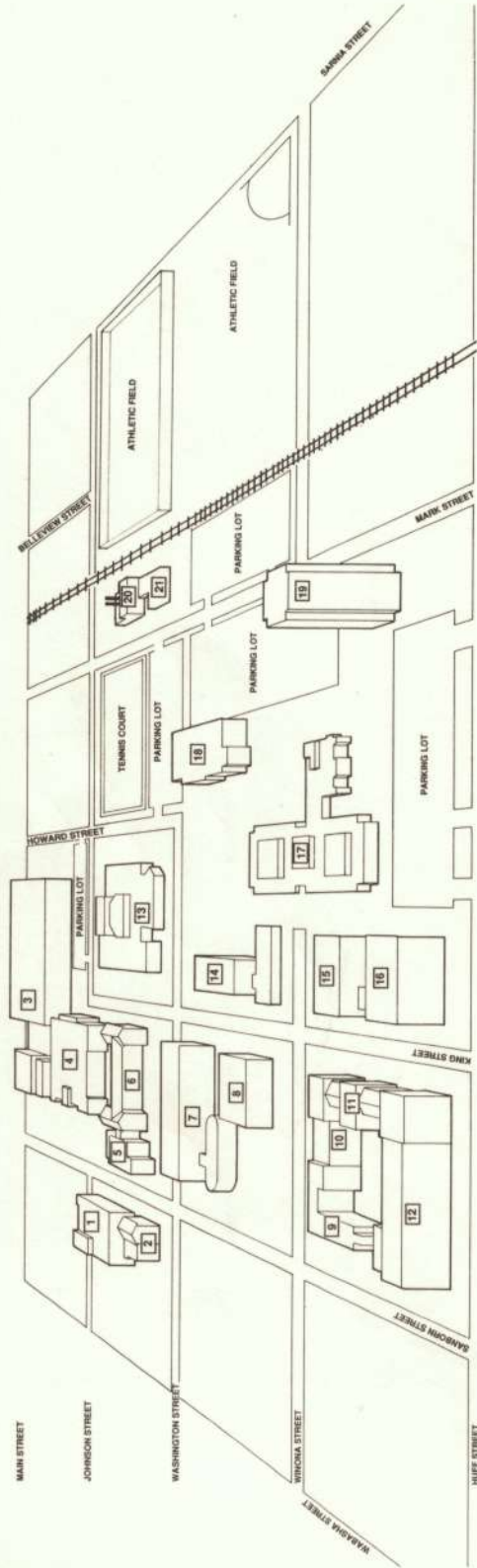


*Mary Ziese*  
**Winona State University**



**1989-1991 Graduate Bulletin**

# Winona State University



All buildings, parking lots accessible to the handicapped - all buildings equipped with elevators.

The Winona State University campus is situated on 15 square blocks of land in the residential section of Winona, Minnesota.

1. **Maxwell Library** — houses the university's library holdings.
2. **Student Health Services.**
3. **Memorial Hall** — houses the Department of Health, Physical Education and Recreation and provides facilities for the university's indoor athletic activities and events.
4. **Somsen Hall** — contains the College of Business, the Department of Foreign Languages, and nearly all administrative offices including the offices of the President, Vice-Presidents, Admissions, Registrar, Financial Aid, Adult Continuing Education Department (ACEED), Advising and Retention, Human Resources (Personnel), Alumni Affairs, Development Office and University Relations, News Services, Facilities Management, Business Office, Academic Computer Center, Computer Center, Publications Office and the Print Shop.
5. **Howell** — houses the Nursery School, the Television Studio, and Audiovisual Services (IRC).
6. **Phelps Hall** — contains the Military Science Department (ROTC), and College of Nursing and Health Sciences.
7. **Pasteur Hall** — houses the College of Science and Engineering, Departments of Biology, Chemistry, Physics, Geology, and the facilities for Composite Materials Engineering.
8. **Watkins Hall** — houses the Art Department including a gallery for student and professional art shows and the Watkins Art Collection. Watkins also houses the departmental offices for Computer and Information Science.
9. **Conway Hall** — residence hall for women.

10. **Shepard Hall** — co-ed residence hall.
11. **Morey Hall** — co-ed residence hall.
12. **Richards Hall** — co-ed upper classmen.
13. **Performing Arts Center** — houses the Departments of Music, Communication and Theatre Arts, and Mass Communication. It also contains the facilities for university-sponsored cultural events and KQAL, the campus radio station.
14. **Gildemeister Hall** — houses the College of Education, Departments of Education, Special Education, Counselor Education, Educational Administration, and Mathematics and Statistics. Also housed are the Counseling Center, the Learning Center, and the University Placement Office.
15. **Prentiss Hall** — residence hall for men.

16. **Lucas Hall** — residence hall for women.
17. **Kryzsko Commons & College Center** — contains the university food services, recreational facilities and lounges, conference rooms, the "Smaug" snack bar, the Campus Book Store and the Alumni Lounge. Also housed are the offices for the Minority Advisor, the International Student Advisor, Housing, and Student Affairs.
18. **Minne Hall** — houses the College of Liberal Arts, Departments of English, History, Paralegal, Political Science, Sociology, and Social Work, Psychology, Philosophy, and the Honors Program.
19. **Sheehan Hall** — residence hall for women.
20. **Heating Plant.**
21. **Maintenance Building.**

# **1989-91 Graduate Bulletin Winona State University**

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

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

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

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

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



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**Graduate Bulletin**  
**Winona State University**

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







# 1989-90 ACADEMIC CALENDAR WINONA STATE UNIVERSITY

## FALL QUARTER—1989

Last day for new students to complete application for Fall Quarter, Wednesday .....	Aug. 30, 1989
Last day for former students to file intent to return for mass registration, Wednesday .....	Aug. 30, 1989
New faculty meeting and orientation, Tuesday .....	Sept. 5, 1989
General faculty meeting, Tuesday .....	Sept. 5, 1989
Mass Registration, Tuesday evening and Wednesday .....	Sept. 5, 6, 1989
Evening classes begin, Wednesday .....	Sept. 6, 1989
Day classes begin, Thursday .....	Sept. 7, 1989
Class schedule change (Drop/Add), Thursday, Friday, Monday, Tuesday, Wednesday, Thursday .....	Sept. 7, 8, 11, 12, 13, 14, 1989
Evening Class Registration: Evening Graduate and Undergraduate Students ONLY Monday, Tuesday, Wednesday, Thursday .....	Sept. 11, 12, 13, 14, 1989
Last day for former students to file intent to return for Winter Pre-registration, Thursday .....	Sept. 14, 1989
Last day to apply for graduation Fall Quarter, Monday .....	Sept. 25, 1989
*Last day to notify the Office of Graduate Studies of intent to take written comprehensive examinations, Friday .....	Sept. 29, 1989
Mid-Term Day, Thursday .....	Oct. 12, 1989
*Written comprehensive examinations (8-12 noon), Saturday .....	Oct. 21, 1989
Last day to drop classes, Tuesday .....	Nov. 7, 1989
Veterans' Day Holiday, Friday .....	Nov. 10, 1989
Final Examinations, Friday, Monday, Tuesday .....	Nov. 17, 20, 21, 1989
Grading Day, Wednesday .....	Nov. 22, 1989
Quarter Break begins, Wednesday .....	Nov. 22, 1989

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### WINTER QUARTER 1989-90

Last day for new students to complete application for Winter Quarter,	
Monday	Nov. 20, 1989
Last day for students to file intent to return for mass registration, Monday	
	Nov. 20, 1989
Mass Registration, Monday evening	Nov. 27, 1989
Evening classes begin, Monday at 8:00 p.m.	Nov. 27, 1989
Day classes begin, Tuesday	Nov. 28, 1989
Class schedule change (Drop/Add) Tuesday, Wednesday, Thursday,	
Friday, Monday, Tuesday	Nov. 28, 29, 30, Dec. 1, 4, 5, 1989
Evening Class Registration: Evening Graduate and Undergraduate Students ONLY	
Monday, Tuesday, Wednesday, Thursday	Dec. 4, 5, 6, 7, 1989
Last day for former students to file intent to return for Spring Pre-registration,	
Tuesday	Dec. 5, 1989
Last day to apply for graduation Winter Quarter, Friday	Dec. 8, 1989
Last day to make application for Student Teaching	
All Quarters 1990-91, Thursday	Dec. 14, 1989
Christmas/New Year break begins, Friday, 10:00 p.m.	Dec. 15, 1989
Classes reconvene, Tuesday	Jan. 2, 1990
*Last day to notify the Office of Graduate Studies of intent to take written	
comprehensive examinations, Monday	Jan. 8, 1990
Martin Luther King's Birthday, Holiday, Monday	Jan. 15, 1990 <sup>21</sup>
Mid-Term Day, Friday	Jan. 19, 1990
*Written comprehensive examinations (8-12 noon), Saturday	Jan. 20, 1990 <sup>26</sup>
Last day to drop classes, Wednesday	Feb. 14, 1990
Final Examinations, Friday, Monday, Tuesday	Feb. 23, 26, 27, 1990
Grading Day, Wednesday	Feb. 28, 1990
Spring Break begins, Wednesday, 4:30 p.m.	Feb. 28, 1990

### SPRING QUARTER 1990

Last day for new students to complete application for Spring Quarter,	
Monday	Feb. 26, 1990
Last day for former students to file intent to return for mass registration,	
Monday	Feb. 26, 1990
Mass Registration, Monday evening	March 12, 1990
Evening classes begin, Monday at 8:00 p.m.	March 12, 1990
Day classes begin, Tuesday	March 13, 1990
Class schedule change (Drop/Add), Tuesday, Wednesday, Thursday, Friday,	
Monday, Tuesday	March 13, 14, 15, 16, 19, 20, 1990
Last day to apply for graduation Spring Quarter,	
Graduate and Undergraduate, Friday	March 16, 1990
*Last day to notify the Office of Graduate Studies of intent to take written	
comprehensive examinations, Friday	March 16, 1990
Evening Class Registration: Evening Graduate and Undergraduate Students ONLY	
Monday, Tuesday, Wednesday, Thursday	March 19, 20, 21, 22, 1990
Last day for former students to file intent to return for fall	
pre-registration, Tuesday	March 20, 1990
Mid-Term Day, Wednesday	April 18, 1990
*Written comprehensive examinations (8-12 noon), Saturday	April 21, 1990
Last day to drop classes, Monday	May 14, 1990
Final Examinations, Wednesday, Thursday, Friday	May 23, 24, 25, 1990
Grading Day, Saturday	May 26, 1990
Commencement, Saturday	May 26, 1990

**FIRST SUMMER SESSION-1990**

Last day to apply for graduation First Summer Session, Friday .....	March 16, 1990
*Last day to notify the Office of Graduate Studies of intent to take written comprehensive examinations, Friday .....	May 25, 1990
Last day for new students to complete application for First Summer Session, Monday .....	June 4, 1990
Last day for former students to file intent to return for mass registration, Monday .....	June 4, 1990
Mass Registration, Monday .....	June 11, 1990
Classes begin, Monday .....	June 11, 1990
Class schedule change (Drop/Add), Monday, Tuesday, Wednesday, Thursday, .....	June 11, 12, 13, 14, 1990
*Written comprehensive examinations (8-12 noon), Saturday .....	June 16, 1990
Mid-Term Day, Wednesday .....	June 27, 1990
Independence Day, Holiday, Wednesday .....	July 4, 1990
Last day to drop classes, Friday .....	July 6, 1990
Final Examinations, Friday .....	July 13, 1990

**SECOND SUMMER SESSION-1990**

Last day to apply for graduation Second Summer Session, Friday .....	March 16, 1990
*Last day to notify the Office of Graduate Studies of intent to take written comprehensive examinations, Thursday .....	June 28, 1990
Last day for new students to complete application for Second Summer Session, Monday .....	July 9, 1990
Last day for former students to file intent to return for mass registration, Monday .....	July 9, 1990
Mass Registration, Monday .....	July 16, 1990
Classes begin, Monday .....	July 16, 1990
Class schedule change (Drop/Add), Monday, Tuesday, Wednesday, Thursday, .....	July 16, 17, 18, 19, 1990
*Written comprehensive examinations (8-12 noon), Saturday .....	July 21, 1990
Mid-Term Day, Wednesday .....	August 1, 1990
Last day to drop classes, Friday .....	August 10, 1990
Final Examinations, Friday .....	August 17, 1990

**NOTE: \*Pertains to Graduate Students ONLY**

# 1990-91 ACADEMIC CALENDAR WINONA STATE UNIVERSITY

## FALL QUARTER-1990

Last day for new students to complete application for Fall Quarter, Wednesday .....	August 29, 1990
Last day for former students to file intent to return for mass registration, Wednesday .....	August 29, 1990
New faculty meeting and orientation, Tuesday .....	Sept. 4, 1990
General faculty meeting, Tuesday .....	Sept. 4, 1990
Mass Registration, Tuesday evening and Wednesday .....	Sept. 4, 5, 1990
Evening classes begin, Wednesday .....	Sept. 5, 1990
Day classes begin, Thursday .....	Sept. 6, 1990
Class schedule change (Drop/Add), Thursday, Friday, Monday, Tuesday, Wednesday, Thursday .....	Sept. 6, 7, 10, 11, 12, 13, 1990
Evening Class Registration: Evening Graduate and Undergraduate Students ONLY Monday, Tuesday, Wednesday, Thursday .....	Sept. 10, 11, 12, 13, 1990
Last day for former students to file intent to return for Winter Pre-registration, Thursday .....	Sept. 13, 1990
Last day to apply for graduation Fall Quarter, Monday .....	Sept. 24, 1990
*Last day to notify the Office of Graduate Studies of intent to take written comprehensive examinations, Friday .....	Sept. 28, 1990
Mid-Term Day, Thursday .....	Oct. 11, 1990
*Written comprehensive examinations (8-12 noon), Saturday .....	Oct. 20, 1990
Last day to drop classes, Tuesday .....	Nov. 6, 1990
Veterans' Day, Holiday, Monday .....	Nov. 12, 1990
Final Examinations, Friday, Monday, Tuesday .....	Nov. 16, 19, 20, 1990
Grading Day, Wednesday .....	Nov. 21, 1990
Quarter Break begins, Wednesday, 4:30 p.m. ....	Nov. 21, 1990

**WINTER QUARTER 1990-91**

Last day for new students to complete application for Winter Quarter,	
Monday .....	Nov. 19, 1990
Last day for former students to file intent to return for mass registration,	
Monday .....	Nov. 19, 1990
Mass Registration, Monday evening .....	Nov. 26, 1990
Evening classes begin, Monday at 8:00 p.m. ....	Nov. 26, 1990
Day classes begin, Tuesday .....	Nov. 27, 1990
Class schedule change (Drop/Add) Tuesday, Wednesday, Thursday, Friday,	
Monday, Tuesday .....	Nov. 27, 28, 29, 30, Dec. 3, 4, 1990
Evening Class Registration: Evening Graduate and Undergraduate Students ONLY	
Monday, Tuesday, Wednesday, Thursday .....	Dec. 3, 4, 5, 6, 1990
Last day for former students to file intent to return for Spring	
Pre-registration, Tuesday .....	Dec. 4, 1990
Last day to apply for graduation Winter Quarter, Friday .....	Dec. 7, 1990
Last day to make application for Student Teaching	
All Quarters 1991-92, Thursday .....	Dec. 13, 1990
Christmas/New Year break begins, Friday, 10:00 p.m. ....	Dec. 14, 1990
Classes reconvene, Wednesday .....	Jan. 2, 1991
*Last day to notify the Office of Graduate Studies of intent to take written	
comprehensive examinations, Monday .....	Jan. 7, 1991
Martin Luther King's Birthday Holiday, Monday .....	Jan. 14, 1991
*Written comprehensive examinations (8-12 noon), Saturday .....	Jan. 19, 1991
Mid-Term Day, Monday .....	Jan. 21, 1991
Last day to drop classes, Thursday .....	Feb. 14, 1991
Final Examinations, Monday, Tuesday, Wednesday .....	Feb. 25, 26, 27, 1991
Grading Day, Thursday .....	Feb. 28, 1991
Spring Break begins, Thursday, 4:30 p.m. ....	Feb. 28, 1991

**SPRING QUARTER-1991**

Last day for new students to complete application for Spring Quarter,	
Monday .....	Feb. 25, 1991
Last day for former students to file intent to return for mass registration,	
Monday .....	Feb. 25, 1991
Mass Registration, Monday evening .....	March 11, 1991
Evening classes begin, Monday at 8:00 p.m. ....	March 11, 1991
Day classes begin, Tuesday .....	March 12, 1991
Class schedule change (Drop/Add) Tuesday, Wednesday, Thursday, Friday,	
Monday, Tuesday .....	March 12, 13, 14, 15, 18, 19, 1991
Last day to apply for graduation Spring Quarter,	
Graduate and Undergraduate, Friday .....	March 15, 1991
*Last day to notify the Office of Graduate Studies of intent to take written	
comprehensive examinations, Friday .....	March 15, 1991
Evening Class Registration: Evening Graduate and Undergraduate Students ONLY	
Monday, Tuesday, Wednesday, Thursday .....	March 18, 19, 20, 21, 1991
Last day for former student to file intent to return for Fall	
Pre-registration, Tuesday .....	March 19, 1991
Mid-Term Day, Wednesday .....	April 17, 1991
*Written comprehensive examinations (8-12 noon), Saturday .....	April 20, 1991
Last day to drop classes, Monday .....	May 13, 1991
Final Examinations, Wednesday, Thursday, Friday .....	May 22, 23, 24, 1991
Grading Day, Saturday .....	May 25, 1991
Commencement, Saturday .....	May 25, 1991

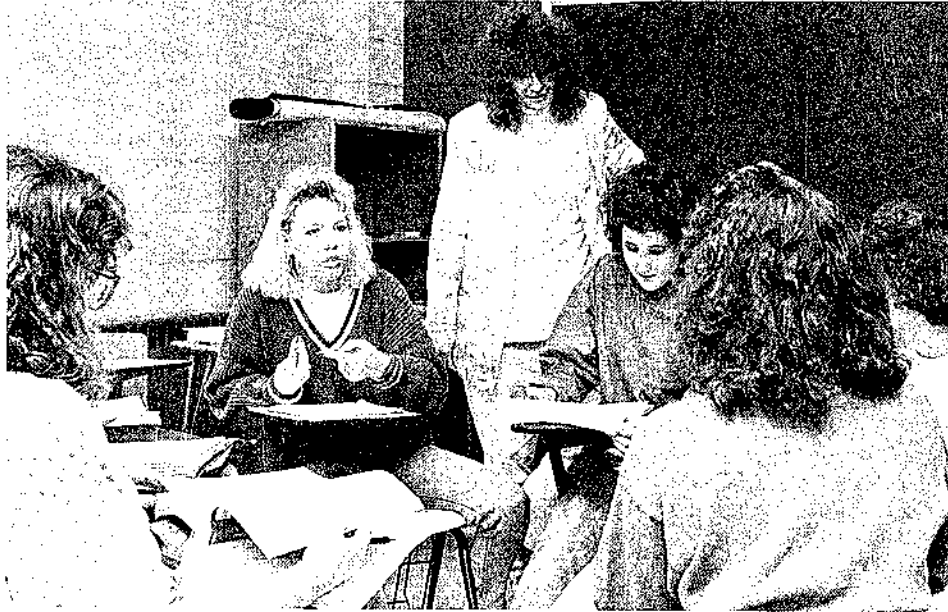
## FIRST SUMMER SESSION-1991

Last day to apply for graduation First Summer Session, Friday .....	March 15, 1991
*Last day to notify the Office of Graduate Studies of intent to take written comprehensive examinations, Friday .....	May 24, 1991
Last day for new students to complete application for First Summer Session, Monday .....	June 3, 1991
Last day for former students to file intent to return for mass registration, Monday .....	June 3, 1991
Mass Registration, Monday .....	June 10, 1991
Classes begin, Monday .....	June 10, 1991
Class schedule change (Drop/Add), Monday, Tuesday, Wednesday, Thursday, .....	June 10, 11, 12, 13, 1991
*Written comprehensive examinations (8-12 noon), Saturday .....	June 15, 1991
Mid-Term Day, Wednesday .....	June 26, 1991
Independence Day, Holiday, Thursday .....	July 4, 1991
Last day to drop classes, Friday .....	July 5, 1991
Final Examinations, Friday .....	July 12, 1991

## SECOND SUMMER SESSION-1991

Last day to apply for graduation Second Summer Session, Friday .....	March 15, 1991
*Last day to notify the Office of Graduate Studies of intent to take written comprehensive examinations, Thursday .....	June 27, 1991
Last day for new students to complete application for Second Summer Session, Monday .....	July 8, 1991
Last day for former students to file intent to return, Monday .....	July 8, 1991
Mass Registration, Monday .....	July 15, 1991
Classes begin, Monday .....	July 15, 1991
Class schedule change (Drop/Add), Monday, Tuesday, Wednesday, Thursday .....	July 15, 16, 17, 18, 1991
*Written comprehensive examinations (8-12 noon), Saturday .....	July 20, 1991
Mid-Term Day, Wednesday .....	July 31, 1991
Last day to drop classes, Friday .....	August 9, 1991
Final Examinations, Friday .....	August 16, 1991

**NOTE: \*Pertains to Graduate Students ONLY**



# Winona State University

## MISSION OF THE UNIVERSITY

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

## GENERAL GOALS OF WINONA STATE UNIVERSITY

To realize its mission, Winona State University will:

- Provide high-quality and affordable undergraduate and selected graduate programs.
- Provide a comprehensive base of liberal studies as the foundation for university degrees in the arts, letters, and sciences as well as offering specialized professional, technological, and occupational degrees.
- Provide pre-professional programs that are coordinated with professional programs at other universities.
- Offer undergraduate programs and degrees which provide direct entry into graduate programs or employment opportunities that require significant educational preparation.
- Maintain a special commitment to life-long learning by meeting off-campus instructional

## 10 / WINONA STATE UNIVERSITY

and continuing educational needs of the citizens of the service region.

