, Dean, College of Science & Engineering; B.S., Gustavus Adolphus College; M.A., Ph.D., University of North Dakota; 1970 -
- ***Frederick Otto**, Associate Professor, Physics; B.A., B.S., Humboldt State University; Ph.D., University of California-Berkeley; 1990 -
- ***Hugh F. Ouellette**, Professor, Mathematics & Statistics/Computer Science; B.S., Western Montana College; M.A., University of Illinois; M.A., Ball State University; Ed.D., University of Northern Colorado; 1972 -

- ***Lyelle Palmer**, Professor, Special Education; B.M., M.M., Southern Methodist University; Ph.D., University of North Texas; 1977 -
- ***Seho Park**, Associate Professor, Art; M.A.T., Whitworth College; M.F.A., Ph.D., University of Minnesota-Twin Cities; 1988 -
- ***Fariborz Parsi**, Assistant Professor, Engineering; B.S., M.S., Ph.D., University of South Carolina, Columbia; 1992 -
- ***Felino G. Pascual**, Assistant Professor, Mathematics/Statistics; B.A., Ateneo de Manila, Philippines; M.Sc., Ph.D., University of Minnesota-Twin Cities; 1992 -
- ***Mary Ann Pevas**, Associate Professor, Economics/Finance; B.A., Dominican College; M.A., Manhattan College; Ph.D., University of Notre Dame; 1990 -
- ***Christine E. Pilon-Kacir**, Associate Professor, Nursing; B.S., Mercy College of Detroit; M.S., University of Michigan-Ann Arbor; Ph.D., University of Missouri-Columbia; 1994 -
- ***Kevin Possin**, Associate Professor, Philosophy; B.A., Southwest State University; Ph.D., University of Wisconsin-Madison; 1990 -
- ***Wayne R. Purtzer**, Professor, Health, Physical Education, and Recreation; B.S., Ed.D., University of Nebraska; 1969 -
- ***Frances Ragsdale**, Assistant Professor, Biology; B.S., Eastern Oregon State; M.S., Southeastern Louisiana University; Ph.D., University of Idaho; 1992 -
- ***Lillian Ramos**, Associate Professor, Foreign Languages; B.A., Seattle University; M.A., University of Washington; Ph.D., University of Washington; 1992 -
- ***Sara B. Rasch**, Associate Professor, Business Administration; B.A., Earlham College; M.A., Ball State University; M.B.A., Ph.D., University of Kansas; 1988 -
- ***Robert W. Raz**, Professor, English; A.B., University of Michigan; A.M., Wayne State University; Ph.D., University of Michigan; 1970 -
- ***Lawrence Reuter**, Professor, Biology; B.A., Saint Mary's College of Minnesota; Ph.D., Princeton University; 1979 -
- ***Dominic Ricciotti**, Professor, Art; B.F.A., Washington University; M.A., City University of New York-Hunter College; Ph.D., Indiana University; 1985 -
- ***Robin Richardson**, Assistant Professor, Biology; B.S., Michigan State University; M.S., Central Michigan University; Ph.D., University of Oklahoma; 1990 -
- ***Mary E. Rieder**, Professor, Economics/Finance; B.A., Aquinas College; Ph.D., Iowa State University of Science and Technology; 1971 -
- ***David J. Rislove**, Professor, Chemistry; B.A., Winona State University; Ph.D., North Dakota State University; 1968 -
- ***David E. Robinson**, Professor, English; B.A., Hamilton College; M.A., Ph.D., Duke University; 1971 -
- ***Frank Rocco**, Professor, Special Education; B.S., Clarion College; M.Ed., Boston College; Ph.D., Michigan State University; 1971 -
- ***Robert Rois**, Assistant Professor, Foreign Languages; A.B., University of California, Berkeley; M.A., San Francisco State University; M.A., Ph.D., University of California-Los Angeles; 1992 -
- ***Nicholas Ruiz**, Assistant Professor, Counselor Education; B.A., Ph.D., University of Minnesota-Twin Cities; 1989 -
- ***Larry Sallee**, Professor, Accounting; B.S., University of Wisconsin-Superior; M.B.A., University of Wisconsin-LaCrosse; D.B.A., U.S. International University; Certified Public Accountant (CPA); Certified Management Accountant (CMA); D.B.A., U.S. International University; 1985 -
- ***Donald M. Salyards**, Professor, Economics/Finance; B.A., Graceland College; M.A., Ph.D., Kansas State University; 1975 -
- ***Don E. Scheid**, Professor, Philosophy; B.A., Colorado College; M.A., J.D., University of Utah; Ph.D., New York University; 1986 -
- ***H. Giles Schmid**, Professor, Business Administration; B.A., St. Mary's College of Minnesota; M.B.A., DePaul University; Ph.D., University of Minnesota-Twin Cities; 1979 -
- ***Gregory G. Schmidt**, Associate Professor, History; B.A., M.A., Ph.D., University of Illinois-Urbana; 1984 -