- Provide for the educational, personal, and social development of students through effective academic advising, counseling, and through high-quality, cultural, recreational and extracurricular programs.
- Provide public service to the region and serve as a cultural center and a source of problem-solving expertise.
- Support a commitment to research and to scholarly and creative activities which enhance instructional programs and teaching excellence.
- Assume leadership in consortia relationships and cooperate with private business and research organizations to maximize educational and employment opportunities for citizens of the region through the sharing of expertise and resources.
- Provide educational opportunities for all individuals including minorities, the disadvantaged, handicapped, and non-traditional students.
- Provide and evaluate all programs to meet the needs of a changing educational and technical environment.

### **SPECIFIC GOALS OF THE UNIVERSITY**

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

- Provide continuing leadership and excellence in preparing 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 geologi-

cal techniques in order to help ensure the environmental welfare of citizens within the region.

- Provide applied research and analytical services relating to the biological, physical, and social environments of the region.

### **ACCREDITATION AND MEMBERSHIP**

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

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

### **LOCATION AND COMMUNITY**

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

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



## CAMPUS FACILITIES

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

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

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

## CAMPUS LIVING

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

## ORGANIZATION

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

A variety of programs are offered by highly

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

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

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

## ADULT, CONTINUING EDUCATION AND EXTENSION

Winona State University offers a wide range of off-campus learning experiences for the residents of Southeastern Minnesota in addition to the on-campus program. The Extension Program offers credit courses from university departments throughout the year in many regional communities. These courses may be undergraduate or graduate classes for degree oriented people and/or for personal enrichment. Credit offerings may also be developed which provide specialized learning experiences to industries, schools, agencies, and interested groups. Instruction for extension courses includes evening, weekend and daytime classes taught by university faculty; special offerings by other professionals; specially scheduled workshops and seminars; plus programmed classes available on video and audio tape. Admission to WSU is not required prior to enrolling in an extension class. All extension courses may apply toward appropriate degree programs.

For more information contact:  
Adult, Continuing Education and Extension  
Somsen Hall Room 109  
Winona State University  
Winona, MN 55987  
(507) 457-5080,  
or from Rochester call 285-0111

## WSU-ROCHESTER CENTER

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

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developed attitudes of its citizens toward life-long learning.

In recent years, Winona State's commitment in Rochester has accelerated to the point that growth has been at the rate of 15 percent per year since 1977. The WSU-Rochester Center currently serves over 2,000 students a year. A close working relationship with the Rochester Community College, a continual increase in the number of offerings, and the new WSU-Rochester Center building all confirm a continuing WSU commitment to addressing the higher education needs of Rochester. More than 16 degree programs, both undergraduate and graduate, are offered in Rochester.

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

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

## GRADUATE PROGRAMS AND DEGREES

### Specialist Degree

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

### Sixth Year Certification Program

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

### Master of Arts in English

### Master of Business Administration

### Master of Science

- Business Education
- Counselor Education
- Early Childhood Education
- Elementary School Administration
- English
- Health
- History
- Nursing
- Physical Education
- Secondary School Administration
- Teaching in the Elementary School

### Advanced Licensure Programs

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

### Fifth Year Program



## General Information: Facilities and Services

### OFFICE OF GRADUATE STUDIES

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

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

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

### HOUSING SERVICES

#### On-Campus Housing

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

Programmed activities are an important part of residence hall living. Each building provides public lounges, study areas, snack kitchens and

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utility rooms. The university furnishes desk, bed, mattress with pad; a student furnishes a pillow, sheets, pillowcases, blankets, and towels. A refrigerator rental is available on campus through the Business Office. Telephones are provided in rooms and residents are responsible for all toll charges.

### Dining Service

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

### Off-Campus Housing

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

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

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

### STUDENT HEALTH SERVICE

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

Most of the service provided during regular office hours is completely covered by the student health fee. There is a minimal charge for medications and laboratory tests. Emergency care is available evenings and weekends at the community hospital at the student's own expense. A student health insurance plan underwritten by College Life Insurance Company of America is available.

### CAREER PLANNING AND PLACEMENT SERVICE

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

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

### INTERNATIONAL STUDENT SERVICE

The International Student Office, located in 128 Kryzsko Commons, provides assistance to students from countries other than the United States. The Director of International Students is available for information and advice regarding immigration matters, discrimination concerns, laws, travel, employment, personal concerns, and other questions of students who are not familiar with the campus community and American way of life.

There is no intensive English program for international students at WSU. However, the English Department offers three specialized courses for non-native speakers. Should a student be admitted to graduate or undergraduate study and later found to be lacking in English proficiency, the student may then be required to develop a satisfactory proficiency before continuing in such studies.

### VETERANS' ASSISTANCE

Winona State University is on the list of institutions approved by the State Approving Agency for Veterans' Training. Eligibility certificates should be presented at the time of enrollment to the Veterans' Assistance Office. For further details, refer to the WSU General Catalog.

### SUMMER AND EVENING OFFERINGS

In addition to the academic year, two five-week sessions are offered each summer. Students may complete a full quarter of course work by

attending both sessions. Special workshops carrying appropriate graduate or undergraduate credit also are offered during the summer.

Evening classes are scheduled both on campus and off campus during the academic year.

These classes are open to full-time and part-time students and are part of the regular campus program. Refer to the regular quarterly class schedules to determine the locations of graduate level course offerings.





# Financial Information

All financial information is subject to change by action of the Minnesota State University Board.  
 A non-refundable fee of \$10.00 is required with the Application for Admission. Persons who have been admitted to Winona State University and have paid the \$10.00 fee will not be subject to this fee for subsequent enrollments.

## TUITION

### REGULAR ACADEMIC YEAR

	1989-90 Tuition Per Credit Hour	1990-91 Tuition Per Credit Hour
<b>Undergraduate—on-campus and extension courses:</b>		
Resident .....	\$33.00	\$34.00
Non-Resident .....	\$53.00	\$54.50
<b>Graduate—on campus and extension:</b>		
Resident .....	\$44.00	\$45.00
Non-Resident .....	\$63.50	\$65.00

### SUMMER SESSION:

#### Undergraduate:

	Summer 1989	Summer 1990
Resident .....	\$32.00	\$33.00
Non-Resident .....	\$51.50	\$53.00

**Graduate:**

Resident .....	\$42.95	\$44.00
Non-Resident .....	\$62.00	\$63.50

**FEES**

**ACTIVITY FEE**

Maximum activity fee ..... \$77.50 per quarter or \$42.50 per summer session  
 Students enrolled in regular on-campus offerings ..... \$7.10 per credit hour  
 Students taking courses in Rochester ..... \$3.00 per credit hour  
 Students enrolled at off-campus locations other than Rochester in extension  
 courses, continuing education unit courses or workshops ..... no fee  
 Senior citizens over the age of 62 enrolled  
 on a space available basis ..... no fee  
 The fee structure listed is subject to change.

**INSURANCE**

Health Insurance is available to all full-time students. The cost is approximately \$85.00 per quarter for single coverage for medical and hospitalization insurance. This coverage is available for all full-time students who do not have their own coverage. The insurance is available for full-time summer session students. Payment must be made during registration periods. Further details are available in the counseling center.

**CLASS FEES**

Bowling is \$9.00 per quarter and golf \$11.00 per quarter in addition to the regular tuition.

**INCIDENTAL FEES**

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

**LATE REGISTRATION FEE**

Payment in full for all tuition, fees and residence hall costs must be made during the regularly scheduled registration period. Any payment accepted after such registration period will be assessed a late fee of \$10.00 for the first day payment is late and an additional amount for each succeeding instructional day. Payments of tuition and fees will not be accepted beyond the periods on the following schedule:

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

**REFUND POLICY**

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

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

Students who withdraw or with credit drops from the university shall receive tuition refund, according to the following schedule:

<b>REGULAR SCHOOL YEAR:</b>	<b>Withdrawing</b>	<b>Credit Drops</b>
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

## 18 / FINANCIAL INFORMATION

<b>EVENING AND SATURDAY CLASSES</b>		
	Withdrawing	Credit Drops
1st course meeting but before the 2nd .....	100%	100%
2nd course meeting but before the 3rd .....	75%	None
3rd course meeting but before the 4th .....	50%	None
4th course meeting but before the 5th .....	25%	None
5th course meeting and later .....	None	None
<b>SUMMER SESSION:</b>		
	Withdrawing	Credit Drops
1st instructional day .....	100%	100%
2nd through 4th instructional day .....	75%	None
5th through 7th instructional day .....	50%	None
8th through 10th instructional day .....	25%	None
After 10th instructional day .....	None	None

If a student's course schedule is reduced for the convenience of the university, the tuition shall be adjusted without penalty. Refunds on activity fees will be on the same basis as tuition when withdrawing. Students dropping a course or courses may obtain a refund from the bookstore for textbooks. The minimum refund is fifty percent through the fourth week of classes during the regular academic year. After the fourth week, contact the university bookstore for the refund policy. Used books may be sold at the university bookstore during the 1st week of each quarter or session.

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

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

### **WISCONSIN/NORTH DAKOTA/SOUTH DAKOTA TUITION RECIPROCITY**

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

### **WITHDRAWALS**

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

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

### **FINANCIAL ASSISTANCE**

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



## LOANS

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

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

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

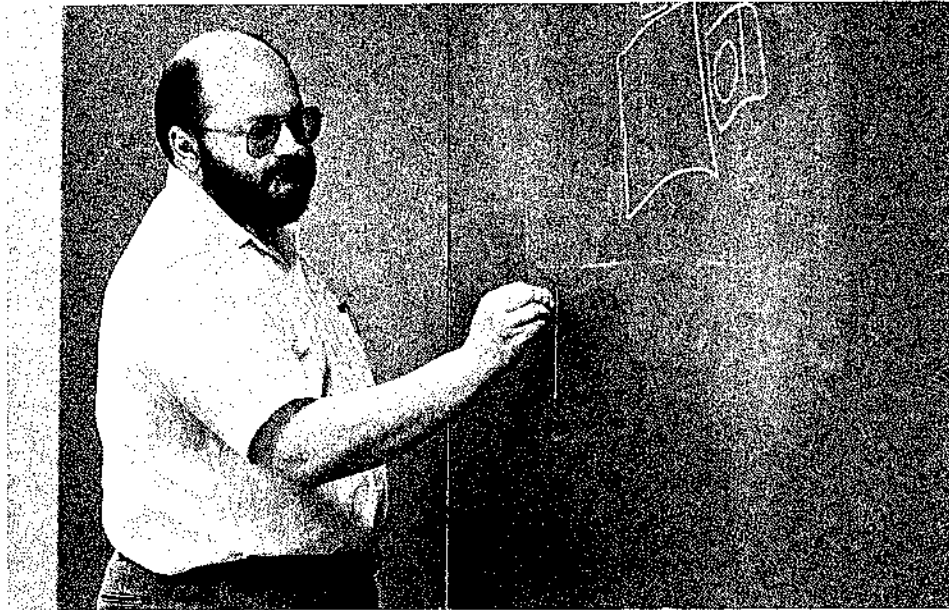
Student Educational Loan Fund (SELF): The Minnesota Higher Education Coordinating Board provides loans of up to \$6,000 per year for graduate students. This loan is available for any student enrolled at least half-time in a Minnesota school or for a Minnesota resident attending an eligible school in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

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

## EMPLOYMENT

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

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

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

Each graduate student is responsible for complying with the regulations on admissions, registration, admission to candidacy, program requirements, graduation requirements, and all other stipulations applying to graduate study. Deadlines applying to graduate students are specified in the academic calendar.

### **UNDERGRADUATE STUDENTS**

Undergraduate students who have twelve quarter hours or less to complete all baccalaureate degree requirements may request permission to take courses for graduate credit to complete

a regular course load during the quarter of graduation. However, they may not enroll in courses at the 500 level or 600 level. Appropriate 400 level courses for graduate credit are designated with a "G."

### **GRADUATE SPECIAL STUDENTS**

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

A graduate special student who later wishes to enter a graduate degree program at Winona State must meet all requirements for admission to graduate study. A maximum of sixteen (16) credits earned as a graduate special student may be transferred to a degree program if the major department approves.

## ASSISTANTSHIPS

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

Graduate assistantships are available to highly qualified graduate students in several departments. Applicants should submit requests for assistantships to the appropriate department chairperson. Anyone who has been appointed to a graduate assistantship prior to the first day of classes shall be granted resident tuition status for the period of time of the appointment.

## GENERAL ACADEMIC REGULATIONS

The following regulations are applicable to all graduate programs unless otherwise stated.

### Time Limitation

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

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

### Course Credit

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

courses will be graded A, B, C, D, E unless indicated otherwise in the specific course description.

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

### Credit Limitations and Overloads

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

### Transfer Credits

One-third (1/3) of the total credits required for the degree, or fifteen (15) credits, whichever credit total is higher, may be transferred to meet the requirements of Winona State University graduate programs. The credits must be from an 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 Director 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 for an advanced degree. Only grades of A and B will be accepted for transfer and may not be used for computation of the required grade point ratio. Graduate credit earned through correspondence study will not be accepted. P/NC credits may be accepted in transfer and applied to graduate programs, but in no case may the credits exceed the limits set forth in the section entitled PASS/NO CREDIT COURSES.

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

### **Incompletes**

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

### **Pass/No Credit Courses**

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

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

A student may be allowed to count eight (8) credits of P/NC coursework on the Master of Science degree, except in the Counselor Education Department and in the Education Department wherein the limit is 12 credits. The P/NC limit for the Sixth Year Program and Specialist degree is 16 credits.

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

### **Independent Study and Arranged Courses**

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

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

department chairperson/program director, and college dean.

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

### **Internships**

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

### **Drop/Add Policy**

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

### **Course and University Withdrawal**

Students withdrawing either from a class or from the university are required to report to the Registrar's Office to complete the appropriate forms.

Withdrawals must be processed at least ten class days preceding final examinations of each quarter. If a withdrawal is processed by the deadline date, a mark of W (withdrawal) will be recorded on the transcript. If a course is dropped or if a student withdraws from the university without giving official notification, a grade of E will be recorded. Transcripts will not be issued for students who withdraw without fulfilling financial and other obligations to the university.

### **Credit Transfers and Transcript**

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

Transcripts are issued by the Registrar's Office only upon written request since student records are confidential in nature. Partial transcripts are not issued. Each transcript must include a student's complete record. As the

university cannot certify credit earned at other institutions, copies of such transcripts will not be issued. All Winona State University transcript requests will be issued free of charge.

### **Graduation**

Applications for graduation must be submitted at least two calendar months prior to graduation. Students who graduate spring quarter must participate in commencement exercises unless excused by the Director of Graduate Studies.

## **GENERAL ADMISSION REQUIREMENTS**

Admission to a graduate program at Winona State University requires three phases (1) admission to graduate study, (2) admission to a degree program, and (3) admission to candidacy.

## **ADMISSION TO GRADUATE STUDIES**

### **Application**

The student must submit a completed Admission to Graduate Study form (available from the Office of Graduate Studies) and two official transcripts of all previous undergraduate and graduate credits. Transcripts must show that the student has received a Bachelor's degree accredited by an appropriate national accrediting body, a regional accrediting agency, or by the reporting state agency of the state in which the college or university is located. A student with a Bachelor's degree from a non-accredited college or university may be admitted on probation. A ten dollar non-refundable application fee is required of all first time applications to Winona State University.

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

### **Test Requirements**

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 can be obtained through the Office of Graduate Studies.

GRE and GMAT test scores must be on file in the Office of Graduate Studies before admission to candidacy may be completed.

### **Grade Point Average**

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. A student whose grade point average is less than 2.5 may, depending upon the departmental regulations, be admitted to graduate studies in the following ways: (a) by scoring at least 900 on the GRE General Test (Verbal plus Quantitative), or (b) by applying to a specific department for probationary status if the student is unsuccessful in meeting the GRE requirements. If after being accepted by the department and after taking 12 credits on a probationary basis, the student has maintained a grade point average of 3.0, the probationary status will be removed. Students not meeting this requirement will be denied admission to the program.

Students seeking entrance to the Master of Business Administration degree program should contact the department for further information concerning provisional admission.

### **Prerequisites**

The student must have an undergraduate major or thirty-six (36) undergraduate quarter hours of credit in the field of specialization for the Master's degree (except in educational administration 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.

## **ADMISSION TO A DEGREE PROGRAM**

Admission to graduate study does not automatically ensure acceptance to a particular department's graduate program since each department administers its own programs. A set of application materials of each qualified applicant is forwarded from the Office of Graduate Studies to the relevant department for its decision to admit to a specific degree program.

## 24 / ACADEMIC INFORMATION

After being admitted to a degree program, each student will be assigned an advisor.

### 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. Any courses taken beyond 24 credits may not apply to a degree program.

Application must include a proposed program of course work, must indicate whether a thesis plan has been selected, and must be approved by the advisor, the chairperson or the program director of the major department, and the Director of Graduate Studies. Any later changes in this program must be requested 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 Director of Graduate Studies.

### MASTER OF SCIENCE REQUIREMENTS

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

#### General Requirements

1. The student must meet all academic prerequisites.
2. The student must successfully complete nine (9) credits in professional education, with the exception of students in the Nursing Master of Science program. This requirement may be satisfied by taking courses offered by any department in the College of Education.
3. The student must complete a minimum of twenty-four (24) graduate quarter credits in the field of specialization with a minimum grade point ratio of 3.0 on courses taken at Winona State University. No course will be counted if the grade is below C. These are minimum standards; departments may require higher standards. At least fifty percent of the credits required for the Master's degree must be in courses numbered at the 500 level or above.
4. All candidates for the Master of Science Degree must pass a final written examination to be prepared by the major department

and administered by the Office of Graduate Studies on the dates indicated in the yearly academic calendar. Students must have completed all course work or be enrolled in their last course to be eligible for the Comprehensive Exam. Students who choose the thesis option may take the exams before enrolling in the thesis course.

5. Each candidate for the Master of Science degree with thesis 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.
6. 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. Three unbound copies of the thesis must be made available to the oral examination committee. After this committee has approved the thesis, all copies must be delivered to the university library for binding and distribution.
7. Each candidate for the Master of Science degree 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.

The requirements listed above in 1 through 7 are general, all-university regulations. Students should consult their advisors to determine whether there are also special departmental requirements.

#### Master of Arts

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

#### Master of Business Administration

For degree requirements, see College of Business.

#### Fifth Year Program

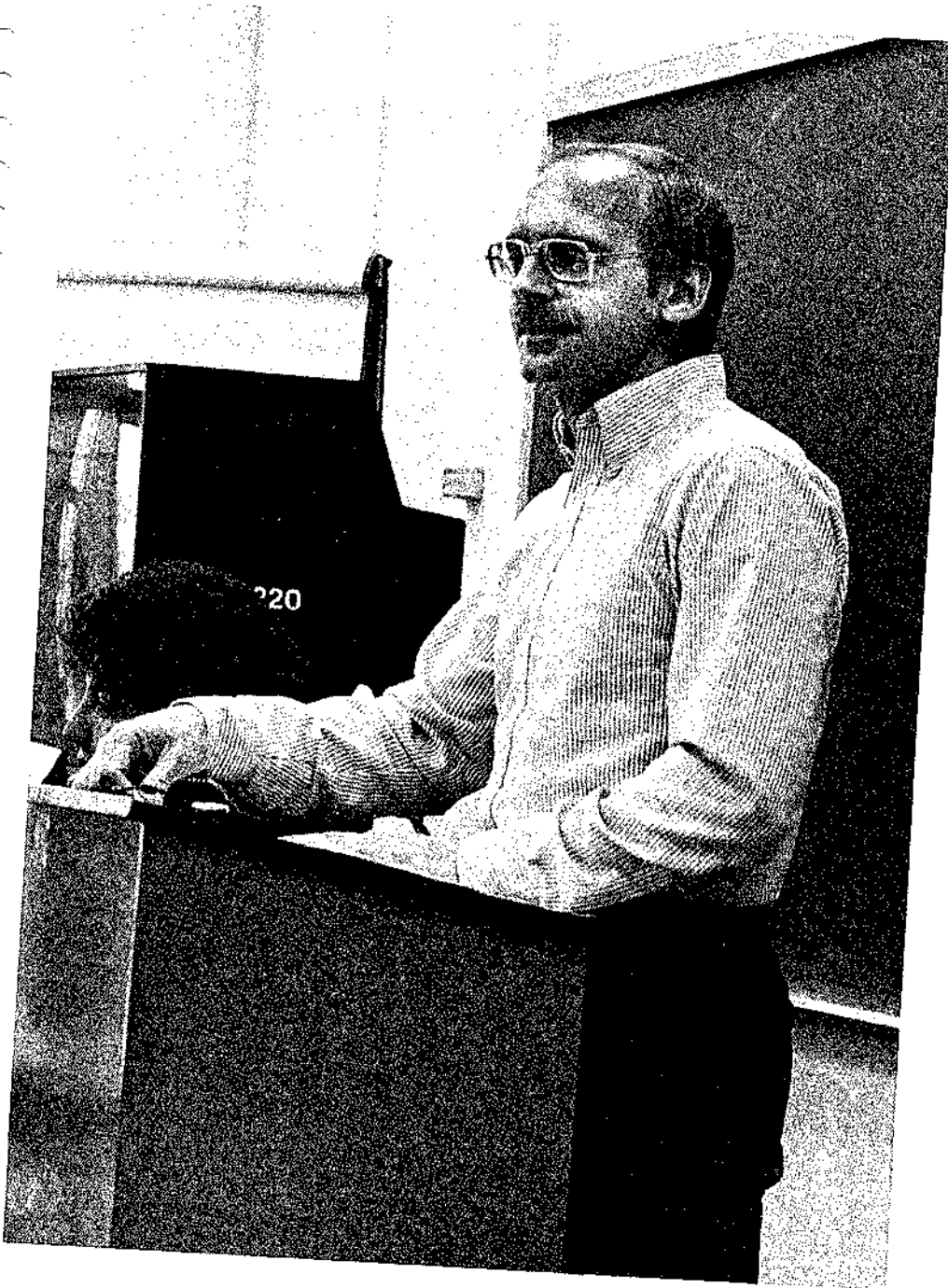
For program requirements, see College of Education, Education Department.

**Sixth Year Program**

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

**Specialist Degree**

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



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# COLLEGE OF BUSINESS

Mary J. Gander, Interim Dean  
309 Somsen Hall, 457-5014

## DEPARTMENTS

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

## DEGREES OFFERED

Master of Business Administration  
Master of Science in Business Education

## OBJECTIVES

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

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

- Acquires the broad knowledge essential to understanding the environments within which businesses operate.
- Comprehends the bodies of knowledge and skills necessary to effective business administration and use of this knowledge in problem solving, i.e., business functions and operations, economic-social-legal environment, quantitative methods and information systems, organization theory and interpersonal behavior, and administrative policy and processes.
- Secures a basic education in the arts, sciences, and humanities.

- Develops an appropriate specialization within the College of Business.
- Comprehends and puts into practice standards of ethical professional conduct.
- Understands the ever-increasing rapidity with which social and technological change are occurring and is prepared to deal with that rate of change.
- Develops an inquisitive attitude about problems of society and business as well as actively seeks creative solutions to those problems.
- Recognizes that business and financial decisions must now be made within a worldwide frame of reference.
- Develops an appreciation of economic conditions and business practices in other parts of the world.

## RESEARCH AND COMMUNITY SERVICE

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

### The Small Business Development Center (SBDC)

The SBDC is designed to combine federal funds from the Small Business Administration with matching funds generated by state and grant monies to provide non-credit educational programs and one-to-one consulting services, at no cost to area small businesses. The main office is located in Winona with satellite offices located in Red Wing and Rochester.

### 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.

### **Center for Business & Economic Development (CBED)**

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

## **MASTER OF BUSINESS ADMINISTRATION**

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

### **ADMISSION REQUIREMENTS**

1. Completion of the application for admission form, including a one-page statement of interest and objectives in pursuing the M.B.A. degree. This form is available from the Office

of Graduate Studies, Winona State University, and must be returned to Office of Graduate Studies together with two official transcripts of all previous undergraduate and graduate credits.

2. Transcripts must show that the student has received a bachelor's degree from an accredited college or university, with a satisfactory undergraduate grade point average of 2.50 on a 4-point scale.
3. The student must achieve an acceptable score on the Graduate Management Admissions Test (GMAT). For further information on the GMAT, write or call the M.B.A. Director, Winona State University (phone 457-5188 in Winona or 285-0111 in Rochester) or the Office of Graduate Studies (457-5038).
4. The student must demonstrate competency in special areas listed below by successful completion of coursework at Winona State University or elsewhere, by examination or, in a few instances, by appropriate and documented experience. The competencies and their Winona State University course equivalents are:
  - Accounting: 201, 202 Financial Accounting I and II
  - Business Adm.: 207 Statistics for Business and Economics; 310 Business Law, 312 Computer Applications
  - Economics: 201, 202 Principles of Economics I and II
  - Finance: 360 Fundamentals of Business Finance
  - Management: 370 Business Organization and Management
  - Marketing: 315 Principles of Marketing
  - Written Communication: Competence will be judged by the statement of interest and objectives in the application for admission. Prior to the completion of all the above competencies, a student may take M.B.A. courses for which all prerequisites have been met; however, only 16 credits taken can count towards degree requirements.
5. Based on the above criteria, the student will be: a) Unconditionally admitted to graduate study and to the M.B.A. Program; b) Provisionally admitted to graduate study and to the M.B.A. Program with a stipulated deadline for the completion of all deficiencies; c) Denied admission to the M.B.A. Program.
6. International students must have a TOEFL score of at least 575.
7. Applicants with non-traditional transcripts must have a minimum GMAT score of 470.

## REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE

The student must have completed the following requirements:

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

## REQUIRED COURSES (30 q.h.)

### Accounting

535 Accounting for Management (3)

### Economics and Finance

- 503 Macroeconomic Theory and Forecasting (3)  
 525 Managerial Economics (3)  
 560 Studies in Financial Decision-making (3)

### Management and Marketing

- 501 Research Methodology (3)  
 531 Production Management (3)  
 541 Organizational Behavior and Development (3)  
 542 Marketing Analysis (3)  
 565 Small Business Administration Consulting Projects (3)  
 595 Business Policies (3)

## ELECTIVES (12-15 q.h.)

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

## COURSE DESCRIPTIONS

### ACCOUNTING

324 Somsen Hall, 457-5170

Graduate Faculty: Bergin (Chairperson), Allen, Briggs, Hurley, Ihrke, Lee, Milacek, Sallee, Schneider

#### 407G Introduction to Taxation—4 Q.H.

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

#### 409G Advanced Taxation—4 Q.H.

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

#### 411G Auditing I—4 Q.H.

The public accounting profession and its requirements, internal control, verification of accounts, auditors' reports. A review of the auditing process and an analysis of the generally accepted auditing standards. Prerequisites: Acct. 303, BA 207, BA 340.

#### 425G Tax Planning—4 Q.H.

This survey course provides an overview of the tax laws and their interrelationships in a way that has proven interesting, enlightening, and profitable to taxpayers, managers, tax planners, and defenders. Prerequisite: Acct. 407 or consent of instructor.

#### 441G Cost Accounting II—4 Q.H.

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

#### 442G Accounting for Consolidations—4 Q.H.

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

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

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

**535 Accounting For Management—3 Q.H.**

This course 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 estab-

lished for the MBA program. Students with undergraduate accounting degrees should contact the MBA Director before enrolling in this course.

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

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

## ECONOMICS AND FINANCE

309 Somsen Hall, 457-5014  
Graduate Faculty: Kauffman (Chairperson), Gallegos, Hyle, Murray, Rieder, Salyards

### ECONOMICS

**400G Public Finance—Taxation—4 Q.H.**

Structure and economic effects of U.S. tax revenue sources such as the personal income tax and corporate income tax. Current issues in taxation; principles of economic incidence and optimal taxation. Prerequisites: Econ. 201, 202 or consent of instructor.

**404G International Economics—4 Q.H.**

A practical and theoretical approach to international trade. Principles of trade and theory of monetary flows; tariffs and quotas, gold flows, contemporary international marketing agreements, exchange rate determination, and balance of payments adjustments. Prerequisites: Econ. 201, 202.

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

The theory and practice of monetary policy in a modern market economy. This includes regulatory policies of the central bank, factors affecting the demand for money and the relationship between changes in the money supply and interest rates. Prerequisite: Econ. 304.

**410G Regional Economics—4 Q.H.**

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

**415G Economic Development—4 Q.H.**

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

**420G Labor Economics—4 Q.H.**

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

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

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

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

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

**440G Industrial Organization—4 Q.H.**

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

**444G Public Finance: Expenditures and the Deficit—4 Q.H.**

A practical and theoretical approach to public expenditures. The theory of public goods; use of benefit cost analysis; analysis of major spending programs; and the effect of the deficit on economic activity. Prerequisites: Econ. 201, 202 or consent of instructor.

**450G Health Economics—4 Q.H.**

In depth analysis of the market for health care services, including the demand for health services, the supply of such services, alternative

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delivery modes, financing by individuals, government and third party payers. Health care policy at the federal, state and local level will be evaluated. Prerequisites: Econ. 201, 202; BA 207; Fin. 360. Grade only.

### **480G Independent Studies in Economics** —1-6 Q.H.

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

### **502 Economic Theory of the Firm—3 Q.H.**

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

### **503 Macroeconomic Theory and Forecasting—3 Q.H.**

This course presents major elements in the macroeconomic system, and the statistical tools necessary to prepare economic and business forecasts. The student will be required to integrate the tools with the theory, and prepare a statistical forecast of an economic or business variable. Prerequisites: BA 207, BA 340 and Econ. 202.

### **525 Managerial Economics—3 Q.H.**

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

### **532 Economic Systems—3 Q.H.**

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

## MANAGEMENT AND MARKETING

324 Somsen Hall, 457-5170  
Graduate Faculty: Bjorke (Chairperson), Dewan, Foegen, Gernander, Kangas, Najmaie, Rasch, Rodrigues, Schmid, Sinkiewicz, Steiner, Wolfmeyer

## BUSINESS ADMINISTRATION

### **419G Fundamentals of Management Science—4 Q.H.**

Quantitative analysis of management decision-

## FINANCE

### **421G Money and Capital Markets—4 Q.H.**

Types and functions of markets for debt and equity instruments. Flow of funds through money and capital markets; work and functions of the stock exchanges, securities houses and other intermediaries; and government securities regulations. Prerequisites: BA 340 or equivalent, Fin. 360, Econ. 304.

### **480G Independent Studies in Finance—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.

### **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.

### **562 Real Estate Investment Analysis—3 Q.H.**

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

### **564 Securities Investments: Analysis and Strategies—3 Q.H.**

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

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

### **456G Labor Law and Legislation—4 Q.H.**

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

## COLLEGE OF BUSINESS / 31 MANAGEMENT AND MARKETING

### **460G Health Law Applications—4 Q.H.**

A discussion of the issues of concern to the health care professional including regulation of health care quality through licensure, institutional quality control programs and the tort system; access to health care; control of health care costs through regulation, competition, and antitrust; respect for personhood in the professional-patient relationship. Prerequisite: BA 310.

### **462G Management Decision Support Systems—4 Q.H.**

This course focuses on complex management decision activities which require extensive use of information. It explores the application of computer-based management decision support systems to not only operational and control decisions but also to strategic and planning managerial decision-making activities. Prerequisite: BA 362.

### **480G Independent Studies in Business—1-6 Q.H.**

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

### **491G Seminar in Business Law—4 Q.H.**

An advanced analysis of current legal issues. Focus of the course to be determined by the instructor and announced in class schedule. Senior standing. Enrollment limited.

### **501 Research Methodology—3 Q.H.**

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

### **505 Dispute Resolution—3 Q.H.**

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

### **510 Management Law—3 Q.H.**

Consideration of the nature of the partnership and corporation, the development of the law concerning the rights and powers of managers and the limits of their discretion and the duties and responsibilities of their organizations, to creditors, to the state and the public. Also includes judicial remedies and procedures available to creditors and shareholders to enforce their rights. Prerequisite: BA 310. Grade only.

### **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 fore-

casting. Prerequisites: BA 207 and 370. Grade only.

### **570 Problems in Business—4 Q.H.**

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

### **590 Seminar in Business—4 Q.H.**

The study and analysis of current practices and major problems of business through the use of the case method and the techniques of role playing.

### **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.

### **595 Business Policies—3 Q.H.**

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

### **599 Research of Thesis in Business—3-6 Q.H.**

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

## MANAGEMENT

### **461G Personnel Compensation—4 Q.H.**

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

### **463G Management Development—4 Q.H.**

This course on management development and its applications in organizations covers the basics of development including determination if a development need exists, needs assess-

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ment, establishing objectives, choice of development techniques, evaluations of programs, and means for successful implementation in an organization. Prerequisites: Mgmt. 370 and 375.

### **465G Collective Bargaining—4 Q.H.**

How practical differences between labor and management over wages, hours and working conditions—in both private and public employment—are resolved by negotiation and administration of labor agreements. Prerequisites: Acct. 201, Econ. 201, 202, Mgmt. 370 and 375, or consent of instructor. Recommended but not required, Econ. 420.

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

Examination of personnel staffing and evaluation including EEO and Affirmative Action requirements. Areas covered include recruitment, selection, job analysis, and performance appraisal. Prerequisites: Mgmt. 370, 375, Acct. 201, E201, BA 207, or consent of instructor.

### **470G Theories of Management—4 Q.H.**

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

### **475G Problems in Management of Human Resources—4 Q.H.**

Controversial, practical situations involving people at work are examined with an eye to giving greater insight into the complexities of working effectively with human resources. Prerequisites: Mgmt. 370, 375, Acct. 201, Econ. 201 or consent of instructor.

### **525 Administrative Decision-Making—3 Q.H.**

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

### **526 Management Administration—3 Q.H.**

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

### **530 Business Management Decision-Making—3 Q.H.**

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

### **541 Organizational Behavior and Development—3 Q.H.**

An in-depth study of the social, emotional, cog-

native, 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.

### **545 Human Resource Administration—3 Q.H.**

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

## MARKETING

### **418G Marketing Research—4 Q.H.**

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

### **423G International Marketing—4 Q.H.**

A study of the economic, political, cultural, and business environments affecting the international marketing operations of the firm. Market selection decision, entry and operating decisions, marketing mix decisions, and organizational structures are examined. Prerequisites: Mktg. 315, senior standing.

### **521 Industrial Marketing—4 Q.H.**

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

### **542 Marketing Analysis—3 Q.H.**

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

### **565 Small Business Consulting—3 Q.H.**

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

# BUSINESS EDUCATION AND OFFICE SYSTEMS ADMINISTRATION

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

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

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

## Program Guidelines

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

## MASTER OF SCIENCE BUSINESS EDUCATION 45-51 Q.H. Plan A and Plan B Requirements

### Professional Requirements (23 q.h.)

- 510 Trends in Office Technology (4)
- 513 Tests and Measurements in Business Education (4)
- 517 Curriculum Construction in Business Education (4)
- 518 Research in Business Education (3) OR
- 570 ED AD-Research and Writing (3) OR
- 501 Bus. Adm.-Research Methodology (3)
- 551 Business Education Learning Systems (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 10-13 credits from either college.

## General Electives/Thesis Plan A (45 q.h.)

- 599 Thesis (3-6 q.h.)  
General Electives (0-3 q.h.)

## Plan B (51 q.h.)

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

## COURSE DESCRIPTIONS

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

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

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

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

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BUSINESS EDUCATION & OFFICE SYSTEMS ADMINISTRATION**

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

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

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

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

**510 Trends in Office Technology—4 Q.H.**

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

**511 Trends in Accounting and Data Processing—3 Q.H.**

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

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

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

**513 Tests and Measurements in Business Education—4 Q.H.**

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

**515 Administration and Supervision of Business Education—3 Q.H.**

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

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

Evaluation and development of instructional materials; study of appropriate curricula for business education in secondary schools, technical institutes and community colleges.

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

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

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

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

**551 Business Education Learning Systems—4 Q.H.**

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

**555 Internship—1-16 Q.H.**

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

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

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

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



# COLLEGE OF EDUCATION

Otto J. Frank, Interim Dean  
135 Gildemeister Hall

## DEPARTMENTS

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

## DEGREES OFFERED

### Master of Science

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

### Education

—Elementary Education  
—Early Childhood Concentration

### Educational Administration

—Elementary School Administration  
—Secondary School Administration

### Health, Physical Education and Recreation

—Health Education  
—Physical Education

### Special Education

—Educable Mental Retardation  
—Learning Disabilities

### Sixth Year Certificate

—Elementary School Administration  
—Secondary School Administration  
—General School Administration

### Educational Specialist

—Elementary School Administration  
—Secondary School Administration  
—General School Administration

## Advanced Licensure Programs

—Counselor-Elementary  
—Counselor-Secondary  
—EBD (Emotionally/Behaviorally Disturbed) offered cooperatively with the University of Minnesota  
—MR Educable Mental Retardation  
—Learning Disabilities  
—Prekindergarten  
—Principal/Assistant Principal  
—Superintendent/Assistant Superintendent

## Fifth Year Program

## OBJECTIVES

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

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

## REGIONAL SERVICE

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

## ACCREDITATION

Programs in the College of Education are

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

### INTERNSHIPS

The following programs within the College provide field experience through internships and

practica for students in schools, business, and other institutions:

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

## COUNSELOR EDUCATION

132 Gildemeister Hall, (507)457-5335  
U212 Rochester Center, 285-7120  
Maher (Chairperson), Eiken, Hatfield, VanKirk.  
Adjunct Professors: Buhler, Fink, Garber, Gardiner, Gundry, Houlihan, Ollendick.

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

### Professional Development Program

This program provides a background in the behavioral sciences for persons in fields such as education, business, nursing and other health professions. The program offers an opportunity to develop psychological understandings and skills needed in professions that involve working with people.

### Community Counseling Program

This program is designed to prepare graduates for employment in a variety of human services and mental health settings such as crisis counseling centers, substance abuse counseling centers, employment counseling agencies, pastoral counseling, corrections and community mental health centers.

### Elementary School Counseling Program

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

### Secondary School Counseling Program.

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

### Interdisciplinary Program

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

### Admission Requirements:

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

- (1) Apply for admission to graduate study with the Office of Graduate Studies.
- (2) When accepted for graduate study, applicants will receive an application for admission to the Counselor Education Department. This application will require a written statement from the student explaining the basis for his/her decision to enter this field. It also will request the names of three (3) persons who will write recommendations for the applicant.
- (3) Students will notify the Counselor Education Department of their interest and be placed on a screening list for the class, Introduction to Counseling. If students qualify as top candidates at this screening, they will be given a class assignment. This will reserve a place for the student in class.
- (4) A maximum of sixteen (16) credits may be taken before being accepted into CE programs, (seven of which *must* include the classes—Introduction to Counseling CE 507, and Theories of Personality CE 565). These two courses will provide an opportunity for the applicant to become acquainted with the

program and the field of counseling and must be taken before application to Counselor Education is complete.

- (5) Applications for admission to Counselor Education will be processed four (4) times a year. To be considered for admission, applicants must have fulfilled the above requirements prior to the admission date. All materials such as transcripts and recommendations must be received before an application can be processed. When admitted to a degree program, each student will be assigned an advisor and notified in writing of the department's decision.
- (6) All persons admitted will be accepted into the Professional Development Program. Persons seeking admission into the three counseling programs will reapply while taking 566 Counseling Procedures and the decision will be made by the staff based on the person's performance in all CE coursework including CE 566, Counseling Procedures.
- (7) Admission deadline dates are mid-term day fall, winter, spring and first summer session.
- (8) Admission to graduate study is not complete until (a) candidacy forms are signed by the student's advisor, the department chairperson, the Director of Graduate Studies and (b) Graduate Record Examination scores are on file with the WSU Office of Graduate Studies. Students will be required to meet the program requirements that are in effect when all admission procedures are completed.

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

#### **Graduation Requirements:**

- (1) In addition to successfully completing the required course work, candidates must complete a final written comprehensive examination.
- (2) Students may include a maximum of twelve (12) credits of pass/no credit courses on their Master's degree programs in counselor education.
- (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 PROFESSIONAL DEVELOPMENT 51 Q.H.**

### **REQUIRED COURSES (35-36 q.h.)**

- 507 Introduction to Counseling (3)
  - 520 Stress Management (3)
  - 522 Human Relations (4)
  - 531 Chemical Dependency; Causes & Symptoms (3)
  - 533 Ethical Issues (3)
  - 560 Group Process and Dynamics (3)
  - 564 Statistics, Tests and Measurement (3)
- OR
- 570 Ed. Ad.-570 Research and Writing (3)
  - 565 Theories of Personality (4)
  - 566 Counseling Procedures (4) OR
  - 571 Microskills for Professionals (3)
  - 598 Program Synthesis (3)

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

### **ELECTIVES (15-16 q.h.)**

A nine (9) credit "focus" area must be arranged with candidate's advisor as a required component of these electives.

## **COMMUNITY COUNSELING 60 Q.H.**

### **REQUIRED COURSES (42 q.h.)**

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

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

## **38 / COLLEGE OF EDUCATION COUNSELOR EDUCATION**

NOTE: Students must complete a minimum of 18 credits of graduate electives to be chosen from specialized counseling areas, specific therapeutic approaches, or relevant courses from other departments. Students may choose to focus the bulk of their electives in one area, e.g., chemical dependency, family issues, etc.