- ***Kevin Scholsky**, Associate Professor, Chemistry; B.S., Ph.D., University of Connecticut; 1992 -
- ***R. Stephen Schwartz**, Professor, Sociology; B.S., M.S., University of Oklahoma; Post-graduate Certificate in Education, University of Zambia (University of London, external); Ph.D., The University of Iowa; 1973 -
- ***Susan B. Sefkow**, Professor, Psychology; B.A., Yale University; M.S., Ph.D., University of Massachusetts-Amherst; 1978 -
- ***Linda Seppanen**, Associate Professor, Nursing; B.S.N. St. Olaf College; M.S.N., The Catholic University of America; Ph.D., University of Alabama; 1990 -
- ***Janice Sherman**, Associate 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 North Dakota; Ed.D., University of Colorado; 1989 -
- ***Richard H. Shields**, Professor, Physics; B.S., M.S., Eastern Illinois University; Ph.D., University of Missouri-Rolla; 1973 -
- ***Anthony Sinkiewicz**, Professor, Business Administration; B.S., University of New York-Albany; M.A., Webster University, St. Louis; D.B.A., U.S. International University; 1987 -
- ***Sally Sloan**, Assistant Professor, Mathematics; B.A., University of Minnesota; M.A., University of Minnesota; Ph.D., University of Minnesota; 1993 -
- ***Bonnie Smith**, Professor, Business Education and Office Systems Administration; B.S., University of Illinois; M.S.T., Ed.D., Portland State University; 1982 -
- ***Marjorie J. Smith**, Professor, Nursing; B.S., University of Wisconsin-Madison; M.S.N., Ph.D., University of Minnesota-Twin Cities; 1983 -
- ***Martyn N. Smith**, Professor, Mathematics/Statistics; B.S., Montclair State College; M.Ph., Ph.D., Yale University; 1989 -
- ***Russell K. Smith, Jr.**, Assistant Professor, Marketing; B.A., Drake University; Ph.D., University of Tennessee-Knoxville; 1995 -
- ***Norman Sobiesk**, Professor, History; B.A., University of Illinois; M.A., University of Kansas; Ph.D., University of Wisconsin-Madison; 1970 -
- ***Leodegario Soriano**, Associate Professor, Psychology; B.A., M.P.A., University of the Philippines; Ph.D., University of Minnesota-Twin Cities; 1976 -
- ***Richard J. Sovinec**, Professor, Music; B. Mus., M. Mus., D. Mus., Northwestern University; 1970 -
- ***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 -
- ***Gary Stroebel**, Professor, Computer Science; B.S., University of Minnesota; M.S., University of Minnesota; Ph.D., University of Minnesota; 1969 -
- ***Sohail Subhani**, Associate Professor, Business Administration; B.S., University of Karachi; M.B.A., Ph.D., University of Texas-Arlington; 1989 -
- ***Kathryn A. Sullivan**, Professor, Library; B.A., Northern Illinois University; M.A., North Illinois University; D.S., Nova University; 1991 -
- ***Kenneth A. Suman**, Associate Professor, Mathematics/Statistics; B.S., M.S., Clemson University; Ph.D., Pennsylvania State University; 1990 -
- ***Bruce Svingen**, Associate Professor, Chemistry; B.A., St. Olaf College; Ph.D., Michigan State University; 1987 -
- ***Rosine Tenenbaum**, Professor, Foreign Languages; B.A., M.A., University of Paris-Sorbonne; Ph.D., University of North Carolina; 1990 -
- ***Edward Thompson**, Assistant Professor, Biology; B.A., Macalester College, St. Paul; Ph.D., Medical College of Wisconsin, Milwaukee; 1992 -
- ***Patricia Thompson**, Professor, Nursing; B.S.N., Winona State University; M.S.P.H., Ph.D., University of Minnesota-Twin Cities; 1980 -
- ***Gerald W. Tobin**, Professor, Physics; B.S., M.S., University of Wisconsin-Stout; Ed.D., Utah State University; 1966 -
- ***Patricia Tolmie**, Professor, Education; B.S., M.S., Winona State University; Ph.D., University of Wisconsin-Madison; 1980 -
- ***David K. Urion**, Professor, Mathematics and Statistics; B.A., Culver-Stockton College; M.S., Miami University; Ph.D., University of Maryland; 1982 -
- ***Arthur Van De Water, Jr.**, Professor, Mathematics and Statistics; A.B., Bowdoin College; M.S., Ph.D., University of South Carolina; 1967 -
- ***Brice J. Wilkinson**, Professor, Communication Studies; B.A., M.A., University of Colorado; Ph.D., University of Oregon; 1971 -
- ***Charlotte M. Wilkinson**, Assistant Professor, Counselor Education; B.A., Duke University (NC); M.Ed., Ed.D., North Carolina State University-Raleigh; 1992 -