### **ELECTIVES (18 q.h.)**

## **ELEMENTARY SCHOOL COUNSELING 60 Q.H.**

### **REQUIRED COURSES\* (50-51 q.h.)**

- 507 Introduction to Counseling (3)
- 513 Learning Disorders (3) OR
- 405G Special Ed. of Exceptional Children (4)
- 515 Child Development (3)
- 533 Ethical Issues (3)
- 545 Career and Life Planning (3)
- 555 Internship in Counseling (6)
- 560 Group Process and Dynamics (3)
- 564 Statistics, Tests and Measurement (3)
- 565 Theories of Personality (4)
- 566 Counseling Procedures (4)
- 568 Individual Counseling Practicum (3)
- 569 Group Counseling Practicum (3)
- 570 Developmental Counseling (3)
- 582 Organization and Administration of Counseling Services (3)
- 598 Program Synthesis (3)

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

### **ELECTIVES (9-10 q.h.)**

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

## **SECONDARY SCHOOL COUNSELING (60 Q.H.)**

### **REQUIRED COURSES\* (47 q.h.)**

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

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

### **ELECTIVES (13 q.h.)**

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

## **INTERDISCIPLINARY PROGRAM 51 Q.H.**

### **REQUIRED COURSES (27 q.h.)**

#### **Sociology**

- 405G Models of Intervention (4)
- 435G Family Roles and Relationships (4)

#### **Psychology**

- 421G Cognitive Behavior Modification (4)
- 420G Abnormal Psychology (4)

### **Counselor Education**

564 Statistics, Tests and Measurement (3)

565 Theories of Personality (4)

566 Counseling Procedures (4)

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

### **ELECTIVES (24 q.h.)**

Major area of concentration 9-12 hours.

Minor area of concentration 6-8 hours.

## **CHEMICAL DEPENDENCY COURSE OFFERINGS**

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

220 Emotions and Behavior  
(undergraduate only)

312 Mental Health (undergraduate  
only)

\*430 Helping Skills (undergraduate  
only)

\*432G Chemical Dependency Assess-  
ment

\*434G Special Populations in Chemical  
Dependency

\*435G Minority Issues for Helping  
Professionals

\*494G Family Systems Counseling

520 Stress Management

\*531 Chemical Dependency: Causes and  
Symptoms

\*533 Ethical Issues in Counseling

\*563 Chemical Dependency Counseling

591 Crisis Intervention Counseling

592 Sexual Issues for Helping  
Professionals

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

## **COURSE DESCRIPTIONS**

### **432G Chemical Dependency Assessment —1-3 Q.H.**

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

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

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

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

This course is designed to aid professionals in exploring and working through such concepts as oppression, cultural assimilation and cultural pluralism. The emphasis is on American minorities from a cross-cultural perspective. Grade only. Offered yearly or as needed. Prerequisites: CE 507 or CE 430 or consent of instructor.

### **450G Parent-Child Communication— 3 Q.H.**

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

### **494G Family Systems Counseling—3 Q.H.**

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

### **495G Seminar—1-4 Q.H.**

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

## 40 / COLLEGE OF EDUCATION COUNSELOR EDUCATION

### **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.

### **507 Introduction to Counseling—3 Q.H.**

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

### **513 Learning Disorders—3 Q.H.**

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

### **515 Child Development—3 Q.H.**

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

### **520 Stress Management—3 Q.H.**

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

### **522 Human Relations—4 Q.H.**

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

### **525 Adolescent Development—3 Q.H.**

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

### **531 Chemical Dependency: Causes and Symptoms—1-3 Q.H.**

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

### **533 Ethical Issues in Counseling—1-3 Q.H.**

This course looks at the professional and ethical issues that most affect the actual practice of counseling and therapy. It provides informa-

tion but also teaches students a process of raising and thinking about the basic issues they will face as practitioners. Grade only. Offered yearly or as needed. Prerequisites: CE 507 or 430 or consent of instructor.

### **535 Adult Development—3 Q.H.**

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

### **536 DSMIII-R—1 Q.H.**

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

### **540 Non-Verbal Communication—3 Q.H.**

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

### **545 Career and Life Planning—3 Q.H.**

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

### **555 Internship—3, 6, or 9 Q.H.**

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

### **560 Group Process and Dynamics—3 Q.H.**

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

### **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.

### **563 Chemical Dependency Counseling— 3 Q.H.**

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

### **564 Statistics, Tests, and Measurement— 3 Q.H.**

Practical experience in standardized psychological testing: evaluation, selection, adminis-

tration, interpretation and use of tests and the effective communication of test results to counselees and when appropriate to parents or other professionals. Using instruments in personality and attitude assessment, intelligence, achievement, aptitude and career and life planning.

**565 Theories of Personality—4 Q.H.**

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

**566 Counseling Procedures—4 Q.H.**

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

**568 Individual Counseling Practicum—3 Q.H.**

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

**569 Group Counseling Practicum—3 Q.H.**

Development of a group facilitation style which is effective for clients and rewarding for counselors. Course provides an opportunity to apply principles learned in CE 560. Prerequisites: CE 560, CE 566, recommendation from instructor of CE 566, 533, 564, a development course, and 536 (Community Counseling only), and consent of instructor. Limited enrollment. Offered yearly.

**570 Developmental Counseling—3 Q.H.**

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

**571 Microskills—3 Q.H.**

This is a practice course with heavy emphasis on Allen Ivey's micro skills. Prerequisite: CE 507.

**580 Values Clarification—3 Q.H.**

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

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

Theory, consultation procedures, organiza-

tion, administration (staffing and budgeting) of counseling services.

**585 The Older Adult—3 Q.H.**

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

**590 Death, Dying and Surviving—3 Q.H.**

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

**591 Crisis Intervention Counseling—1-3 Q.H.**

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

**592 Sexual Issues for Helping Professionals—3 Q.H.**

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

**595 Seminar—1-4 Q.H.**

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

**598 Program Synthesis—3 Q.H.**

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

**599 Master's Thesis—3-6 Q.H.**

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

## EDUCATION

152 Gildemeister Hall, 457-5350  
Erickson, (Chairperson); Abdi, Billman, Ehlinger,  
Grangaard, Helble, Kirk, Knutson, Koplin,  
McMillan, Tolmie, Zook.

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

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

1. Master of Science in Elementary Education
2. Master of Science in Elementary Education, Early Childhood Concentration. Winona State University through the Department of Education also offers non-degree licensure programs without the Master's degree in prekindergarten licensure.

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

## DEGREE PROGRAMS WITH THESIS OR RESEARCH OPTION

### REQUIREMENTS

#### 1. Admittance:

- a. File application for admission to graduate study in the Office of Graduate Studies one month prior to registration. The application must be supported by two official copies of all transcripts sent directly from other institutions attended. After the application for admission to graduate study has been approved, the student is free to enroll in course work. See calendar and schedule.
- b. File application for admission to Education Department Master's program. An advisor will be appointed by the department in accordance with departmental policy. The advisor will review pertinent transcripts and determine whether there are any deficiencies which must be removed.

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

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

#### 2. Course Work:

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

#### 3. Graduate Writing Option:

A research based thesis approved by the advisor, which demonstrates ability to use scientific methods and procedures is required.

- The thesis constitutes 6 credits of graduate work. Three credits are counted in lieu of Ed. 518 and three credits are counted as electives.
- An oral examination of the thesis is required.

#### 4. Comprehensive Examination:

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

#### 5. Academic Average:

Candidates must maintain a B average. No course will be counted for graduate credit if the earned grade is below C.

#### 6. Timeline to be followed:

- a. Applications: File in the order listed.
  1. Graduate study application—Office of Graduate Studies
  2. Education Department Master's Program application—Education Office
  3. With advisor, file WSU Master's candidacy program—Office of Graduate Studies (After 9 and before 24 credits are completed)
  4. Graduate Record Aptitude Test (General) Results—Office of Graduate Studies (Before 24 credits are completed)
- b. Completion of thesis option one quarter in



advance of graduation—Register for Research Project 599 during a regular registration period.

c. Complete oral examination of thesis option one quarter in advance of graduation.

d. The comprehensive examination based upon course work must be arranged with advisor when the candidate registers for final quarter of course work.

e. File application for graduation in the Office of Graduate Studies. (See academic calendar for deadlines.)

f. Students under all plans take part in commencement exercises in accordance with current policy. Caps, gowns and hoods are obtainable in the university bookstore.

**M.S. ELEMENTARY  
EDUCATION  
48 Q.H.  
PLAN A REGULAR  
M.S. PROGRAM**

**REQUIRED COURSES (21  
q.h.)**

**Education (18 q.h.)**

- 500 Curriculum Planning (3)
- 508 Improvement of Instruction (3)
- 518 Field Experience in Elementary Classroom Procedures (3)
- 523 Foundations of Education (3)
- 540 Current Issues in Education (3)
- 581 Trends in Measurement and Reporting (3)

**Educational Administration**

- 570 Research and Writing (3)

**ELECTIVES (27 q.h.)**

**PLAN B**

Winona State University/Rochester Public Schools Graduate Induction Program  
Open to selected, inexperienced, licensed elementary teachers.

**REQUIRED COURSES  
(48 q.h.)**

- 500 Curriculum Planning (3)

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

**PLAN C**

**M.S. ELEMENTARY  
EDUCATION  
EARLY CHILDHOOD  
CONCENTRATION**

**60 Q.H.**

**PROFESSIONAL  
EDUCATION (18 Q.H.)**

- 500 Curriculum Planning (3)
- 523 Foundations of Education (3)
- 570 Ed. Ad.—Research and Writing (3)

**Select one of the following  
three courses:**

- 511 Advanced Methods in Reading (3)
- 512 Advanced Methods in Elementary Language Arts (3)
- 513 Advanced Methods in Elementary Social Studies (3)

Select two 500 level courses as electives

**SPECIALIZED COURSES  
(42 Q.H.)**

- 410G Foundations of Early Childhood Education (4)
- 413G Development in Infancy (3)
- 414G Development in Early Childhood (3)
- 416G Early Childhood Education I (4)
- 417G Early Childhood Education II (4)
- 418G Prekindergarten Practicum (2)
- 422G Socialization of the Young Child (3)
- 423G Young Children with Special Needs (4)
- 424G Organization and Administration of Early Childhood Program (3)

560

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EDUCATION**

561 ~~461G~~ Student Teaching—Kindergarten (8)  
567 ~~467G~~ Student Teaching—Nursery School (4)

**PREKINDERGARTEN  
LICENSURE  
30 Q.H.**

**PREREQUISITE:  
Elementary Education  
licensure.**

**REQUIRED COURSES**

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

**PREKINDERGARTEN  
LICENSURE  
44 Q.H.**

**PREREQUISITE: A  
Bachelor's degree in any  
area.**

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

**KINDERGARTEN  
ENDORSEMENT—**

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

**FIFTH YEAR  
PROGRAM**

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

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

**ADMISSION**

1. Students seeking admission to the Fifth Year Program must complete an application form and submit it to the Office of Graduate Studies. The application form may be obtained from that office in Somsen Hall.
2. Students who plan to enter the Fifth Year Program must meet with the director prior to enrollment in the program.
3. Students must hold, or be eligible for, a teacher's certificate valid in Minnesota or in the state where they teach.
4. Students must hold a bachelor's degree in teacher education from a college or university accredited by the appropriate regional or national accrediting agency, or by a college recognized by the state university of the state in which the college or university is located. Students who hold a bachelor's degree from an unaccredited institution will be admitted to the Fifth Year Program after completing at least 15 quarter hours of creditable work.
5. Students must submit two (2) transcripts of all collegiate work to the Office of Graduate Studies prior to their first enrollment in the program.
6. Students must have at least one year of teach-

ing experience prior to admission to the program.

## PLANNING THE PROGRAM

1. When students are admitted to the Fifth Year Program an advisor will be appointed by the Director of the Fifth Year Program from the student's intended area of concentration.
2. Students must, in conference with their advisor, outline the courses they plan to take to complete the Fifth Year Program requirements. This will be done prior to enrollment in the program. The student may obtain the necessary program forms from the Office of Graduate Studies. The program forms must be prepared in triplicate. After the advisor has endorsed each of the three copies, the advisor will forward them to the appropriate college for processing and distribution. Any subsequent changes in the student programs must have the prior approval of the advisor and the Director of the Fifth Year Program.

## REQUIREMENTS

1. A minimum of 45 quarter hours of credit is required for graduation.
2. The student's curriculum is designed to provide for: (1) the opportunity for the student to explore new fields; (2) the opportunity to place emphasis upon continued growth in the areas he/she is teaching and those related to them; and (3) the opportunity for continued study of the fundamental problems in professional education. In keeping with this design, the curriculum shall contain the following specific requirements:
  - a. Students must earn a minimum of 15 quarter hours in courses related to the area or areas in which they are teaching. As used here, "area" is not necessarily synonymous with the collegiate major or minor, nor is it necessarily restricted to a subject closely related to the major or minor.
  - b. The remaining 30 quarter hours are free electives. Students will select courses in keeping with each of the aspects of the overall design with approval of their advisor and/or in keeping with the approved program submitted to the Director of the Fifth Year Program.
  - c. Only courses numbered 300 and above shall be applicable to the Fifth Year Program.

- d. Students will normally earn a minimum of 15 hours at the graduate level ("G" courses and 500 level courses).
3. A maximum of 15 credits earned at Winona State University can be accepted at the time of enrollment in the program provided that the work is applicable to the overall program. In no case, however, will the number of credits earned prior to the enrollment, including transfer credits and credits earned at Winona State University, exceed 15.
4. There are no required courses in the Fifth Year Program.
5. The student must earn a grade of "C" or more in a course if the credits of that course are to be counted toward the minimum of 45 quarter hours of credit.
6. A minimum honor point ratio of 2.5 ("C" = 2) is required for completion of the Fifth Year Program, including transferred credits.
7. All credits used in completing the Fifth Year Program must be earned within ten years of the beginning of the program.
8. A thesis or research paper is not required. A student may elect to write a paper for credit.

## TRANSFER CREDIT

1. Credits transferable to the Fifth Year Program: A maximum of 15 quarter hours of work may be accepted in transfer from any one of a combination of the following sources: (a) credits earned at a college after the bachelor's degree has been granted by the college but prior to admission to the Fifth Year Program; (b) transfer credits from other accredited colleges or universities taken since the bachelor's degree has been granted.
2. Courses in which the student has earned a grade of less than "C" will not be accepted.
3. Credits earned in courses taken as part of the Master's degree program may be transferred to the Fifth Year Program provided that the work is applicable to the student's overall program.
4. Credits earned in courses taken as part of the Fifth Year Program may be transferred to a Master's Degree program provided that they meet all the graduate program requirements.

## COMPLETION OF PROGRAM

Upon successful completion of a Fifth Year Program, the student will be issued a transcript showing completion of the program. The stu-

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dent's completion of the Fifth Year Program will be duly recognized at regular graduation ceremonies.

### COURSE DESCRIPTIONS

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

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

#### **413G Development in Infancy—3 Q.H.**

Genetics, prenatal development, birth, and physical, social, emotional and cognitive development in the first two years. Offered yearly. Grade only. Prerequisite: EDUC 201.

#### **414G Development in Early Childhood—4 Q.H.**

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

#### **416G Early Childhood Education I—4 Q.H.**

Curriculum models and historical foundations of early childhood education are examined. Planning activities which will meet the needs of infants, toddlers, and preschoolers in an educational setting is emphasized.

#### **417G Early Childhood Education II—4 Q.H.**

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

#### **418G Nursery School Education Practicum—2 Q.H.**

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

#### **422G Socialization of the Young Child—3 Q.H.**

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

#### **423G Young Children with Special Needs—4 Q.H.**

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

#### **424G Organization and Administration of Early Childhood Education Programs—3 Q.H.**

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

#### **427G Remedial Reading—3 Q.H.**

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

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

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

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

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

#### **434G Remedial Mathematics Methods—3 Q.H.**

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

#### **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 intended for persons intending to become certified in the area of parent education and family life education.

#### **442G The Adult Learner—3 Q.H.**

This course will focus on the characteristics and development of adult learners.

#### **443G Facilitating Parent Education Groups—3 Q.H.**

This course is designed to give group facilitation skills to parent educators.

#### **440G Practicum in Early Childhood/Family Educator—Parent Educator—4 Q.H.**

A supervised experience in adult education with parents of young children.

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

A supervised practicum in family education with

both parents and their prekindergarten children.

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

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

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

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

**477G Education of the Gifted—3 Q.H.**

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

**486G Practicum in the Gifted—4 Q.H.**

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

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

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

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

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

**500 Curriculum Planning—3 Q.H.**

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

**508 Improvement of Instruction—3 Q.H.**

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

**511 Advanced Methods in Reading—3 Q.H.**

Foundations and/or review of current trends

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

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

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

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

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

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

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

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

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

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

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

**523 Foundations of Education—3 Q.H.**

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

**538 School and Community Relations for Schools—3 Q.H.**

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

**540 Current Educational Issues—3 Q.H.**

Study of the recognized current issues and trends in education.

**550 Induction Orientation—3 Q.H.**

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

**551 Induction Practicum—4-12 Q.H.**

Acting as a fellow in a graduate induction pro-

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gram, the licensed student will demonstrate professional levels of competency in methods, knowledge of content, planning, and classroom management as determined by the latest research and the curriculum goals of the participating school system.

### **571 Coaching of Pre-Service and Inservice Teachers—3 Q.H.**

A critical analysis of procedures and strategies practiced by student teacher/teaching assistant supervisors and peer coaches.

### **581 Trends in Measurement and Reporting—3 Q.H.**

A study of the principles and techniques applicable in the measurement and reporting of lower

and higher levels of cognitive learning. The study will include evaluation and diagnosis of achievement.

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

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

### **599 Master's Thesis—6 Q.H.**

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

## EDUCATIONAL ADMINISTRATION

228 Gildemeister Hall, 457-5345  
Walden (Chairperson), Nasstrom.  
Adjunct Professors: Ames, Johnson, Strand,  
Weiss, Frank.

The department provides programs leading to the degrees of Master of Science and Specialist in Educational Administration and to the Sixth Year Certificate in Educational Administration. The Specialist Degree or the Sixth Year Certificate may emphasize general administration, elementary administration or secondary administration.

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

Elementary school principals must have at least three years of teaching experience at the elementary level and secondary school principals must have at least three years of teaching experience at the secondary level. Students who receive a Specialist Degree or Sixth Year Certificate in general administration will be qualified, with the recommendation of the university, to secure an administrative entrance license for the positions of superintendent or assistant superintendent if they have had at least three years of teaching experience at the elementary or secondary level.

Persons wishing licensure in Minnesota must include in their programs at least 200 clock hours of field experience or its equivalent. Those individuals seeking principalship positions must secure experience as an administrative aide to an appropriate licensed educational administrator. Those individuals seeking the position of superintendent or assistant superintendent must secure experience in an administrative placement with a licensed educational administrator appropriate for the superintendency and for the individual. The 200 clock hours must be completed within 12 continuous months from the commencement of the field experience. The 200 hours will be satisfied by 9 quarter hours of Ed. Ad. 680 or Ed. Ad. 681 completed within a year.

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

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

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

Educational requirements of various states for several administrative positions may be satisfied by certain programs. Those individuals who wish further information should contact the department. Note: "Cognate courses" include courses in departments other than those in the education area. Also acceptable are courses in counselor education, business education and office systems administration, and health, physical education and recreation that cover subjects unrelated to public or private schools.

## **SPECIALIST DEGREE IN EDUCATIONAL ADMINISTRATION**

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

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

### **Admission Requirements for Advanced Graduate Study**

1. If the student with a Master's degree has a minimum grade point average of 3.25 on a 4.0 scale, the Director of Graduate Studies will admit the student to advanced graduate studies. A student whose grade point average is less than 3.25 may be admitted to advanced graduate studies by scoring at least 900 on the Graduate Record Examination General Test (Verbal plus Quantitative).

2. If a student with a Bachelor's degree has a grade point average of 2.50 on a 4.0 scale, the Director of Graduate Studies will admit the student to advanced graduate studies. A student whose grade point average is less than 2.50 may be admitted to advanced graduate studies by scoring at least 900 on the Graduate Record Examination General Test (Verbal plus Quantitative).

### **Admission to Specialist Degree Program.**

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

### **Admission to Candidacy for Specialist Degree.**

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

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

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

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EDUCATIONAL ADMINISTRATION**

**SPECIALIST  
DEGREE PROGRAM**

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

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

Required of all candidates:

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

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

Required of candidates specializing in Elementary Administration

- 524 Elementary School Management (3)

Required of candidates specializing in Secondary Administration

- 520 Secondary School Management (3)

Required of candidates specializing in General Administration

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

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

Courses at 600, 500 and 400G levels.

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

Required of all candidates:

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

**REQUIRED FIELD STUDY  
(9 Q.H.)**

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

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

Graduate level courses

**COMPREHENSIVE  
EXAMINATIONS**

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

**FIELD STUDY**

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

**ORAL EXAMINATION**

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

**SIXTH YEAR  
CERTIFICATION  
PROGRAM IN  
EDUCATIONAL  
ADMINISTRATION**

The Sixth Year Certification Program in Educational Administration is designed for those who wish to achieve proficiency beyond the Master's degree level in administration. Students must have earned a Master's degree or completed all course requirements for the degree before undertaking the program. Completion of the program will enable qualified students to meet the requirements of the Minnesota State Department of Education for the Entrance License in Educational Administration.