***Janette Williams**, Professor, Psychology; B.A., Northwestern University; M.A., Ph.D., University of Illinois; 1987 -

***Kerry G. Williams**, Professor, Psychology; B.Sc., University of Washington; M.A., Ph.D., University of Illinois; 1981 -

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

***Caecilia Winnubst**, Associate Professor, Social Work; M.A., New York University; Ph.D., University of Amsterdam; 1989 -

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

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

***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 -

***Ruth Ylvisaker**, Associate Professor, Sociology/Social Work; B.S.W., University of Wisconsin-Eau Claire; M.S.S.W., University of Wisconsin-Madison; Ph.D., University of Minnesota-Twin Cities; 1988 -

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

***Ronald Zwonitzer**, Professor, Biology; B.S., M.S., Ph.D., University of Wyoming; January 1971 -

Adjunct Faculty

College of Education

Wayne Sesker (Educational Leadership)

Ron Weiss (Educational Leadership)

Jennings Johnson (Educational Leadership)

Charles Michaels (Special Education)

Ernie Buhler (Counselor Education)

Denis Carter (Counselor Education)

James Garber (Counselor Education)

Duane Ollendick (Counselor Education)

Master's Program in Nursing

Abbott Northwestern Hospital, Minneapolis, MN

Mary Koloroutis, RN, MS

Annette Kuck, RN, MS

Mary Laguard, RN, MS

Norma Munson, RN, MS

Assist Heights Health Care Center, Rochester, MN

Martys Friedericks, RN, MSN

Bethany Samaritan Home Health Service, Rochester, MN

Barbara Virnig, RN, MSN

Blooming Prairie Medical Clinic, Austin, MN

Frank Razidlo, M.D.

Community Memorial Hospital, Winona, MN

David DeMask, RN, MS

Sara Gabrick, RN, MS

Decorah Clinic, Decorah, IA

David Maher, M.D.

Max Quaas, M.D.

Kevin Sand, M.D.

Fairmont Medical Clinic, Fairmont, MN

Paul Ruth, M.D.

Denise L. Schavey, M.D.

Faith, Glen—Zumbrota, MN

Glen Faith, M.D.

Family Medicine Clinic, Rochester, MN

Fred Banfield, M.D.

Family Practice Clinic, Waukon, IA

Richard E. Perry, M.D.

Federal Medical Center—Rochester

Jeanne Keene, FNP

Gardenview Nursing Home, LeSueur, MN

Ruth Votherms, RN, MSM

Gundersen Clinic, Ltd., LaCrosse, WI

Kathryn Bauer, MSN, CCRN

Guy Fiocco, M.D.

Thomas G. Frisby, M.D.

Jim Glasser, M.D.

Jim Terman, M.D.

Hillview Health Care Center, LaCrosse, WI

Linda Butterworth, RN, MS

Houston County Public Health Nursing Service, Caledonia, MN

Susan Frauenkron, RN, MS

ICI Fiberite, Winona, MN

Mary Lowell, RN, MS

Immanuel-St. Joseph's Hospital, Mankato, MN

Laurie Dahl, RN, MSPH

Jan Wimpsett, RN, MS

Interstate Medical Clinic, Red Wing, MN

Michael Giorgi, M.D.

LaCrosse Lutheran Hospital, LaCrosse, WI

Lois Caulum, RN, MS

Barbara Hammes, RN, MS

Jacqui Kartman, RN, MSN

Gale Kreibich, RN

Ann Lang, RN, MS

Diane Larson, RN, MS

Julie MacDonald, RN, MS

Lakefield Municipal Clinic, Lakefield, MN

Barry Carleton, M.D.

Luther College, Decorah, IA

Mary Ellen Kitundu, RN, M.Ed.

Mayo Medical Center, Rochester, MN

Susan Ahlquist, RN, MSN

Natalie Atkins, RN, MS

Dianne Axen, RN, MS, CNS

Lynn Baasch, RN, MS

Pat Barrier, M.D.

Donna Betcher, RN, MSN, PNP

Katie Brady-Schluttner, RN, MS

Shari Braun, RN, MS

Julie Brown, RN, MS Candidate

Jan Burnes, RN, MSN

Virginia Caspersen, RN, MS

Kathy Chick, RN, MS

Bonnie Closson, RN, MSN, MRC

Walt Franz, M.D.

Kevin Fleming, M.D.

Patty Fuhrman, RN, MS

Karen Goeke, RN, MS

Anna Halverson, RN, MSN

Debra Hanna, RN, MSN

Linda Herrick, RN, MS

Ann Hotter, RN, MSN, CCRN

Pam Johnson, RN, MS

Shayna Johnson, RN, MS

Connie Johnston, RN, MS

Anne Jones, RN, MS

- Gail Kinsey, RN, MS
 Patti Kummeth, RN, MSN
 Deb Mangan, RN, MS
 Linda Matti, RN, MS
 Karen Matzke, RN, MS
 Rebecca McGeary, RN, MSN, CNA
 Kathy Niesen, RN, MS
 Thomas Rooke, M.D.
 Barbara Schroeder, RN, MS
 Leann Scroggins, RN, MS, CNS
 DuAnne Foster Smith, RN, MS
 Janice Stone, RN, MS
 Sally Trippel, M.D.
 Janet Vittone, M.D.
 Bonnie Westra, RN, MS, Ph.D.
 Anne Winch, RN, MS, CPNP
 Kathy Zarling, RN, MS
 Kimberly Zemke, RN, MS
- Mayo Medical Center, Hospital Pharmacy Services, Rochester, MN
 Chris Arendt, R.Ph.
 Kevin Berg, R.Ph.
 Denise Harris, R.Ph., Pharm.D.
 Bob Hoel, R.Ph.
 Teri Joyce, R.Ph., Pharm.D.
 Joe Kostick, R.Ph.
 Lance Oyen, R.Ph.
 Lynn Torsler, R.Ph.
 Al Woodward, R.Ph.
- Mercy Family Care, Lime Springs, IA
 Annette Johnson
- Mercy Family Care, Osage, IA
 Mark J. Haganman, M.D.
 Todd Miller, M.D.
- Mount Mercy College, Cedar Rapids, IA
 Roberta Standafer, RN, MSN
- North Iowa Area Community College, Mason City, IA
 Sally Tindall, RN, MSN
- North Iowa Mercy Health Center, Mason City, IA
 Linda Armstrong, RN, MS
 Jessie A. Bryant, RN, MSN, GNP
 Mary Curtis, RN, MS
 Toni Ebeling, RN, MS
 Larry Schumacher, RN, MSN
- Olmsted County Health Department, Rochester MN
 Mary Doucette, RN, MSN, NP
 Barbara Huus, RN, MS
 Kathy Manulik, RN, MS
 Catherine Shea, BS, MS
 Judy Voss, RN, MS
 Mary Wellik, RN, MS
- Olmsted Medical Group, Rochester, MN
 Rose Christian, M.D.
- Olmsted Medical Group, Stewartville, MN
 Craig Thauwald, M.D.
- Rochester Community College, Rochester, MN
 Barbara Ewen, RN, MS
 Carol Haug, RN, MS
 Rebecca Henderson, RN, MS
 Diane Nicholls, RN, MS
- St. Elizabeth Hospital, Wabasha, MN
 Robert Terry, CRNA, MS
- St. Francis Medical Center, LaCrosse, WI
 Carol Brueggen, RN, MS, OCN
 Mary Christianson, RN, MSN
 Barb Gallant, RN, MS
 Nickijo Hager, RN, MSN
 Diane Holmay, RN, MS
 Sue McBride, RN, MS
 Madeleine McDonald, MS, CIC
- Shamrock In-Home Nursing Care, Inc., Rochester, MN
 Donna D. Brody, RN, CANP
- Skemp Clinic, Caledonia, MN
 J. Alan Fleischmann, M.D.
- Skemp Clinic, Galesville, WI
 Lillian Nordin, FNP
- Skemp Clinic, LaCrescent, MN
 Peter Franta, M.D.
- Tomah Veteran's Administration Medical Center, Tomah, WI
 Julie Cargill, ANP/GNP
- University of Minnesota Hospitals, Minneapolis, MN
 Becky Jo Lekander, MSN, RN, CCRN
- University of Wisconsin Center for Health Sciences, Madison, WI
 Ann Paulen, RN, MS
 Sandra Saunders, RN, MS
- Veterans Administration, Tomah, WI
 Diane Budnick, RN, MS, NP
 Elizabeth Cronin, RN, MS
 Ann Grenzel, RN, MS
 Rita Jenks, MSN, RN
 Karolee Sowie, MSN, RN, CNAA
- Viterbo College, LaCrosse, WI
 Vivian Edwards, PhD, RN
 Jackie Kuennen, RN, MS
 Frank McIlmail, RN, MS
 Bonnie Nesbit, RN, CS, MSN
 Wendy Wogner, RN, MSN
 Patricia Zander, RN, MSN
- Winona County Health Services, Winona, MN
 Merrily Hazelton, RN, MS
 Lynn Theurer, RN, MS
- Worth County Health Department, Northwood, IA
 Nancy Faber, RN, MS