The license will not be granted, however, until



the student has provided evidence of three years of successful teaching experience. For elementary principals, experience must be at the elementary level, and for secondary principals it must be at the secondary level.

### **Admission Requirements for Advanced Graduate Study**

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

### **Admission to Sixth Year Certification Program.**

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

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

### **Admission to Candidacy for Sixth Year Certificate.**

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

1. Completed an approved program of at least forty-five (45) quarter hours of graduate credit beyond the quarter hours taken in the Master's degree program. Credits taken beyond the maximum number required for completion of the Master's degree may be counted toward the Sixth Year Certificate Program if

they fall within the eight year time limit.

2. Completed all course work leading to the certificate and maintained a grade point ratio of 3.0. No grade lower than a C is counted for graduate credit. Only grades earned at Winona State University will be counted in determining the grade point average.
3. Completed all program requirements within eight (8) years of admission to the Sixth Year Certification Program.

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

## **SIXTH YEAR CERTIFICATE PROGRAM**

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

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

Required of all candidates:

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

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

Required of candidates specializing in Elementary Administration:

- 524 Elementary School Management (3)

Required of candidates specializing in Secondary Administration:

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- 520 Secondary School Management (3)  
Required of candidates specializing in General Administration:
- 520 Secondary School Management (3)  
524 Elementary School Management (3)  
552 Planning of School Facilities (3)

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

Courses at 600, 500 and 400G levels only.

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

- Required of all candidates:
- 526 Educational Measurement and Evaluation (3)  
570 Research and Writing (3)

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

Graduate level courses.

### **MASTER'S DEGREE PROGRAM**

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

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

- Required of all candidates:
- 504 Curriculum Development and Administration (3)  
510 School Law (3)  
528 Personnel Administration (3)  
535 Public Relations (3)  
578 Supervision of Instruction (3)  
580 Foundations of Educational Administration (3)  
583 School Finance (3)
- Required of candidates specializing in Elementary School Administration:
- 524 Elementary School Management (3)
- Required of candidates specializing in Secondary School Administration:
- 520 Secondary School Management (3)

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

- Required of all candidates:
- 526 Educational Measurement and Evaluation (3)  
570 Research and Writing (3)

### **ELECTIVES (6-12 Q.H.)**

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

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

Graduate level courses.

### **WRITING REQUIREMENTS**

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

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

### **EXAMINATIONS**

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

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

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

### **COURSE DESCRIPTIONS**

**495G Special Topics—1-3 Q.H.**  
The department arranges specific subject matter. May be repeated when offered with different subject content and title. Enrollment to be approved by the department staff. P/NC Option.

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COURSE DESCRIPTIONS

**503 The Junior High School and Middle School—3 Q.H.**

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

**504 Curriculum Development and Administration—3 Q.H.**

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

**510 School Law—3 Q.H.**

Laws affecting education.

**520 Secondary School Management—3 Q.H.**

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

**524 Elementary School Management—3 Q.H.**

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

**525 Educational Statistics—3 Q.H.**

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

**526 Educational Measurement and Evaluation—3 Q.H.**

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

**527 School Business Management—3 Q.H.**

Business management activities, including procedures for budgeting and accounting.

**528 Personnel Administration in Education—3 Q.H.**

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

**530 Collective Bargaining in Education—3 Q.H.**

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

**535 Public Relations for Management—3 Q.H.**

Purpose, techniques and problems of school-community relations.

**552 Planning of School Facilities—3 Q.H.**

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

**556 Administrative Decision-Making—3 Q.H.**

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

**570 Research and Writing—3 Q.H.**

Form, style, and appropriate research procedures in education.

**578 Supervision of Instruction—3 Q.H.**

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

**580 Foundations of Educational Administration—3 Q.H.**

The organization and governance of American education.

**583 School Finance—3 Q.H.**

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

**590 Individual Research—1-4 Q.H.**

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

**599 Master's Thesis—6 Q.H.**

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

**604 Seminar in Curriculum and Supervision—3 Q.H.**

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

**608 Seminar in Problems and Trends—3 Q.H.**

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

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

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

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

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

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

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

**699 Specialist Degree Field Study—9 Q.H.**

## HEALTH, PHYSICAL EDUCATION AND RECREATION

122 Memorial Hall, 457-5200  
Martin (Chairperson); Behnke, Grob, Gunner,  
Juaire, Marston, Miller

### MASTER OF SCIENCE

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

### PREREQUISITES

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

### REQUIREMENTS—PLAN A AND PLAN B

#### REQUIREMENTS (33 Q.H.)

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

#### PLAN A—Health Education Concentration

Health Education Electives (18)  
Professional Education (9)  
The following courses may be applied to Plan A—Health Education: 428G, 429G, 431G, 502, 503, 504, 505, 506, 513, 526, 530, 540, 541, and 599.

#### PLAN B—Physical Education Concentration

Physical Education Electives (18)  
Professional Education (9)  
The following courses may be applied to Plan

B—Physical Education: 417G, 420G, 435G, 445G, 470G, 510, 513, 516, 517, 520, 524, 526, 528, 530, 533, 540, 541, 550, 553, and 599.

### THESIS OPTION (45 Q.H.)

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

### NON-THESIS OPTION (51 Q.H.)

General electives (18)

### COMPREHENSIVE EXAMINATION

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

### COURSE DESCRIPTIONS

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

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

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

#### 406G Coaching Practicum—1-3 Q.H.

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

#### 414G Recreational Leadership—3 Q.H.

Leadership problems of the recreation leader

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**HEALTH, PHYSICAL EDUCATION AND RECREATION**

in school and community recreation programs, including actual laboratory experience. Offered yearly.

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

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

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

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

**428G Health Science Strategies—3 Q.H.**

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

**429G Community Health—4 Q.H.**

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

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

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

**435G Assessment in Adapted Physical Education—4 Q.H.**

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

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

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

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

Provides fundamental concepts and skills essential to programming and adaptation of methods, materials, physical activities and facilities to meet the needs of the orthopedically

handicapped, sensory impaired and other health disorders. Prerequisites: HPER 315, HPER 435G.

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

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

**440G Advanced Athletic Training—3 Q.H.**

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

**445G Motor Learning—3 Q.H.**

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

**470G Mechanical Analysis of Motor Skills—3 Q.H.**

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

**480G Coaching Clinic—Football—3 Q.H.**

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

**483G Coaching Clinic—Track and Field—3 Q.H.**

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

**485G Dance Clinic—3 Q.H.**

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

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

The course is designed to be taken as three

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one-credit parts or in its entirety: 1) effects of alcohol and other drugs on the body; 2) the problems and risks of drug abuse; and 3) drug education programs. P/NC Option. Offered yearly or as demand requires.

### **501 Research Methods in Health and Physical Education—3 Q.H.**

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

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

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

### **503 Diseases of Man—3 Q.H.**

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

### **504 Health Curriculum in Elementary and Secondary Schools—3 Q.H.**

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

### **505 Decision Making Processing in Health Education—3 Q.H.**

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

### **510 Curriculum Construction in Physical Education—3 Q.H.**

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

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

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

### **515 Tests and Measurements in Health and Physical Education—3 Q.H.**

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

### **516 Laboratory Techniques in Human Performance—3 Q.H.**

Advanced work in the areas of exercise physi-

ology and motor learning with particular emphasis on laboratory experience. Prerequisites: HPER 314 Kinesiology and 455 Physiology of Exercise.

### **520 Psychology of Coaching—3 Q.H.**

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

### **524 Historical Implications for Current Trends and Issues in Physical Education—3 Q.H.**

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

### **526 Planning of Facilities in Health and/or Physical Education—3 Q.H.**

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

### **528 Adapted Physical Education—3 Q.H.**

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

### **530 Supervision of Health and Physical Education in Elementary and Secondary Schools—3 Q.H.**

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

### **533 Administrative Problems in Physical Education—3 Q.H.**

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

### **540 Test Construction in Health and Physical Education—3 Q.H.**

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

### **541 Current Literature and Research in Health or Physical Education—3 Q.H.**

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

### **550 Physical Education in Higher Education—3 Q.H.**

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

### **553 Physical Education in the Elementary School—3 Q.H.**

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

**599 Master's Thesis—1-6 Q.H.**

Must show evidence of the candidate's ability to carry on independent study and to employ

scientific methods and procedures in the solution of a problem in the student's field of concentration. Offered by arrangement.

## SPECIAL EDUCATION

Gildemeister Hall 221/457-5535  
Anderson (Chairperson), Palmer, Rocco, Heddle (Liaison)

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

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

### Licensure Programs

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

Learning Disabilities—A licensure sequence  
Mild to Moderate Mentally Handicapped—A licensure sequence

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

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

### Graduate Degrees

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

### Admission Requirements:

- 1) Applicants for admission to graduate study in special education must have earned a G.P.A. of 3.0 or above during the last two years of undergraduate study and hold a

Bachelor's degree from an accredited college or university. Students with a degree from a non-accredited institution may be admitted on probation.

- 2) Students with a grade point average below 3.0 may be admitted to the department in the following ways: (a) by scoring at least 900 on the GRE General Test (verbal plus quantitative) or (b) if the student is unsuccessful in meeting the GRE score requirements he/she may be admitted on a probationary basis until completion of twelve (12) graduate credits in special education with a grade point average of 3.0 or better.

### 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 studies may be applied to any program.)
- 2) Request that two (2) transcripts of all college work be sent to the Office of Graduate Studies.
- 3) Submit "Special Education Application for Admission to Graduate Study" to the Special Education Department.
- 4) 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.
- 5) Applicants ineligible for a teaching certificate must meet with a special education advisor to determine options.
- 6) Submit an "Application for Admission to Candidacy for the Master's Degree" after completion of nine credits and before completion of twenty-four credits. Candidacy forms are available from the Office of Graduate Studies. Changes in the program after admission to candidacy will require filing an amended candidacy form.

### Registration for Field Experiences:

All students are required to pre-register for each

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SPECIAL EDUCATION**

field experience. Applications are available in the Department of Special Education Office (Gildemeister 221).

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

**LEARNING  
DISABILITIES (LD)  
LICENSURE  
PROGRAM (44 Q.H.)**

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

- 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 SP ED Field Experience I (4)

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

- Prerequisites: Phase I, and registration for comprehensive examination
- 430G Learning Characteristics of the Mildly Handicapped (4)
  - 533 Field Experience II (4)

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

- Prerequisites: Phase II and pass comprehensive examination
- 445G Assessment/Methods LD (4)
  - 555 Internship LD (12)

**MILD TO MODERATE  
MENTALLY  
HANDICAPPED  
(MMM) 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 SP ED Field Experience I (4)

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

- Prerequisites: Phase I and registration for comprehensive examination.
- 430G Learning Characteristics of the Mildly Handicapped (4)
  - 533 SP ED Field Experience II (4)

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

- Prerequisites: Phase II and pass comprehensive examination
- 440G Assessment/Methods MMMH (4)
  - 555 Internship MMMH (12)

**EMOTIONALLY/  
BEHAVIORALLY  
DISORDERED  
(E/BD) LICENSURE  
PROGRAM (IN  
COOPERATION WITH  
THE UNIVERSITY OF  
MINNESOTA)  
(32-37 Q.H.)**

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

- 1) A bachelor's degree
- 2) Elementary and/or secondary Minnesota teacher's license (or have completed a classroom teaching license exemption)
- 3) Evidence of characteristics and/or experience predictive of success in teaching emotionally/behaviorally disordered students.

**PREREQUISITE SPECIAL  
EDUCATION CORE  
COURSES**

- 400G Education of Exceptional Child and Youth (4)
- 405G Student Management Systems (4)
- 420G Special Education Administrative Procedures (4)



- 410G Introduction to Assessment/Methods  
(Prerequisites: Reading and Math Methods)  
531 Field Experience I (4)

Choose a minimum of one course: (advisor approval)

- Soc 405G Models of Intervention (4)  
Soc 445G Reality Therapy (4)  
Psy 421G Cognitive Behavior Therapy (4)  
CED 507 Introduction to Counseling (3)

**Choose a minimum of one course:**

(advisor approval)

- CED 525 Adolescent Development (3)  
Psy 416G Psychology of Adjustment (3)  
Psy 420G Abnormal Psychology (3)  
Psy 423G Psychopathology of Childhood (4)

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

**OPTION A**

- 479G Education of the Emotionally Disturbed and Socially Maladjusted (3)  
425G Mainstreaming (3)  
430G Learning Characteristics of the Mildly Handicapped (4)  
533 SP ED Field Experience II (4)

**OPTION B**

- 445G Assessment/Methods LD (4)

**OPTION C**

- 440G Assessment/Methods MMMH (4)  
555 Internship MMMH (12)

**METHODS (taken at the University of Minnesota)**

- EPsy 5654 Educational Interventions (5)  
EPsy 5601 E/BD Practicum (8)

**M.S. IN EDUCATION:  
LEARNING  
DISABILITIES  
CONCENTRATION  
(54 Q.H.)**

**PREREQUISITE COURSES:**

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

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

- 420G Special Education Administrative Procedures (4)  
410G Introduction to Assessment/Methods (4)  
531 SP ED Field Experience I (4)  
430G Learning Characteristics of the Mildly Handicapped (4)  
533 SP ED Field Experience II (4)  
445G Assessment/Methods LD (4)  
555 Internship LD (12)

**ADDITIONAL COURSEWORK**

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

**RESEARCH PAPER**

- 599 Thesis (6)  
or  
590 Independent Study (3)

**M.S. IN EDUCATION:  
MILD TO MODERATE  
MENTAL HANDICAP  
(MMMH)  
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 (or other behavior management course) (4)

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### **CORE COURSES (In Licensure Sequence):**

- 420G Special Education Administrative Procedures (4)
- 410G Introduction to Assessment/Methods (4)
- 531 SP ED Field Experience I (4)
- 430G Learning Characteristics of the Mildly Handicapped (4)
- 533 SP ED Field Experience II (4)
- 440G Assessment/Methods MMMH (4)
- 555 Internship MMMH (12)

### **ADDITIONAL COURSEWORK**

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

### **RESEARCH PAPER**

- 599 Thesis (6)  
or
- 590 Independent Study (3)

### **GRADUATE RESEARCH AND WRITING REQUIREMENT**

A data-based graduate research and writing project is required of all master's degree candidates. This project is planned and carried out in close cooperation with the student's graduate advisor after completion of coursework in research design and statistical analysis. Guidelines for writing form are available from the department or the advisor. Candidates must be enrolled for credit in SP ED 599 or 590 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 (SP ED 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. Master's Research Paper Option (SP ED 590). A second reader, in addition to the student's advisor, and a public presentation of the project are required.

### **GRADUATE WRITTEN EXAMINATION REQUIREMENTS**

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

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

### **COURSE DESCRIPTIONS**

#### **400G Education of Exceptional Children and Youth—4 Q.H.**

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

#### **405G Student Management Systems—4 Q.H.**

A study of management systems designed to accommodate the special education needs of handicapped students through applied behavioral analysis. Prerequisites: EDUC 301 and 302. Offered twice yearly.

#### **410G Introduction to Assessment/Methods—4 Q.H.**

An introduction to the basic components of special education assessment, curriculum, instruc-

tion, and IEP development. Standardized and informal assessment procedures and their relationship to direct instruction are emphasized. Prerequisites: SP ED 400, 405. Offered twice yearly.

**420G Special Education Administrative Procedures—4 Q.H.**

An overview of special education delivery models including finances, legislation, philosophic considerations and least restrictive alternative approaches. Prerequisite: SP ED 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: Education 302, SP ED 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 SP ED 533; registration for Comprehensive Examination. Offered yearly.

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

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

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

Course objectives include gaining advanced skills and understanding of academic, process, and behavioral assessment for planning the least restrictive educational program for learning disabled students. Prerequisites: Phase II; concurrent enrollment SP ED 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: SP ED 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 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 of mild to moderate mental handicap. Students are placed in special education classrooms full-time for four days per week. Prerequisites: Phase II, concurrent enrollment in SP ED 440G, application two quarters in advance. Offered yearly in spring quarter.

**555 Internship LD—12 Q.H.**

An internship specifically designed to meet the licensure requirements in Learning Disabilities. Students are placed in special education classrooms full-time for four days per week. Prerequisites: Phase II, concurrent enrollment in SP ED 445G, application two quarters in advance. Offered winter and spring quarters and over two consecutive summers.

**555 Special Education MMMH/LD Internship—12 Q.H.**

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

**560 Consultation and Case Management—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

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ethical factors involved in case management. Prerequisite: Graduate standing.

### **561 Research Design—3 Q.H.**

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

### **562 Research Seminar—3 Q.H.**

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

### **590 Independent Study—1-4 Q.H.**

The independent pursuit of a topic in research, project development, or selected readings, in consultation with the instructor. Offered quar-

terly. P/NC Option. 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. P/NC Option.

### **599 Master's Thesis—3-6 Q.H.**

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



# COLLEGE OF LIBERAL ARTS

James R. Reynolds, Interim Dean  
206 Minne' Hall, 457-5017

## DEPARTMENTS

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

## DEGREES OFFERED

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

## MISSION

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

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

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

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

## CAREER OPPORTUNITIES

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

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

## FACULTY

Over 60 percent of the liberal arts faculty have terminal degrees in their fields from prominent universities. Many are widely known for their scholarly and creative efforts as well as for their excellence as teachers.

## FACILITIES

The majority of the liberal arts faculty offices

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and facilities are located in Minne' Hall or in the Performing Arts Center. The Art Department is located in Watkins Hall and the Foreign Lan-

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

## ART

204 Watkins, 457-5395  
Graduate Faculty: Ricciotti

### **402G The Psychology of Art and Art Education—4 Q.H.**

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

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

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

### **500 Current Trends in Art Education—3 Q.H.**

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

### **501 Ceramics IV—3 Q.H.**

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

### **503 Implementing Visual Arts Learning in the Elementary Classroom—3 Q.H.**

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

### **504 History of Art of the Americas—4 Q.H.**

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

### **505 Oriental Art History—3 Q.H.**

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

### **513 Advanced Water Media—3 Q.H.**

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

### **514 Contemporary Design—3 Q.H.**

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

### **515 Painting IV—3 Q.H.**

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

### **516 The Design Process: Its Cultural Base—3 Q.H.**

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

### **517 Jewelry IV—3 Q.H.**

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

### **550 Special Problems in Art—3 Q.H.**

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

# COMMUNICATION AND THEATRE ARTS

215 Performing Arts, 457-5230  
Graduate Faculty: Bratt (Chairperson), Siemers,  
Hatfield, Wilkinson, Renz

refinements in the heritage of rhetoric from Pericles to Seneca. Prerequisite: CTA 261. Offered on demand.

## COMMUNICATION COURSES

### 461G History and Criticism of American Public Address—4 Q.H.

Study of the history of public speaking in America from 1600 to present. Prerequisite: CTA 261. Offered every two years.

484G Studies in Ancient Rhetoric—4 Q.H.  
Seminar studies of development, changes,

## SPECIAL STUDIES COURSES

### 499G Independent Studies in CTA— 1-8 Q.H.

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

## ENGLISH

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

in language. Those courses not already taken on the undergraduate level may be taken for graduate credit. Courses such as 418G, 420G, and 447G meet this requirement.

2. Courses in Professional Education (9)

3. Plan A—Thesis (45 hours)

Thesis (maximum 6)

Non-English Electives (maximum 9)

Electives in English (to complete the 45 hour total)

OR

Plan B—Non-Thesis (51 hours)

Non-English Electives (maximum 9)

Electives in English (to complete the 51 hour total)

Three "Approved" Papers

NOTE: Fifty percent of all credit for the M.S. degree must be in 500-level courses.

## MASTER OF SCIENCE

### PREREQUISITES

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

### REQUIREMENTS

1. Candidates for the degree must have taken an upper-division course in criticism and one

## SPECIAL DEPARTMENTAL REQUIREMENTS

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

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

## MASTER OF ARTS

### PREREQUISITES

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

### REQUIREMENTS

Candidates for the degree must have taken one upper-division course in criticism and two in language. Those courses not already taken on the undergraduate level may be taken for graduate credit. Courses such as 418G, 420G, and 447G satisfy this requirement. Fifty percent of all credit for the M.A. degree must be in 500-level courses.

#### Plan A—Thesis (45 Hours)

Thesis (maximum 6)  
Non-English Electives (maximum 9)  
Electives in English (to complete the 45 hour total)  
OR

#### Plan B—Non-Thesis (45 Hours)

Non-English Electives (maximum 9)  
Electives in English (to complete the 45 hour total)  
Three "Approved" Papers

### SPECIAL DEPARTMENTAL REQUIREMENTS

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

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

## COURSE DESCRIPTIONS

#### 402G Teaching Secondary English— 4 Q.H.

A study of the goals and methods of the secondary English teacher and of the content and structure of the secondary English curriculum. Prerequisites: ENG 110 and 115. Offered every two years.

#### 405G Chaucer—4 Q.H.

The Canterbury Tales. Prerequisites: ENG 110 and 115. Offered yearly.

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

Non-dramatic literature of the Tudor period. Prerequisites: ENG 110 and 115. Offered every two years.

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

Non-dramatic literature of the seventeenth century. Prerequisites: ENG 110 and 115. Offered every two years.

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

Designed to expose students to imitative, expressive and contemporary theories of creative composition, and to apply these theories to individualized projects in poetry and creative prose. Includes tutorial sessions. Prerequisites: ENG 110, 115, 210 or 310 or 312 or 418. Offered every two years.