College of Science and Engineering

Dennis Martin (Computer Science)

Emeriti

- Amanda B. Aarestad**, Education; B.E., Moorhead State University; M.A., University of Minnesota
- Carlis M. Anderson**, Music; B.F.A., University of South Dakota; M.Ed., University of Colorado
- Dwight L. Anderson**, Biology; B.A., Peru State College; M.A., Ph.D., University of South Dakota
- Almyra H. Baker**, Library; B.A., St. Olaf College; B.S.L.S., University of Minnesota; M.A.L.S., University of Michigan
- Arthur Barsky**, History; B.A., Pepperdine College; M.A., University of Southern California; Ph.D., University of California at Los Angeles
- Richard C. Behnke**, Health, Physical Education and Recreation; B.S., Winona State University; M.A., Northern Michigan University; P.E.D., Indiana University
- Archie Beighley**, Education; B.S., University of Wisconsin-Platteville, M.S., University of Wisconsin-Madison; Ed.D., University of Idaho
- Margaret P. Boddy**, English; B.A., M.A., Ph.D., University of Minnesota
- Raymond Brooks**, Mass Communications; B.S., Valley City State College; M.S., Moorhead State University
- J. Hugh Capron**, Industrial Education; B.S., Winona State University; M.A., Stout State University; Ed.D., University of Florida

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Warren Haesly, Health Service; M.D., Northwestern University
Robert A. Hanson, President 1977-1983; B.S., M.S., Ph.D., University of Minnesota

Roderick Henry, History; B.S., M.A., Ball State University
Walter R. Hinds, Jr., Music; B.P.S.M., Capitol University; B.S., M.S., Juilliard School of Music

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Dan L. Willson, Science & Technology; B.S., M.S., Kansas State College-Pittsburg; Ph.D., University of Oklahoma

Marlys Youngck, Curriculum Laboratory Librarian; B.S., M.S., Mankato State University; M.A., Indiana University

**Application for Admission
To Graduate Study
(For Master's Degree
Program)**

**Return To:
Office of Graduate Studies
Winona State University
P.O. Box 5838
Winona, MN 55987-5838**

FOR OFFICE USE ONLY
Department Recommendation _____
OGS Admit Term _____
Admit Status _____

Please type or print clearly



Date of Enrollment: ____ FALL ____ WTR ____ SPR ____ SSI ____ SSII ____ YEAR

____ - ____ - ____ ____ - ____ - ____ ____ - ____ - ____ ____
Soc. Sec. No. Home Phone Work Phone Ext.

Name _____
(Last) (First) (Middle) (Previous)

Mailing Address _____
(Street) (City) (State) (ZIP)

Permanent Address _____
(Street) (City) (State) (ZIP)

State of Legal Residence _____ Years Lived There _____

U.S. Citizen: Yes No If no, home country _____

Veteran: Yes No Birthdate _____

Present Position _____ Location _____

Have you ever taken courses at Winona State University? Yes No
If yes: Undergraduate, Year(s) _____ Graduate, Year(s) _____

Undergraduate Education:

Degree Granted _____ Date Granted _____

Major _____ Minor _____

College/Univ. _____ Location _____
(City) (State)

Grade Point Average _____

Graduate Credits Completed:

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

(COMPLETE BACK OF PAGE)

In what field(s) are you currently certified to teach? _____

In what state(s)? _____

Total Years of Teaching Experience _____

Total Years of Administrative Experience _____

Degree Sought: (Please Check One)

Master of Science in:

COLLEGE OF BUSINESS

Business Education

COLLEGE OF LIBERAL ARTS

English

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)

Master of Arts in:

English

Application forms for the M.S. in Nursing may be obtained from the Office of Graduate Studies, Winona or Master's Program in Nursing, WSU-Rochester Center.

APPLICATION FEE REQUIRED: A \$15, **non-refundable** application fee is required the **first time** you apply for admission to Winona State University. Make check **payable** to Winona State University.

OFFICIAL TRANSCRIPTS AND GRE REQUIRED: Two (2) **official transcripts** of all undergraduate and graduate work must be sent **directly** from the institution(s) you attended to the Office of Graduate Studies. **GRE scores are required for admission.**

(Signature of Applicant)

(Date)

GRADUATE SPECIAL Application for Admission



Return to:
Office of Graduate Studies
Winona State University
P.O. Box 5838
Winona, MN 55987-5838

Please type or print clearly

Students who have completed a baccalaureate degree and who wish to enroll in further undergraduate courses, graduate courses, or a combination of both but do not intend to pursue a Master's degree may register as Graduate Special students. Courses numbered 500 and above are for graduate credit only. Courses numbered 400G level are for either undergraduate or graduate credit.

Date of Enrollment: _____ FALL _____ WTR _____ SPR _____ SSI _____ SSII _____ YEAR

Soc. Sec. No. Home Phone Work Phone Ext.

NAME _____
(Last) (First) (Middle) (Previous)

MAILING ADDRESS _____
(Street) (City) (State) (ZIP)

PERMANENT ADDRESS _____
(Street) (City) (State) (ZIP)

State of Legal Residence _____ Years Lived There _____

U.S. Citizen: Yes No If no, home country _____

Veteran: Yes No Birthdate _____

Present Position _____ Location _____

Have you ever taken courses at Winona State University? Yes No
If yes: Undergraduate, Year(s) _____ Graduate, Year(s) _____

UNDERGRADUATE EDUCATION: Degree Granted _____ Date Granted _____

Major _____ Minor _____

College/University _____ Location _____
(City) (State)

OTHER COLLEGES/UNIVERSITIES ATTENDED:

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

(COMPLETE BACK PAGE)

TEACHER CERTIFICATION: (This section for teacher education students ONLY)

Are you currently certified to teach? Yes No If yes, in what area(s)? _____

In what state(s)? _____

Are you returning for renewal credits? Yes No

Do you plan to work toward teacher certification? Yes No If yes, in what area(s)? _____

Students planning to work toward certification **MUST** supply the Office of Graduate Studies with **TWO (2) OFFICIAL TRANSCRIPTS** sent directly from all colleges/universities attended. Do not use the attached form.

CERTIFICATION OF BACCALAUREATE DEGREE: All students except those working toward certification must send the **attached form** to the Registrar of the college/university from which the baccalaureate degree was obtained. Official transcripts are not required.

APPLICATION FEE REQUIRED: A \$15, non-refundable application fee is required the **first time** you apply for admission to Winona State University. Make check **payable** to Winona State University.

I understand that completion of this form **DOES NOT ADMIT ME TO A DEGREE PROGRAM** and that I must meet all admissions criteria upon application to pursue a degree at Winona State University. I understand that a **maximum** of SIXTEEN (16) credits earned as a Graduate Special student may be applied should I desire to enroll in a degree program. I assume full responsibility as a Graduate Special student for the application of courses toward graduation requirements if I am later admitted to a degree program.

(Signature of Applicant)

(Date)



CERTIFICATION OF BACCALAUREATE DEGREE

I hereby authorize release of the following information to the Office of Graduate Studies at Winona State University.

(Student Signature)

(Date)

Street Address

City & State

Social Security Number

(To be completed by the Registrar of the college or university from which the student earned his/her Bachelor's degree.)

This will certify that _____

completed the degree, _____
(Please give exact title of degree)

on, _____
(Month - Day - Year)

Signature _____

Title _____

Institution _____

Address _____

Date _____

**Return completed form to:
Office of Graduate Studies
Winona State University
P.O. Box 5838
Winona, MN 55987-5838**



**APPLICATION FOR ADMISSION
TO GRADUATE STUDY**



**Return to:
Office of Graduate Studies
Winona State University
P. O. Box 5838
Winona, MN 55987-5838**

**Specialist Degree in Educational
Leadership**

Please type or print clearly

Date of Enrollment: _____ FALL _____ WTR _____ SPR _____ SSI _____ SSII _____ YEAR