#### 414G Shakespeare: Comedies and Histories—4 Q.H.

Prerequisites: ENG 110 and 115. Offered every two years.

#### 417G Shakespeare: Tragedies—4 Q.H.

Prerequisites: ENG 110 and 115. Offered every two years.

#### 418G Stylistics—4 Q.H.

The structure of modern English as described by traditional grammarians and contemporary linguists; application of linguistics to the analysis of style. Prerequisites: ENG 110 and 115. Offered every two years.

#### 420G Introduction to Language Study— 4 Q.H.

An introductory study of language systems and their relationship to the cultures in which they function. Prerequisites: ENG 110 and 115. Offered every two years.

#### 422G Emerson and Thoreau—4 Q.H.

An extensive examination into the major works of Ralph Waldo Emerson and Henry David Tho-



reau. Prerequisites: ENG 110 and 115. Offered every two years.

**424G Modern Drama—4 Q.H.**

An examination of western drama from Ibsen to the present with special attention to female and minority writers. Prerequisites: ENG 110 and 115. Offered every two years.

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

Prerequisites: ENG 110 and 115. Offered every two years.

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

An introduction to representative masterpieces of European and non-Western literature. Prerequisites: ENG 110 and 115. Offered every two years.

**435G Literature of the Romantic Era—4 Q.H.**

The Romantic writers and their precursors. Prerequisites: ENG 110 and 115. Offered every two years.

**437G Victorian Literature—4 Q.H.**

An examination of the major writers of the Victorian period with special emphasis on Victorian poetry. Prerequisites: ENG 110 and 115. Offered every two years.

**439G Technical Writing—4 Q.H.**

A course in the theory and practice of technical writing. Prerequisites: ENG 110 and 115. Offered every two years.

**445G Studies in Eighteenth Century Literature—4 Q.H.**

Prerequisites: ENG 110 and 115. Offered every two years.

**447G Literary Criticism: Theory and Practice—4 Q.H.**

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

**449G Scientific Writing—4 Q.H.**

An introduction to the process of scientific writing and to the assumptions about discovery and understanding that lie behind it. Prerequisites: ENG 110 and 115. Offered every two years.

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

An examination of representative British and American Poets of the modern era, comprising the work of various groups and ethnic derivation. It focuses upon both male and female writers. Prerequisites: ENG 110 and 115. Offered every two years.

**505-506-507 Seminar in English Literature—4 Q.H. each**

Intensive study of one English writer, or of a small group of writers whose works represent a significant movement or aspect of English literature. Specific writer, or writers, announced in class schedule.

**508-509-510 Seminar in American Literature—4 Q.H. each**

Intensive study of one American writer, or of a small group of writers whose works represent a significant movement or aspect of American literature. Specific writer, or writers, announced in class schedule.

**590-591-592 Independent Studies—1-4 Q.H.**

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

**599 Thesis—1-6 Q.H.**

## HISTORY

212 Minne Hall, 457-5400

Graduate Faculty: Henry (Chairperson), Byman, Mishark, Schmidt, Sobiesk, Yard

## MASTER OF SCIENCE

### PREREQUISITES

Undergraduate Bachelor's Degree with a minimum of 16 hours of undergraduate History course work at the level of 300 or above.

### REQUIREMENTS (15 Q.H.)

550 History Research and Writing (3)

552 Theories of History (3)

Professional Education—Nine (9) to be taken from the Professional Education sequence.

Options:

### 1. Plan A—Thesis Plan (45 Q.H.)

Requirements (15 q.h.)

History 599—Thesis (6 q.h.)

History Electives from areas of specialization (24 q.h.)

### 2. Plan B—Non-Thesis (51 Q.H.)

Requirements (15 q.h.)

History Electives from areas of specialization (36 q.h.)

## 68 / COURSE DESCRIPTIONS

Areas of Specialization—The student must designate two areas of specialization in history from the following:

1. Early U.S. to 1877 (including Latin American History)
2. Modern U.S. to 1877 (including Latin American History)
3. Early European and English to 1789
4. Modern European and English after 1789

The student will be examined over these two areas and must pass both.

NOTE: Fifty percent (50%) of all Master's work is to be at the 500 level. Under Plan A, 23 credits at the 500 level; under Plan B, 26 credits at the 500 level. This is a minimum requirement; it is possible for Master's candidates to complete additional 500 level courses for graduate work.

## COURSE DESCRIPTIONS

### **461G Latin American Social Revolution—4 Q.H.**

An analysis of Latin America's major revolutionary movements of the twentieth century. Special emphasis on Mexico, Bolivia, and Cuba. Prerequisite: Any history survey course.

### **469G History of Brazil—4 Q.H.**

Brazilian history from discovery until the present, with emphasis given to exploration and colonization, the development of slavery and its abolition, and Brazil's struggle for industrialization and world power status. Prerequisite: any history survey course.

## SEQUENCE IN AMERICAN HISTORY

### **478G The Age of Jackson—4 Q.H.**

Jacksonian democracy, Manifest Destiny, the Mexican War, the deepening sectional rivalry. Prerequisite: History 230 recommended. Offered as needed.

### **479G The Civil War and Reconstruction—4 Q.H.**

Origins of the war, political and military development of the war and post-bellum problems. Prerequisite: History 231 recommended. Offered as needed.

### **481G American Westward Expansion—4 Q.H.**

Emphasis is placed upon the fur trader, cattleman, miner, and farmer on the Trans-Mississippi frontier with special attention given to the

Western myth. Prerequisites: One or both of the following recommended: History 230 and/or 231. Offered as needed.

### **483G The Progressive Era and the "Golden" Twenties (1901-1929)—4 Q.H.**

Consideration will be given to progressivism, World War I, postwar adjustment problems and select social phenomenon of the Twenties. Prerequisite: History 232 or consent of instructor. Offered as needed.

### **484G Depression, New Deal and War (1929-1945)—4 Q.H.**

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

### **485G Contemporary America 1945-Present—4 Q.H.**

The causes and consequences of the Cold War, U.S. involvement in the Korean war, and selected post-war problems in foreign policy, mass society, and social alienation. Prerequisites: One of the following: History 122, 232, or consent of instructor. Offered as needed.

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

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

### **488G American Constitutional History—4 Q.H.**

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

## SEQUENCE IN EUROPEAN HISTORY

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

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

### **401G Ancient Rome—4 Q.H.**

The rise of Rome from a small republic to empire, the decline and fall of the empire. The Roman contribution to western civilization. Prerequisite:

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

**403G Middle Ages—4 Q.H.**

The decline of the Roman Empire, the Germanic kingdoms, the early Christian Church, the development of feudalism and manorialism, the economic recovery of Europe, civilization of the High Middle Ages, rise of the national monarchies. Prerequisite: History 120 or consent of instructor. Offered as needed.

**406G French Revolution and Napoleon—4 Q.H.**

Political, economic, and intellectual origins of the French Revolution, a decade of revolution, the Napoleonic Era, and the impact of the revolution. Prerequisite: History 121 or consent of instructor. Offered as needed.

**408G Renaissance—4 Q.H.**

The rise of commerce, development of the national monarchies, growth of the Italian city-states, secularization of society, humanism and art in Italy and in Northern Europe, new scientific discoveries, and expansion of Europe. Prerequisites: History 120, 121, or consent of the instructor. Offered as needed.

**409G Reformation—4 Q.H.**

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

**415G Twentieth Century Europe—4 Q.H.**

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

**417G Hitler and Nazi Germany—4 Q.H.**

Emphasis will be given to the factors which led to Nazism, the personality of Hitler, his drive for world domination and failure, and the Nuremberg trials. Prerequisite: History 122 or consent of the instructor. Offered as needed.

**421G Tudor and Stuart England (1471-1914)—4 Q.H.**

The transition from medieval to modern England, the Reformation, the Age of Elizabeth, and the constitutional and social conflicts of the seventeenth century. Prerequisites: History 120, 121, or consent of instructor. Offered as needed.

**423G Twentieth Century England—4 Q.H.**

England in the 20th Century from the height of imperial power to a Socialist government. Prerequisites: History 121, 122, or consent of the instructor. Offered as needed.

**434G Soviet Russia (1905-Present)—4 Q.H.**

The theory of Communism and its practice in Russia. The role of the Soviet Union in world affairs. Prerequisites: History 122, 232, or consent of instructor. Offered as needed.

**435G Russo-Asian History—4 Q.H.**

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

**440G World War II—4 Q.H.**

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

NOTE: 500 Seminar topics will be decided upon within the time frames for the course numbers as listed.

**Early European History**

514 European History Seminar to 300 A.D.

515 European History Seminar 330-1400

516 European History Seminar 1400-1648

**Modern European History**

517 European History Seminar 1648-1815

518 European History Seminar 1815-1914

519 European History Seminar 1914-Present

**Early American History**

520 American History Seminar 1600-1776

521 American History Seminar 1776-1828

522 American History Seminar 1828-1877

**Modern American History**

523 American History Seminar 1877-1900

524 American History Seminar 1900-1940

525 American History Seminar 1940-Present

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

Course content will be determined by individual student needs. Supplements prior coursework, opens new fields, or develops knowledge of various forms of historical materials. Credit arranged. May be repeated to the maximum of six (6) credits. Use of this course beyond three (3) credit hours must be approved by the Committee and Department Chair.

**550 Historical Research and Writing—3 Q.H.**

An introduction to the techniques of historical

## 70 / COLLEGE OF LIBERAL ARTS MUSIC

research, with emphasis upon application of the techniques in the preparation of a research paper.

### **552 Theories of History—3 Q.H.**

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

### **599 Thesis—6 Q.H.**

## MUSIC

145 Performing Arts, 457-5250  
Graduate Faculty: King, McCleure, Mendyk,  
Olson, Sovinec

### **440G American Music—4 Q.H.**

Music in America from the time of the Puritans to the present day. Historical, biographical material and record listening, for the general student as well as for music majors and minors. Prerequisite: Music 109 or equivalent. Offered summer only.

### **445G Music of the Twentieth Century—4 Q.H.**

A survey of the contemporary musical scene. The changes that have taken place in music since the beginning of this century. Historical, biographical material and record listening. Designed for the general student as well as for majors and minors. Prerequisite: Music 109 or equivalent. Offered summer only.

### **455G Opera Literature—4 Q.H.**

The development of opera from Florentine Camerata to the present day. Principal styles and tendencies illustrated by study of representative works. Offered occasionally.

### **471G Survey of Vocal Literature I (Italian)—2 Q.H.**

Arias of the 17th and 18th centuries. Offered alternate years.

### **472G Survey of Vocal Literature II (German)—2 Q.H.**

Lieder and Schubert, Schumann, Franz, Mendelssohn, Brahms, Strauss, and Hugo Wolf. Offered alternate years.

### **473G Survey of Vocal Literature III (French)—2 Q.H.**

Representative French songs and Faure, Duparc, Chausson, Debussy and Poulenc. Offered alternate years.

### **485G Psychology of Music—4 Q.H.**

A survey of theories and studies concerned with man's behavioral patterns as manifested in musical expression and perception. Offered alternate years.

Prerequisite: Consent of the History Department. The thesis shall be critiqued and approved by three members of the Department including the Advisor.

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

## METHODS AND EDUCATION

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

Problems of supervision and administration in public school music programs. Prerequisite: Music 202. Not applicable toward the B.A. degree. Offered every three years.

### **411G Allied Arts in School and Society—3 Q.H.**

Designed to give the student both a philosophical overview of related arts programs and practical experience in preparation of teaching units, collection of source materials, and study of teaching methods. Offered yearly.

### **422G Music Seminar on Choral Techniques and Materials—4 Q.H.**

Criteria for selection of vocal music, examination of representative music suitable for groups at various levels of development, principles of programming, rehearsal techniques and organizations. Offered on demand.

### **424G High School Orchestra Methods—4 Q.H.**

Arranging and editing materials for high school orchestras. Organizational and rehearsal procedures. Offered every three years.

### **435G Wind Instrument Repair—2 Q.H.**

Care, maintenance, and repair of woodwind and brass instruments. Offered every third year.

### **486G Education Through Music I—3 Q.H.**

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

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

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

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

Observation of advanced pupil groups. Experi-

ence game variations (phonics, math, social studies). Use of games and folk dances. Offered summers.

**490G Music for Today's Schools: New Ideas in Music Education—1-3 Q.H.**

The objectives of this workshop are to offer new ideas or theories, elaborate on new trends, and offer guidelines for improvement of public school programs. Course content changes each year. May be repeated for credit. Offered summer only.

## THEORY

**400G Twentieth Century Harmony—4 Q.H.**

A study of the harmonic materials commonly used by twentieth century composers. Topics

include: scale materials, chords by thirds, chords by fourths, added-note chords, chords by seconds, polychords, compound and minor harmony, chord progression and connection, tonality and polytonality and atonality. Offered on demand.

**402G Form and Analysis—4 Q.H.**

Analysis of compositions as to form, melodic and harmonic structure. Students write original compositions modeled after works analyzed. Offered every two years.

**403G Counterpoint—4 Q.H.**

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

**406G Conducting II—3 Q.H.**

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

## POLITICAL SCIENCE

120 Minne, 457-5500

Graduate Faculty: Eddy, Ei-Afandi, Morello, Ward

**410G Political Analysis (T)—4 Q.H.**

The various research approaches utilized in the study of the political process. Emphasis is placed upon methods available for the collection and analysis of data. Prerequisites: Pol. Sci. 103 or 220 and 280, and junior status. Offered every two years.

**415G Political Psychology (T)—4 Q.H.**

A study of psychological concepts as they have been applied in the analysis of political behavior including motivation, perception, attitude formation and change, and political personality. Prerequisites: Pol. Sci. 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:

Pol. Sci. 220 and junior status. Offered every other year.

**426G Public Budgeting (A)—4 Q.H.**

An examination of the politics of budgeting at federal, state and local levels. Budgeting is viewed as a mechanism for setting goals and objectives of governmental agencies and of distributing benefits and costs of governmental decisions. Consideration will be given to program planning, program analysis, intergovernmental relations, the government and the economy, and recent reforms in budgetary systems. Prerequisites: Pol. Sci. 220 and 228. Offered every other year.

**433G The Foreign Policy of the Soviet Union (I)—4 Q.H.**

A study of the historical development of Soviet foreign policy and its influence on international politics. Emphasis on its ideological basis and evolution from the early revolutionary stage to alliances, the Cold War, and peaceful coexistence. Prerequisites: Pol. Sci. 220 and sophomore status. Offered every two years.

**444G Foreign Policy of the People's Republic of China (I)—4 Q.H.**

A study designed to equip the student with an in-depth understanding of the decision-making process of foreign policy and the application of political power in the international political system by the People's Republic of China. Prerequisites: Pol. Sci. 220, and sophomore status. Offered every two years.

## 72 / COLLEGE OF LIBERAL ARTS PSYCHOLOGY

### **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: Pol. Sci. 220 and sophomore status. Offered every two years.

### **499G Seminar—1-4 Q.H.**

The subject matter of which is to be arranged by the instructor prior to the course being offered. The student may repeat the course without limitation on the number of credits as long as the subject matter is different. Offered yearly.

### **501 Readings in Political Science—4 Q.H.**

The nature and scope of this course consists of independent readings in any area of political science. Credit arranged. May be repeated up to 12 hours.

### **502 Formation of Public Policy—4 Q.H.**

An integrated study of the policy making process, the relationship of persons, groups, and governmental and non-governmental institutions in the initiation, formulation and implementation of policy in the United States. Prerequisite: Pol. Sci. 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: Pol. Sci. 220. Offered by arrangement only.

## PSYCHOLOGY

328 Minne Hall, 457-5435  
Graduate Faculty: Sefkow (Chairperson), Lane, Lewis, Soriano, J. Williams, K. Williams

### **400G Independent Study—1-4 Q.H.**

Independent study or research for credit under the guidance of a staff member with prior consent. May be repeated. Teaching assistantships and field experiences are available on a P/NC basis only. Prerequisite: PSYCH 210. Offered quarterly.

### **414G Psychology of Mental Retardation— 4 Q.H.**

Causes, diagnosis, problems, and treatment of mental retardation. Personal, social, and educational adjustment of retarded persons. Prerequisite: PSYCH 210. Offered yearly.

### **418G Behavioral Pharmacology—4 Q.H.**

Psychological, sociological, and physiological factors related to drug dependency. Therapeutic interventions and education will be discussed. Decision-making processes and alternatives to drug use are explored. This course does not meet teacher certification, but is designed for non-education majors. Prerequisite: PSYCH 210. Offered yearly.

### **420G Abnormal Psychology—4 Q.H.**

Abnormal behavior is studied according to its origins, development, and treatment. Topics include: models of abnormal behavior, anxiety

disorders, psychoses, somatoform disorders, life-span related disorders, psychological aspects of illness and prevention. Prerequisites: PSYCH 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: PSYCH 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.

### **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: PSYCH 210. Offered yearly.

**430G Motivation of Behavior—4 Q.H.**

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

**498G Seminar in Psychology—4 Q.H.**

Topics will be specified for each separate course offering. The intent is to provide in-depth study of one specialized subject area. Prerequisite: PSYCH 210. Offered yearly.

## SOCIOLOGY AND SOCIAL WORK

228 Minne, 457-5420

Graduate Faculty: Aldrich, Andrews, Bublitz, Carlson, Gerlach, Schwartz, Winger

**400G Life Styles of American Cultural and Minority Groups—2 Q.H.**

The study of intergroup relations, American minorities, discrimination and prejudice. Offered every three years.

**405G Models of Intervention—4 Q.H.**

An in-depth study of therapeutic methodologies and skills used in the human service professions. Special emphasis is on social systems and directive models to assist individual clients with behavioral changes. Prerequisite: SOC 150 or consent of instructor. Limited to 20 students. Offered yearly.

**411G Sociology of Religion—4 Q.H.**

A comparative analysis of religious beliefs, institutions and symbols and their role in societies. Prerequisite: SOC 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: SOC 150. Offered twice yearly.

**414G Juvenile Delinquency—4 Q.H.**

In-depth analysis of juvenile delinquency, its development, control, treatment, and prevention. Prerequisite: SOC 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: SOC 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: SOC 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: SOC 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: SOC 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: SOC 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: SOC 150, Jr./Sr. standing and consent of instructor. Offered yearly.

**450G Sociology of Aging—4 Q.H.**

Growth of the aged population, comparative view of the role of the aged; problems of the aged and proposed solutions. Prerequisite: SOC 150. Offered every two years.

**480G Variable Topics in Sociology or Social Work—1-4 Q.H.**

A seminar course that analyzes selected topics and problems from the sociological or social work perspective (subject to be chosen by instructor and announced before registration.) Prerequisite: 16 hours of sociology or social work. Offered on demand. P/NC.

**488G Health and Human Services Organizations—4 Q.H.**

Analysis of patterns, regularities, design and behavior in organizations providing health and human services. Prerequisite: SOC 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

Rosemary A. Langston, Dean  
231 Phelps Howell Hall, 457-5121  
Graduate Faculty: Dison, Frost, Kern,  
Langston, Nicholls, Smith (Program Director)  
U249 Rochester Center, (507) 285-7489.

## **DEGREES OFFERED:** **Masters of Science** **Majors:** **Adult Health Nursing** **Nursing Administration**

### **PURPOSE:**

The Master of Science Program in Nursing prepares nurses for advanced practice in adult health nursing. Adult health nursing focuses on the application of advanced nursing knowledge to all adults—well, ill, or at-risk—in a variety of settings. Students select a major in adult health nursing or nursing administration. The adult health nursing major chooses a focus of clinical nurse specialist or nurse educator; the nursing administration major emphasizes on the integration of nursing practice and administrative processes. The faculty believes that nursing education at the master's level requires a strong clinical base.

To accomplish this, the program is designed so each student will be able to:

1. Synthesize theories of nursing science and related disciplines to develop a theoretical basis to guide advanced nursing practice.
2. Demonstrate advanced level of clinical expertise in nursing of adults in primary, secondary, and tertiary prevention.
3. Demonstrate advanced level of nursing care management in the clinical, educational, or administrative setting.
4. Provide leadership in clinical prac-

tice, 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 cultural, economic, ethical, legal, and political influences on health care delivery.
7. Manage resources within an educational setting or health care delivery system.
8. Contribute to continuing professional development of self and others.

### **DESCRIPTION OF PROGRAM**

Students in both majors have experiential learning emphasizing the nursing of well, ill, and at risk adults. The characteristics of adult health nursing practice at the master's level include: advanced knowledge in adult health nursing; demonstration of expertise and leadership in practice, teaching, and consultation in health care settings; and utilization of theory and research to improve nursing practice. Students will practice in a variety of settings using the advanced nurse roles of clinician, manager, teacher, consultant, and researcher. Experience is organized to develop advanced level of practice in nursing care of clients in primary, secondary, and tertiary prevention.

### **MAJOR IN ADULT HEALTH NURSING**

Students in adult health nursing have additional courses in advanced pathophysiology and adult development. Clinical practicums in advanced nursing for the adult health major focus on care of individuals and groups with multiple, complex health problems.



**Focus—Clinical Nurse Specialist**

Students who elect the clinical specialist focus will develop, test, and practice the role of the clinical nurse specialist in a clinical area of the student's choice. Extension of advanced nursing practice roles of clinician, manager, teacher, consultant, and researcher will be demonstrated within the framework of the clinical nurse specialist in adult health nursing.