_____ Soc. Sec. No. _____ Home Phone _____ Work Phone _____ Ext.

NAME _____
(Last) (First) (Middle) (Previous)

MAILING ADDRESS _____
(Street) (City) (State) (ZIP)

PERMANENT ADDRESS _____
(Street) (City) (State) (ZIP)

State of Legal Residence _____ Years Lived There _____

U.S. Citizen: ____ Yes ____ No If no, home country _____

Veteran: ____ Yes ____ No Birthdate _____

Present Position _____ Location _____

Have you ever taken courses at Winona State University? ____ Yes ____ No

If yes: Undergraduate Year(s) _____ Graduate Year(s) _____

UNDERGRADUATE EDUCATION: Degree Granted _____ Date Granted _____

Major _____ Minor _____

College/University _____ Location _____
(City) (State)

Grade Point Average _____

GRADUATE EDUCATION: Degree Granted _____ Date Granted _____

Major _____ Minor _____

College/University _____ Location _____
(City) (State)

Grade Point Average _____

OTHER INSTITUTIONS AND GRADUATE CREDITS EARNED:

College/University	Dates Attended	Quarter 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 \$15, **non-refundable** application fee is required the **first time** you apply for admission to Winona State University. Make check **payable** to Winona State University.

OFFICIAL TRANSCRIPTS AND GRE REQUIRED: **Two (2) official transcripts** of all undergraduate and graduate work must be sent directly from the institution(s) you attended to the Office of Graduate Studies. **GRE scores are required for admission.**

(Signature of Applicant) (Date)

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

**Return To:
Office of Graduate Studies
Winona State University
P.O. Box 5838
Winona, MN 55987-5838**

FOR OFFICE USE ONLY	
Department Recommendation	_____
OGS Admit Term	_____
Admit Status	_____

Please type or print clearly

Official Transcripts and GMAT Required: Two (2) official transcripts of all undergraduate and graduate work must be sent **directly** from the institution(s) you attended to the Office of Graduate Studies. **GMAT scores are required for admission.**



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

Date of Enrollment: _____ FALL _____ WTR _____ SPR _____ SSI _____ SSII _____ YEAR _____

_____ Soc. Sec. No. _____ Home Phone _____ Work Phone _____ Ext. _____

Name _____
(Last) (First) (Middle) (Previous)

Mailing Address _____
(Street) (City) (State) (ZIP)

Permanent Address _____
(Street) (City) (State) (ZIP)

State of Legal Residence _____ Years Lived There _____

U.S. Citizen: Yes No If no, home country _____

Veteran: Yes No Birthdate _____

Have you ever taken courses at Winona State University? Yes No

If yes: Undergraduate, Year(s) _____ Graduate, Year(s) _____

Undergraduate Education: Degree Granted _____ Date Granted _____

Major _____ Minor _____

College/Univ. _____ Location _____
(City) (State)

Grade Point Average _____

Graduate Credits Completed:

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

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

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

APPLICATION FEE REQUIRED: A \$15, **non-refundable** application fee is required the **first-time** you apply for admission to Winona State University. Make check **payable** to Winona State University.

I understand that all provisions of the State University Board and the Winona State University catalog apply to all registrations and programs.

Signature of Applicant

Date



IMMUNIZATION RECORD FOR STUDENTS ATTENDING POST-SECONDARY SCHOOLS

NAME _____ STUDENT ID# _____
Last First M.I. If known

BIRTH DATE _____ SOC SEC # _____

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, allowing for certain specified exemptions (see below). This form is designed to provide the school with the information required by law and will be available for review by the Minnesota Department of Health and the local community health board.

Enter the month, day (if available) and year of the most recent "booster" for diphtheria and tetanus (must be within the last 10 years) and for all doses of vaccine for measles, mumps, and rubella that were given after 12 months of age.

	Mo/Day/Year	Mo/Day/Year
Diphtheria & Tetanus (Td)		
Measles (rubella, red measles)		
Mumps		
Rubella (German Measles)		

For the student:

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.

Student's Signature _____ Date _____

Students wishing to file an exemption to any or all of the required immunization 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 _____

Conscientious exemption: I hereby certify that by notarization that immunization against _____ is contrary to my conscientiously held beliefs.

Signature of student: _____ Date _____

Subscribed and sworn before me on the _____ day of _____, 19 _____

Signature of notary _____

New Policies

At the time this catalog went to press the following policies have been revised or modified.

Admission to Candidacy

Before the student has completed 24 graduate credits with a grade point average of at least 3.0, the student in consultation with the advisor must submit a completed Application for Admission to Candidacy to the Office of Graduate Studies. Graduate students who do not have at least a 3.0 GPA when application for Admission to Candidacy is submitted will not be allowed to make further progress in their program until the GPA is improved. To improve 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 24 credits will not apply to the degree program, unless a petition for waiver of the 24 credit requirement is approved by the Office of Graduate Studies.

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

Graduate Level Appeals Process

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

Index

Academic Calendar	8	Fees	18	Mathematics and Statistics	57
Academic Information	20	Activity	18	Mild to Moderate Mentally Handicapped ..	44
Accounting	28	Application	22	Licensure	45
Accreditation & Membership	14	Course	18	Minnesota Higher Education Board	59
Activity Fee	18	Incidental	19	Mission Statement—University	14
Administration & Faculty	59	Late Payment Fee	19	Music	50
Admission to Candidacy	78	Program Change Fee (Drop/Add)	19	Non-Resident Tuition	20
Admission to Graduate Studies	22	Finance	29	Nursing	52
Adult, Continuing Ed & Extension	15	Financial Assistance	20	Adult Health Nursing	53
Application Fee	22	Financial Information	18	Adult Nurse Practitioner	53
Arranged Courses	22	Fees	18	Clinical Nurse Specialist	53
Art	47	Insurance	18	Nursing Administration	53
Assistantships	21	Loans	20	Nurse Educator	53
Audited Courses	21	Refund Policy	19	Office of Graduate Studies	16
Biology	56	Tuition	18	Overloads	21
Business Administration	27	General Academic Regulations	21	Pass/No Credit Limitation	22
Business Education & Office Systems		General Information	16	Physical Education	41
Administration	30	Geology	57	Physics	58
Campus Facilities	14	Grade Point Average	22	Placement Service	17
Campus Living	15	Graduate Level Appeals	78	Policy Changes	20
Candidacy	78	Graduate Office	16	Political Science	50
Career Planning and Placement Services ..	17	Graduate Programs/Degrees	16	Prekindergarten Licensure	36
Chemical Dependency Course Offerings ..	33	Graduate Record Exam Requirement	22	Principal/Assistant Principal	38
Chemistry	56	Graduate Special Students	21	Professional Development	32
College of Business	27	Graduation	22	Psychology	51
College of Education	31	Health, Physical Education & Recreation ..	41	Reciprocity	20
College of Liberal Arts	47	Health Services	17	Refund Policy	19
College of Nursing & Health Sciences	52	History	49	Research and Writing Requirement	23
College of Science & Engineering	56	Immunizations	17	Rochester Center	15
Communication Studies	47	Incomplete Grades	21	Secondary School Counseling	33
Community	14	Independent Study	22	Small Business Institute (SBI)	27
Community Counseling	32	Information:		Sociology and Social Work	51
Comprehensive Examinations	23	Academic	20	Student Grievance Procedure	23
Computer Science	57	Financial	18	South Dakota Reciprocity	20
Counselor Education	31	General	16	Special Education	43
Elementary School Counseling	31	Insurance	18	Learning Disabilities	44
Community Counseling	32	International Student Service	17	Mild to Moderate	
Professional Development Program ..	32	Internships	22	Mentally Handicapped	44
Secondary School Counseling	32	Learning Disabilities	44	Specialist Degree	23
Course Credit	21	Learning Disabilities Licensure	44	Statistics	58
Course Fees	18	Loans	20	Summer School	18
Course Withdrawal	22	Management	29	Time Limitation	21
Credit Limitations and		Marketing	29	Transcripts	22
Overloads (Quarterly)	21	Master of Arts		Transfer Credits	21
Degree Requirements for M.S. and M.A. ...	23	English	48	Tuition	18
Drop/Add Policy	22	Master of Business Administration	27	Undergraduate Students	20
Economics	28	Master of Science		Veterans' Assistance	17
Education	35	Business Education	30	Withdrawals	22
Early Childhood Family Licensure	36	Counselor Education	31	Writing Requirement	23
Educational Leadership	38	Education	35		
Elementary School Counseling	33	Educational Leadership	38		
Emeriti	64	English	47		
Emotionally/Behaviorally		Health, Physical Education			
Disordered Licensure	45	& Recreation	41		
English	47	History	49		
Evening Offerings	18	Nursing	52		
Faculty	59	Special Education	43		

WINONA

STATE UNIVERSITY

Post Office Box 5838

Winona, Minnesota 55987-5838

If undeliverable do not return

Non-Profit Org.
U.S. Postage
PAID
Permit #192
Winona, MN 55987