**Focus—Nurse Educator**

Students who elect the nurse educator focus will be prepared to teach nursing in an academic or service setting. Courses and learning experiences focus on principles of nursing education and staff development; the responsibilities of the nurse educator in teaching, research, and practice; professional and social forces in an academic setting; and current issues and trends in nursing education and staff development. Students practice the teaching role under the guidance of faculty or staff development preceptors in a practicum experience.

**MAJOR IN NURSING ADMINISTRATION**

Students who elect the nursing administration major will be prepared for an administrative position in a health care setting. Courses and learning experiences focus on elements of a nursing care system; the responsibilities of the nurse administrator in research, education, and clinical practice; human resource management; fiscal accountability of the nursing administrator; and the functions of the nursing administrator in the organization as well as issues and trends in nursing administration. Clinical practicums in advanced nursing for the nursing administration major focus on management of clients, nurses, and resources. An administration practicum offers students the opportunity to learn nursing administration under the guidance of a qualified preceptor.

**CLINICAL EXPERIENCES**

Faculty and graduate students select preceptors in settings and clinical practice areas of nursing to meet students' individual needs. Students currently practice in hospitals affiliated with the Mayo Medical Center in Rochester, the

Gunderson Clinic in LaCrosse, and other hospitals, county public health agencies, senior citizen centers, schools of nursing, and health care agencies from a three-state area.

**ADMISSION REQUIREMENTS\***

The criteria and procedures used for admitting students to the graduate program in nursing are as follows:

1. Students will apply for admission through the Office of Graduate Studies. All general requirements for admission must be met in addition to the following specific requirements of the College of Nursing.
2. Baccalaureate degree from an NLN accredited program.
3. Undergraduate grade point average of 3.00 on a 4.00 scale.
4. 900 on the Graduate Record Exam (verbal plus quantitative taken within last 5 years).
5. One year of clinical nursing experience.
6. Completion of undergraduate course in health assessment. Undergraduate courses in nursing research and statistics are *strongly* recommended.
7. Recommendations from a) current or most recent employer and b) two non-relatives who are familiar with applicant's professional background and expertise.
8. A personal goal statement.
9. Evidence of licensure to practice nursing as a registered nurse.

\*Applicants not meeting all of the above criteria will be given individual consideration.

Applications may be obtained from:

Master's Program in Nursing  
 WSU-Rochester Center  
 859 30th Ave., S.E.  
 Rochester, MN 55904  
 1-507-285-7473

OR

Office of Graduate Studies  
 Winona State University  
 Winona, MN 55987

**GRADUATION REQUIREMENTS:**

1. General requirements of the University.
2. Completed thesis.

## M.S. DEGREE NURSING

### CORE COURSES TAKEN BY ALL GRADUATE STUDENTS

- N510 Theoretical Foundations for Advanced Practice (3)
- N515 Advanced Research in Nursing Practice (4)
- N520 Issues in Advanced Nursing Practice (3)
- N525 Health Care Technology (2)
- N561 Primary Prevention in Adult Health Seminar (2)
- N541 Primary Prevention in Adult Health Clinical (3)
- N562 Secondary Prevention in Adult Health Seminar (2)
- N542 Secondary Prevention in Adult Health Clinical (3)
- N563 Tertiary Prevention in Adult Health Seminar (2)
- N543 Tertiary Prevention in Adult Health Clinical (3)
- N564 Advanced Role Seminar (2)
- N599 Thesis (5)
- Stat501 (3)

### MAJOR IN ADULT HEALTH NURSING— 54 Q.H.

- N505 Advanced Pathophysiology (3)
- CE535 Adult Development Electives (3)

### FOCUS— CLINICAL SPECIALIST

- N565 Clinical Nurse Specialization (4)
- N566 Clinical Specialization Practicum (4)

### FOCUS— NURSE EDUCATOR

- N570 Nursing Education: Curricular Processes (4)
- N571 Nursing Education: Instruction and Evaluation (4)

## MAJOR IN NURSING ADMINISTRATION- 55-62 Q.H.

- N550 Fiscal Management and Budgeting of Nursing Services (3)
- N551 Human Resource Management of Nursing Care Providers (3)
- N552 Structure and Design of Nursing Services and Health Care Organizations (3)
- N553 Administrative Processes in Health Care and Nursing Services (2)
- N554 Nursing Administration Practicum (4-8)
- Electives (3-6)

NOTE: Students select 3-6 credits from the restricted list below. To enter courses outside the College of Nursing the student should obtain consent from the course instructor. Other support courses may be added to this list as deemed appropriate by the graduate nursing faculty.

- CE 535 Adult Development
- EC 450G Health Economics
- FIN 560 Studies in Financial Decision-Making
- MKT 542 Marketing Analysis
- MGT 541 Organizational Behavior and Development
- MGT 550 Dimensions of Leadership
- MGT 595 Business Policies
- MGT 525 Administrative Decision-Making
- MGT 530 Business Management Decision-Making
- SOC 437G Sociology of Large Scale Organizations
- SOC 434G Medical Sociology

- N550 Fiscal Management and Budgeting of Nursing Care Systems (3)
- N551 Human Resource Management of Nursing Care Providers (3)
- N552 Structure and Design of Nursing Care Systems in Health Care Organizations (3)
- N553 Administrative Processes in Health Care and Nursing Services (2)
- N554 Nursing Administration Practicum (4-8)

## GRADUATE COURSES

### CORE—Adult Health Nursing and Nursing Administration

#### N510 Theoretical Foundations of Advanced Practice—3 Q.H.

The goal of this course is to provide the student with the opportunity to critically analyze existing nursing theories and develop the ability to theorize about his or her own practice. The student will do an in depth examination of the attributes of a concept. Grade only. Offered yearly on both campuses. Prerequisite: Admission to program or consent of instructor.

#### N515 Advanced Research for Nursing Practice—4 Q.H.

Advanced research in nursing builds on previous knowledge of research and statistics to develop research-oriented approach to practice. The student will analyze methods and techniques of research and interpret their usefulness for application in clinical practice. Theory and practice will be used in defining nursing problems and developing plans for study. Grade only. Offered yearly on both campuses. Prerequisite: N510; Co or prerequisite: STAT 501.

#### N520 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. Grade only. Offered yearly on both campuses.

#### N525 Health Care Technology—2 Q.H.

This course is designed to provide knowledge of technological modalities presently used to assist in the diagnosis and treatment of patients, planning and monitoring of care, management of information, and data analysis. The application of technology in nursing research, education, and practice will be explored. Application of general ethical theories, principles, and rules to dilemmas in nursing stemming from technology. Grade only. Offered yearly on both campuses.

#### N564 Advanced Role Seminar—2 Q.H.

This course will provide a forum for synthesis

of role behaviors in advanced nursing practice. Selected theories, which have been operationalized in a clinical setting, are evaluated. Grade only. Offered yearly on both campuses. Prerequisites: One of N561, 562, 563.

#### N599 Thesis—5 Q.H.

An individual investigation of a nursing research question using the research process and subsequent defense of the thesis is required for graduation. The research must be presented at a research seminar. Grade only. Offered yearly on both campuses. Prerequisites: Completion of 40 credits and permission of thesis advisor.

#### N561 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, manager, and consultant. Grade only. Offered yearly on both campuses. Must register for N541 at same time. Co- or Prerequisites: N505, CE535 for adult health nursing majors. Prerequisites: N510, N515.

#### N541 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, manager, and consultant. Must register for N561 at same time.

#### N562 Secondary Prevention in Adult Health Seminar—2 Q.H.

In depth study of Secondary Prevention in adult health. Analysis and synthesis of literature, with emphasis on research, relevant to advanced nursing practice in acute care. Emphasis on the component roles of clinician, manager, and teacher. Grade only. Offered yearly on both campuses. Must register for N542 at same time. Prerequisites: N505, CE535 for adult health nursing majors. Co- or Prerequisites: N510; N515 co-requisite.

#### N542 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, manager, and teacher. Must register for N562 at same time.

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### **N563 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, manager, and researcher. Grade only. Offered yearly on both campuses. Must register for N543 at same time. Prerequisites: N505, CE535 for adult health majors; Prerequisites: N510, N515.

### **N543 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, manager, and researcher. Must register for N563 at same time.

## **COGNATES**

### **Stat 501 Statistical Methods of Health Care Professionals—3 Q.H.**

Application and interpretation of statistical techniques in the health profession. Grade only. Offered once per year on alternating campuses. Prerequisite: Stat 208 or equivalent, or consent of instructor.

## **ELECTIVES**

3-6 elective credits required.

## **Nursing Administration Major (55-62 Q.H.)**

### **N550 Fiscal Management and Budgeting of Nursing Care Systems—3 Q.H.**

This course will focus on application of fiscal management principles as they affect the provision of nursing care within a health care organization. Grade only. Offered as needed. Prerequisite: N510.

### **N551 Human Resource Management of Nursing Care Providers—3 Q.H.**

This course will focus on personnel management and labor relation principles as they apply to provision of nursing care within a health care organization. Grade only. Offered as needed. Prerequisites: N510, N515.

### **N552 Structure and Design of Nursing Care Systems in Health Care Organizations—3 Q.H.**

This course provides content related to health care organization structures with an emphasis on the design and delivery of nursing care. Grade only. Offered as needed. Prerequisites: N510, N515.

### **N553 Administrative Processes in Health Care and Nursing Care Systems—2 Q.H.**

This course provides knowledge of behaviors within health care organizations. Focus is on nursing care systems as they relate to behaviors of the organization, emphasizing the interrelationships needed to provide nursing care. Grade only. Offered as needed. Prerequisites: N510, N515.

### **N555 Nursing Administration Practicum—4-8 Q.H.**

This guided practicum is designed to build on the student's previous experiences and meet individual learning needs. Practicing nurse administrators will be utilized as preceptors to enhance the student's application of principles. Grade only. Offered as needed. Prerequisites: Three of N550, N551, N552, or N553 and N564.

## **Adult Health Nursing Major (54 Q.H.)**

### **N505 Advanced Pathophysiology—3 Q.H.**

Advanced physiology and pathophysiology at the cellular, organic and systemic level, will be the focus on this course. Interdependence of organ systems in health and disease will be emphasized as a basis for clinical assessment and management. Grade only. Offered yearly.

### **CE 535 Adult Development—3 Q.H.**

This course presents an introduction to the major theories, issues, and trends in the field of adult development, life stages, and life-long adaptation to change. Offered yearly on each campus.

## **CLINICAL SPECIALIST FOCUS**

### **N565 Clinical Specialization Seminar—4 Q.H.**

This course is designed to introduce students to the role of clinical nurse specialist. Nursing

practice models will be explored. Focus will be on developing competencies in identifying and treating complex nursing diagnoses. Emphasis will be placed on the use of a theoretical and research basis for effecting change to improve patient outcomes. Students will focus on concepts specific to the specialty areas in which they are interested. Grade only. Offered as needed. Prerequisites: N561-563, N541-43, N564.

**N566 Clinical Specialization Practicum—  
4 Q.H.**

This course allows the student to practice the specialist role in a chosen area of adult health. Settings are selected according to the interests of students and faculty. Students will work with a preceptor, have a caseload of patients, and continue to develop an in-depth knowledge base for clinical specialization. Offered as needed. Co- or Prerequisite: N565.

**NURSE EDUCATOR  
FOCUS**

**N570 Nursing Education: Curricular  
Processes—4 Q.H.**

This course is designed to introduce students to the components of the curricular process. Emphasis is on the interrelationship of philosophy, organizing framework, terminal objectives and curriculum design. Grade only. Offered as needed. Prerequisites: N510, N515, CE535.

**N571 Nursing Education: Instruction and  
Evaluation—4 Q.H.**

Role and responsibilities of nurse educator with emphasis on application of teaching strategies and evaluation techniques in classroom and

clinical instruction. Grade only. Offered as needed. Prerequisites: N561-563, N570.

**NURSING ELECTIVES**

**N516 Research Seminar—2 Q.H.**

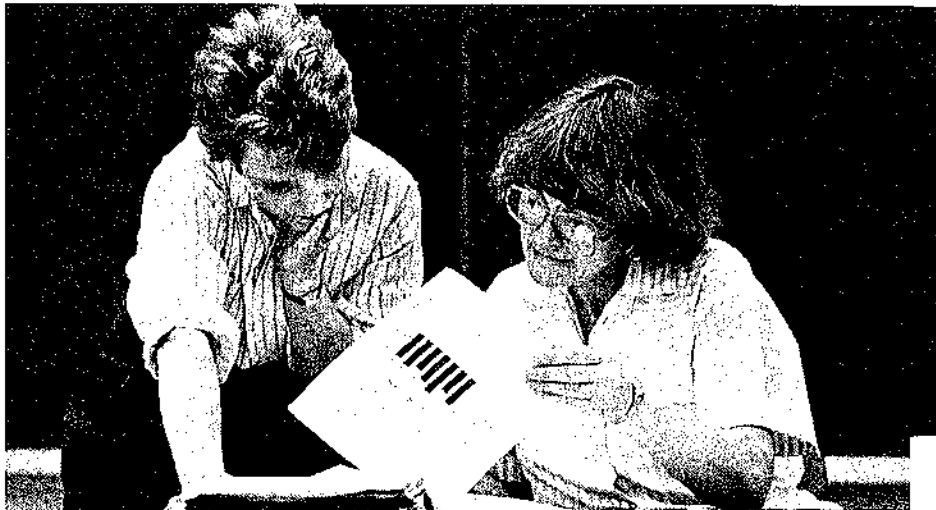
Formulation and evaluation of research problems and designs appropriate for master's thesis. Critical review and problem solving related to research projects based on needs of seminar participants. Forum for group critique of scientific writing. P/NC Option. Offered on demand. Prerequisite: N515.

**N585 Individual Study in Nursing—1-3  
Q.H.**

This course provides an opportunity for the qualified graduate student in nursing to work independently under the direction of a graduate faculty member. Topics may include research, development of special skills or clinical experience, selected readings, or review of a nursing problem. Time arranged. May be repeated for a total of 6 (six) credit hours. Contract with learning objectives, plan for accomplishments, and criteria for evaluation is necessary. P/NC Option. Prerequisites: Enrolled in nursing graduate program and consent of instructor.

**N595 Seminar in Nursing—1-4 Q.H.**

This course provides in depth study of selected topics. Content arranged by Nursing Department and specified for each offering. May be repeated when offered with different content/title. P/NC Option. Prerequisites: Enrolled in nursing graduate program and consent of instructor.



# COLLEGE OF SCIENCE AND ENGINEERING

Dennis N. Nielsen, Dean  
114H Pasteur Hall, 457-5585

## DEPARTMENTS

Biology  
Chemistry  
Computer Science  
Engineering  
Geology  
Mathematics & Statistics  
Physics

## COURSE DESCRIPTIONS

### BIOLOGY

215 Pasteur, 457-5270

Graduate Faculty: Berg (Chairperson), Anderson, Dapkus, Fremling, Jefferson, O'Rourke, Reuter, White, 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: Biology 308, Chemistry 212, 213 and 340. Offered yearly.

## DEGREES OFFERED

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

## OBJECTIVES

The primary mission of the College of Science and Engineering is to provide high quality undergraduate education and degrees in science, mathematics, and engineering. In addition, many graduate-level courses are offered to serve the continuing education needs of educators and other professionals within the service region of Winona State University.

#### 460G General Parasitology—4 Q.H.

An introduction to the study of parasites of man and his domestic animals and the etiology of associated pathologic states. Prerequisites: Biology 211 and Chemistry 400. Lecture and laboratory. Offered yearly.

#### 470G Histology—4 Q.H.

A microscopic study of animal cells, tissues, and organs and correlating structure and function. Emphasis is placed on the mammal. Consideration is given to various microtechniques and histochemistry and the analysis of electromicrographs. Lecture and laboratory. Prerequisites: Biology 207, Chemistry 213. Offered yearly.

#### 500 Problems in Biology—1-5 Q.H.

This course is designed to give graduate students the opportunity to study biological subjects of special interest to them. Prerequisite:

consent of advisor. May be repeated with consent of advisor up to 5 credits.

**525 Selected Topics in Advanced Physiology—3 Q.H.**  
Physiological mechanisms and concepts, from

molecular to system level, with emphasis on the integration of body processes through neural and endocrine control. Normal physiology emphasized.

## CHEMISTRY

312 Pasteur, 457-5290  
Graduate Faculty: Foss (Chairperson), Dunbar, Fick, Ng, Rislove, Witt

**408G, 409G Chemistry for Teachers in the Elementary School—1-4 Q.H.**

An introductory sequence in chemistry for elementary teachers. Methods and concepts applicable to all sciences taught in a framework of chemical phenomena, facts, laws, principles, and theories. Not open to majors and minors in any of the sciences. No prerequisite. Offered summer, irregularly.

**410G Polymer Chemistry—3 Q.H.**  
Chemistry of synthetic polymerization processes, and of monomers employed for addition and condensation polymers. Principal industrial applications of thermoplastic and thermosetting resins. Structure-property relationships of natural and synthetic polymers. Prerequisites: Chemistry 351 and 412 or Engineering 345—Thermodynamics I. Offered every two years.

**420G Topics in Industrial Chemistry—3 Q.H.**  
Applications of chemistry in industry. The chemistry and technology of selected industrial processes with emphasis on industrial organic chemistry. Prerequisites: Chemistry 340 or 350. Offered every two years.

**426G Analytical Chemistry—5 Q.H.**  
A course stressing modern analytical chemistry. A study of the theory and practice of the quantitative examination of chemical systems. Emphasizes instrumental methods of: UV-vis, emission, and AA spectroscopy, electrical methods, and gas and liquid chromatography. Prerequisites: Chemistry 425 and 413. Offered yearly.

**427G Topics in Instrumental Chemistry—1-3 Q.H.**  
Selected topics from the principles and application of the instrumental methods of: IR, UV-vis and AA spectroscopy; NMR and mass spectrometry; gas and liquid chromatography. Pre-

requisites: 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.

**440G Chemistry of Heterocyclic Compounds—3 Q.H.**  
A systematic approach to the nomenclature, properties, synthesis and reactions of heterocyclic compounds. Strong emphasis on reaction mechanisms. Special topics and reports. Lecture course. Prerequisites: Chemistry 340 or 350. Offered every four years.

**444G Organic Reactions and Synthesis—2-4 Q.H.**  
Individual problems in preparative organic chemistry. Reactions and multistep synthesis using new as well as classical reagents and reactions, purification techniques and analysis by spectroscopic methods. A laboratory course with one lecture period per week. Prerequisites: Chemistry 340 or 350. May be repeated to a total of 4 quarter hours. Offered every four years.

**447G Advanced Organic Chemistry—3 Q.H.**  
A study of organic reaction mechanisms. The correlated acidity, basicity and general reactivity of organic compounds. Application of chemical kinetics, thermodynamics, stereochemical concepts and the use of isotopes. Lecture course. Prerequisites: Chemistry 351 and 413. Offered every three years.

**465G History of Chemistry—2 Q.H.**  
A chemistry course emphasizing the fascinating interplay of ideas during the development of the chemical body of knowledge from alchemy. Prerequisite: one quarter of organic chemistry. Offered every three years.

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### **470G Isotope, Nuclear and Radiochemistry—3 Q.H.**

Introduction and basic treatment of the nucleus with emphasis on concepts in chemistry. Interactions of radiation with matter. Nuclear structure, stabilities and associated radioactive decay processes. Applications in nuclear reactors, particle accelerators, and medical therapies. Prerequisite: Chemistry 413. Offered every two years.

### **475G Seminar in Chemistry—1 Q.H.**

Group discussions and papers presented in the

field of chemistry. Prerequisite: 30 quarter hours of chemistry. Offered yearly.

### **510 Individual Problems in Chemistry—1-4 Q.H.**

An opportunity for the qualified graduate student to work independently. Topics may include research, development of special skills, selected readings, etc. Time arranged. 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

Graduate Faculty: Cichanowski (Chairperson), Bunce, Dukes, Ouellette.

Adjunct Faculty: Bolstad, Mataya, Simon, Sloan, Soltis, Stroebel

### **425G, 426G Numerical Analysis I, II—Each 4 Q.H.**

Numerical solution of equations, systems of linear equations, interpolation, numerical differentiation and integration, numerical solution of differential equations. Same as MATH 425 and 426. Students may not receive credit for both CS 425 and MATH 425 or CS 426 and MATH 426. Prerequisites: CS 231 or 232 and MATH 329. Alternate years.

## COMPUTER SCIENCE EDUCATION

### **452G Computer Applications in Elementary Education—4 Q.H.**

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

evaluations, and elementary computer literacy curricula. Prerequisites: EDUC 300, 301, 302. Offered yearly.

### **480G Computer Workshop—1-3 Q.H.**

The emphasis is on using microcomputers in education. Topics will be selected from: Authoring languages, LOGO (including turtle graphics), computer assisted instruction (CAI), computer managed instruction (CMI), information retrieval, text editing, educational software/courseware packages, software evaluation, computer curricula, classroom organization, and computer literacy. (Not open to computer science majors/minors.) Can be repeated for credit. Offered according to demand.

### **489G Special Topics—1-4 Q.H.**

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

### **500 Problems in Computer Science—1-6 Q.H.**

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

### **529 BASIC Programming on the Apple II with Applications—4 Q.H.**

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



## GEOLOGY

114 Pasteur, 457-5260  
Graduate Faculty: Bayer (Chairperson),  
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. Offered quarterly.

### **401G Earth Science Workshop—3 Q.H.**

Designed to acquaint elementary and junior high school teachers with the basic principles of geology and the materials of the earth's crust. Local field trips to collect rocks and fossils. Not open to students who have taken previous course work in geology. No prerequisites. Offered summer only.

### **404G Current Topics in Geology—1-4 Q.H.**

An analysis of current topics and issues relevant to the earth sciences. The subject matter to be offered will be announced in advance by the department. May be repeated as topics change. Prerequisite: Consent of instructor. Offered upon demand.

### **410G Economic Geology—4 Q.H.**

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

### **414G Sedimentology—4 Q.H.**

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

### **415G Stratigraphy—4 Q.H.**

An interpretation of the stratigraphic record, based upon basin analysis and study of strati-

graphic nomenclature and correlation, facies models and sequences, eustatic change of sea level, and plate tectonics. Lectures and laboratory and required field trips. Prerequisites: Geology 321 and 414. Offered yearly.

### **420G Hydrogeology—4 Q.H.**

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

### **425G Exploration Geophysics—4 Q.H.**

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

### **430G Principles of Geochemistry—4 Q.H.**

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

### **475G Earth Science Seminar—1 Q.H.**

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

### **480G Geological Field Techniques— 4 Q.H.**

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

## MATHEMATICS AND STATISTICS

311 Gildemeister Hall, 457-5370

Olson, F. (Chairperson), Blumberg, Bottema,  
Bunce, Johnson, Olson S., Ouellette, Urion,  
VanDeWater

### MATHEMATICS

#### 425G, 426G Numerical Analysis I, II— Each 4 Q.H.

Numerical solution of equations, systems of linear equations, interpolation, numerical differentiation and integration, numerical solutions of differential equations. Same as CS 425G, 426G. Prerequisites: CS 231, or 232 and MATH 329. Alternate years.

#### 440G Linear Programming—4 Q.H.

An introduction to linear programming and related mathematical topics.

#### 489G Special Topics—1-4 Q.H.

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

#### 500 Problems in Mathematics—1-6 Q.H.

Designed to allow post-baccalaureate students opportunity to study mathematical topics in depth under the supervision of a faculty member. May be repeated to a total of 6 Q.H. On demand.

### MATHEMATICS EDUCATION

#### 489G Special Topics—1-4 Q.H.

Experiences in mathematics education for teachers of grades K-12. Prerequisite: Consent of instructor. On demand.

#### 500 Problems in Mathematics Education —1-6 Q.H.

Designed to allow post-baccalaurate students opportunity to study mathematics education topics in depth under the supervision of a faculty member. May be repeated to a total of 6 Q.H. On demand.

### STATISTICS

#### 409G Design of Samples and Surveys— 4 Q.H.

Practical problems of surveys. Design of optimal surveys. Questionnaire design. Practical problems of sampling. Design of optimal sampling procedures. Adapting standard statistical techniques to specialized sampling design. Prerequisites: An introductory statistics course (preferably STAT 308); MATH 215, 220 or 221; or consent of instructor. Alternate years.

#### 410G Applied Statistics: Analysis of Variance—4 Q.H.

One-way Analysis of Variance, planned comparisons, post-hoc procedures, two- and three-way Analysis of Variance, experimental design, Analysis of Covariance. Interpretation of computer output will be emphasized. Prerequisites: An introductory statistics course (preferably STAT 308); MATH 215, 220 or 221; or consent of instructor. Alternate years.

#### 411G Applied Statistics: Multiple Regression—4 Q.H.

Simple linear regression, multiple regression, hypothesis testing, analysis of residuals, stepwise regression. Interpretation of computer output will be emphasized. Prerequisites: An introductory statistics course (preferably STAT 308); MATH 215, 220 or 221; or consent of instructor. Alternate years.

#### 489G Special Topics—1-4 Q.H.

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

#### 500 Problems in Statistics—1-6 Q.H.

Designed to allow post-baccalaureate students opportunity to study statistical topics in depth under the supervision of a faculty member. May be repeated to a total of 6 Q.H. On demand.

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

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

## PHYSICS

114 Pasteur Hall, 457-5260  
Graduate Faculty: Hamerski (Chairperson),  
Battaglini, Bloom, Bolon, Shields, Tobin

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

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

### **404G Nuclear Radiation Physics—5 Q.H.**

A first course in health physics, includes atomic and nuclear structure, radioactivity, interaction of radiation with matter, radiation dosimetry, health physics instrumentation, external and internal radiation protection. Prerequisite: Physics 203 or consent of instructor. Lecture-laboratory course. Offered every two years.

### **405G Mechanics II—4 Q.H.**

A continuation of 350 including central force fields, scattering and Lagrangian and Hamiltonian mechanics. Prerequisite: Physics 350. Offered every four years.

### **430G Electromagnetic Theory I—4 Q.H.**

Electrostatics including Gauss's Law and Laplace's Equation, Magnetostatics. Introduction to Maxwell's Equations. Offered every two years. Prerequisites: Physics 223 or 203 and Math 330.

### **431G Electromagnetic Theory II—4 Q.H.**

A continuation of 430 with applications of Maxwell's equations to waveguides, optics, and special relativity. Prerequisite: 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: Physics 223. Offered every four years.

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

Partial differential equations of mathematical physics. Orthogonal functions. Fourier series. Prerequisites: Physics 223 and Mathematics 330. Offered every four years.

### **441G Mathematical Methods in Physics II—4 Q.H.**

Eigenvalue problems. Sturm-Liouville theory. Matrix theory. Calculus of residues. Special functions. Laplace and Fourier transforms. Prerequisite: Physics 440. Offered every four years.

### **451G Quantum Mechanics I—4 Q.H.**

A continuation of 340. Interpretation of wave functions. Systems in one dimension. Hermitian operators and angular momentum. Electron spin. Systems in two or three dimensions. Prerequisite: Physics 340. Offered every four years.

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

An introduction to the application of computer controls in manufacturing processing. Three basic topics will be examined: Computer Controlled Machine Tools, Robotics and Group Technology. Offered on demand.

### **460G Advanced Laboratory I—2 Q.H.**

A study of the experimental techniques used in modern physics. Experiments are drawn from such fields as mechanics, statistical physics, optics, solid state physics and atomic and nuclear physics with special emphasis on the quantum character of matter. Prerequisites: 21 quarter hours in Physics. Offered on demand.

### **461G Advanced Laboratory II—2 Q.H.**

A continuation of Physics 460. Offered on demand.

### **480G Microcomputer Workshop—3 Q.H.**

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

### **481G Microcomputer Interfacing—4 Q.H.**

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

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PHYSICS**

**490G Individual Problems in Physics—  
1-5 Q.H.**

An opportunity for the qualified advanced undergraduate to work independently. Topics may include research, development of special skills, selected readings, etc. Time arranged. Prerequisite: Consent of the physics advisor. May be repeated to a total of five credits. Offered yearly.

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

An opportunity for the qualified student to work independently. Topics may include research, development of special skills, selected readings, etc. Time arranged. Prerequisite: Consent of the physics advisor. May be repeated to a total of six credits.





# Administration and Faculty

## **Office of the President**

**Darrell W. Krueger**, President

**Gary W. Janikowski**, Director, Human Resources

**Dennis Martin**, Director, Institutional Research  
**Elizabeth Vozzola Colapietro**, Affirmative Action Officer

## **Office of Vice President for Academic Affairs**

**Douglas Sweetland**, Interim Vice President for Academic Affairs

**Otto Frank**, Interim Dean, College of Education

**Mary Gander**, Interim Dean, College of Business

**Penny Gresham**, Dean, Academic Services/Enrollment Management

**Rosemary Langston**, Dean, College of Nursing & Health Sciences

**Dennis Nielsen**, Dean, College of Science & Engineering

**James Reynolds**, Interim Dean, College of Liberal Arts

**Shelly Allen**, Director, Interactive Television

**Barbara Brown**, Director, Advising & Retention

**Ron Butterfield**, Registrar

**Pauline Christensen**, Chair, Adult, Continuing Education & Extension

**Donald Cramer**, Director, Academic Computing

**Elizabeth Lange**, Director, Library

**David Forsythe**, Director, Administrative Computing

**James Mootz**, Director, Admissions

**Mary Rieder**, Director, Rochester Center

**Judy Routhe**, Associate Director, Audio Visual Services

**Bonnie Smith**, Director, Graduate Studies

## 88 / ADMINISTRATION

### **Office of Vice President for Administrative Affairs**

**Norman Decker**, Vice President for Administrative Affairs

**John Burros**, Director, Facilities Management

**Marie Bush**, Director, Budget

**Richard Davis**, Director, Publications

**Lyle Halliday**, Plant Operations Superintendent

**John Michalowski**, Print Shop Manager

**Joanne Rosczyk**, Administrative Assistant to the Vice President

**Richard Schaber**, Bookstore Manager

**Jerome Varner**, College Management Officer

### **Office of Vice President for Student Affairs**

**John Kane**, Vice President for Student Affairs

**Charles Bentley**, Director, Counseling Center

**John Ferden**, Director, Housing

**Jon Kosidowski**, Administrative Assistant to the Vice President

**Robert Lietzau**, Director, Student Financial Aid

**Terri Markos**, Director, International Student Program

**Paula Scheevel**, Director, Sheehan Residence Hall/Security Coordinator

**Karen Stevens**, Director, Morey-Shepard Residence Hall

**Gavin Strand**, Director, Student Placement

**Charles Zane**, Director, Student Union/Student Activities

**Kathryn Zimmerman**, Director, Prentiss-Lucas Residence Hall

### **Office of Development and University Relations**

**Gary Evans**, Director for Development and University Relations

**Gloria Miller**, Director, Alumni Affairs

**Linda Wood**, Director, Annual Fund

**Julie Zuehlke**, Director, News and Information

### **State University Board**

**Robert Carothers**, Chancellor, 550 Cedar Street, St. Paul 55101

**Bernard Brommer**, 175 Aurora Avenue, St. Paul 55103

**L. E. (Dan) Danford**, Piper Jaffray & Hopwood Inc., 222 South 9th St., Minneapolis, 55402

**Frank K. Furlan**, 514 3rd Ave., N.W. Chisholm 55719

**Nellie Stone Johnson**, Room 226, 920 Nicollet Mall, Minneapolis 55402

**Julie A. Bleyhl**, 316 York Avenue, St. Paul 55101

**James B. Lund**, IDS/American Express, 2665 Long Lake Road, #400, Roseville 55113

**Bernard Miller**, Miller, McDonald, Erickson & Moller, 513 Beltrami, P. O. Box 486, Bemidji 56601

**Elizabeth Pegues**, The Bush Foundation, E-900 1st National Bank Building, St. Paul 55101

**Rod Searle**, R.R. 1, Box 44, Waseca 56093

**Jerry D. Serfling**, AFSCME, 267 Lafayette Rd., St. Paul 55107

## FACULTY

\***S. Wali Abdi**, Assistant Professor, Education; B.S., M.A., Ed.D., Virginia Tech; 1988-

\***Sandra Adickes**, Assistant Professor, English; B.A., Douglas College; M.A., Hunter College; Ph.D., New York University; 1988-

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

\***Carol Anderson**, Associate Professor, Special Education; B.S., M.S., University of Minnesota; Ph.D., Utah State University; 1987-

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

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

\***Dennis Battaglini**, Professor, Physics; B.S.Ed., Cal State University (PA); 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; 1964-

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

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

\***Steven Berg**, Professor, Biology; B.S., Pacific Lutheran University; Ph.D., Purdue University; 1986-

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

\***Danning Bloom**, Professor, Physics; B.A., Illinois Wesleyan University; Ph.D., University of Colorado-Boulder; 1976-

\***Carol Blumberg**, Associate Professor, Mathematics and Statistics; A.B., A.M., University of Michigan; M.S., Ph.D., Michigan State University; 1987-

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

\***Murk Bottema**, Assistant Professor, Mathematics and Statistics; B.A., University of Colorado; M.S., University of Oregon; Ph.D., Oregon State University; 1987-

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

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

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

\***Ronald Butterfield**, Registrar; B.S., M.S., Winona State University; Ed.D., Ball State University; 1967-

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

\***Roger Carlson**, Professor, Geography; B.A., M.A., University of California, Los Angeles, Ph.D., University of Nebraska-Lincoln; 1967-

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

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

\***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; 1974-

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

\***Shashi Dewan**, Associate Professor, Management/Marketing; B.S., Malviya Regional Engineering College; M.B.A., Ph.D., Indian Institute of Technology; 1988-

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

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

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- \*Marjorie Dorner**, Professor, English; B.A., St. Norbert College; M.A., Marquette University; Ph.D., Purdue University; 1971-
- \*Glenn F. Dukes**, Professor, Computer Science; B.S., M.S., Ph.D., Iowa State University; 1969-
- \*Wayne Dunbar**, Professor, Chemistry; B.A., Franklin College; M.A., Purdue University; Ph.D., Northern Illinois University; 1976-
- \*Gary Eddy**, Assistant Professor, English; B.A., University of Texas; M.F.A., University of Arizona; Ph.D., State University of New York; 1988-
- \*James Howard Eddy**, Professor, Political Science; B.S., St. John's University; M.A., Ph.D., University of Oklahoma; 1965-
- \*Jeanne Ehlinger**, Assistant Professor, Education; B.S., M.S., University of Wisconsin; Ed.D., Indiana University; 1988-
- \*Everett Eiken**, Professor, Counselor Education; B.A., Luther College; M.S., Winona State University; Ed.D., University of Northern Colorado; 1966-
- \*Shirley Eiken**, Professor, Business Education and Office Systems Administration; B.A., Luther College; M.S., Winona State University; Ed.D., University of Northern Colorado; 1966-
- \*Ahmed El-Afandi**, Professor, Political Science; B.Com., University of Alexandria; M.A., Ph.D., University of Missouri-Columbia; 1968-
- \*Wayne C. Erickson**, Professor, Education; B.A., Concordia College-Moorhead; M.S., North Dakota State University; Ed.S., Northern Arizona University; Ed.D., University of North Dakota; 1967-
- \*Donald Fick**, Professor, Chemistry; B.S., University of North Dakota; Ed.D., Oregon State University; 1960-
- \*Joseph Foegen**, Professor, Management/Marketing; B.B.A., M.B.A., Ph.D., University of Wisconsin-Madison; 1958-
- \*Ruth Forsythe**, Assistant Professor, English; B.A., St. Olaf College; M.A., University of Minnesota; Ph.D.; 1977-
- \*Frederick W. Foss, Jr.**, Professor, Chemistry; B.S., University of Michigan; M.S., University of Minnesota; Ph.D., University of the Pacific; December, 1957-
- \*Otto J. Frank**, Interim Dean, College of Education; B.S., Dickinson State College; M.S.Ed., Ed.D., University of North Dakota; 1969-
- \*Calvin R. Fremling**, Professor, Biology; B.S., M.S., St. Cloud State University; Ph.D., Iowa State University of Science and Technology; 1959-
- \*Marlene S. Frost**, Associate Professor, Nursing; B.S., Mankato State University; M.S., University of Minnesota; Ph.D., University of Texas; 1988-
- \*Alejandro Gallegos**, Associate Professor, Economics/Finance; B.A., Instituto Tecnológico y de Estudios Superiores de Monterrey; M.A., Ph.D., University of Wisconsin; 1988-
- \*Mary Gander**, Interim Dean, College of Business; B.A., M.S., Ph.D., University of Wisconsin-Madison; 1986-
- \*Jerry Gerlach**, Assistant Professor, Geography; B.A., M.A., University of Nebraska; Ph.D., University of Oklahoma; 1988-
- \*Judy M. Gernander**, Professor, Management/Marketing; B.A., Mankato State University; J.D., University of Minnesota Law School; 1970-
- \*Kenneth L. Gorman**, Professor, Business Education and Office Systems Administration; B.S., M.S., Ed.D., Northern Illinois University; 1980-
- \*George Grangaard**, Professor, Education; B.S., Wisconsin State University—LaCrosse; M.S., Winona State University; Ed.D., Ball State University; 1958-
- \*Paul H. Grawe**, Professor, English; B.A., Carleton College; M.A., Ph.D., Northwestern University; 1968-
- \*Gary Grob**, Professor, Health, Physical Education and Recreation; B.S., M.S., Winona State University; Ph.D., University of Utah; 1965-
- \*Robert Gunner**, Professor, Health, Physical Education and Recreation; B.S., M.A., Michigan State University; P.E.D., Indiana University; 1962-
- \*David E. Hamerski**, Professor, Physics; B.S., St. Mary's College; M.S., University of Minnesota; Ph.D., Washington University; St. Louis; 1961-
- \*James Harvey**, Professor, Engineering; B.S., University of Denver; Ph.D., Virginia Polytechnic Institute; 1988-
- \*Timothy Hatfield**, Associate Professor, Counselor Education; A.B., Harvard College; Ed.M., Harvard Graduate School of Education; Ph.D., University of Minnesota; 1980-
- \*James F. Hurley**, Associate Professor, Accounting; B.S., M.A., Ph.D., University of Nebraska-Lincoln; 1983-
- \*Matthew Hyle**, Associate Professor, Economics/Finance; B.A., Indiana University; Ph.D., University of Maryland; 1988-



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

\***Carol Jefferson**, Professor, Biology; B.A., St. Olaf College; Ph.D., Oregon State University; 1976-

\***Herbert N. Johnson**, Professor, Mathematics & Computer Science; B.S., Moorhead State University; M.S., New Mexico Highlands University; Ed.D., University of Oregon; 1966-

\***Stephen Juaira**, Associate Professor, Health, Physical Education and Recreation, Director of Intramurals Programs; B.S., M.S., Winona State University; Ph.D., Florida State University; 1975-

\***John Kane**, Interim President 1988-1989; Vice President for Student Affairs; B.S., University of Wisconsin—LaCrosse; M.S., Winona State University; Ed.D., Oregon State University; 1960-

\***J. Eugene Kangas**, Professor, Management/Marketing; B.S., M.B.A., University of Detroit; Ph.D., University of Cincinnati; 1986-

\***Daniel E. Kauffman**, Professor, Economics/Finance; B.A., St. Cloud State University; M.A., Ph.D., University of Nebraska-Lincoln; 1983-

\***Mary Kesler**, Associate Professor, Counseling Center; B.M.Ed., M.A., Ph.D., University of Kansas; 1987-

\***Robert King**, Associate Professor, Music; B.S.Ed., Ohio State University; M.M., Eastman College; Ed.D., University of Illinois; 1980-

\***Wayne J. Kirk**, Professor, Education; B.S., University of Wisconsin—LaCrosse; M.Ed., University of Illinois; Ph.D., University of Minnesota; 1964-

\***Lora Knutson**, Assistant Professor, Education; B.S., Northeast Missouri State University; M.A., Ph.D., University of Iowa; 1988-

\***Eldon A. Koplín**, Professor, Education; B.A., M.A., University of South Dakota; Ed.D., University of Northern Colorado; 1970-

\***Kristi Lane**, Professor, Psychology; B.A., University of North Carolina; M.A., Ph.D., George Peabody College of Vanderbilt University; 1980-

\***Rosemary Langston**, Dean, College of Nursing & Health Sciences; B.S.N., University of Buffalo; M.S.N., Texas Woman's University; Ph.D., University of Minnesota; 1978-

\***John W. Lewis**, Professor, Psychology; B.A., University of Iowa; M.S., Southern Illinois; Ph.D., University of Iowa; 1963-

\***Gregor MacDonald**, Associate Professor, Economics/Finance; B.A., University of Northern Iowa; M.A., Ph.D., University of Virginia; 1987-

\***Dwight H. Marston**, Professor, Health, Physical Education and Recreation-Director of Men's Athletics; B.A., University of Northern Iowa; M.A., University of Iowa; P.E. Director, Indiana University; Ed.D., Ball State University; 1966-

\***John L. Martin**, Professor, Health, Physical Education and Recreation; B.S., M.S., University of Wisconsin-LaCrosse; Ph.D., University of Utah; 1963-

\***Ronald M. Mazur**, Professor, Foreign Languages; B.A., University of Detroit; M.A., Ph.D., University of Michigan; 1978-

\***Richmond McCluer**, Associate Professor, Music; B.A., Westminster College; M.F.A., Princeton University; 1959-

\***Leland McMillen**, Professor, Education; B.S., M.S., Winona State University; Ed.D., University of South Dakota; 1968-

\***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-

\***Randolph W. Miller**, Professor, Health, Physical Education and Recreation; B.P.E., University of Manitoba, Canada; M.A., Ph.D., University of Minnesota; 1974-

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

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

\***Frank P. Morello**, Professor, Political Science; B.S., Fordham University; M.A., Ph.D., St. John's University; 1970-

\***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; 1987-

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

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\***C.B. William Ng**, Assistant Professor, Chemistry; B.Sc., M.Sc., Ph.D., University of British Columbia; 1986-

\***Daniel J. Nicholls**, Associate Professor, Nursing; M.Ed., M.S.N., 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; A.B., University of Missouri; M.A., University of Birmingham-England; Ph.D., University of Washington; 1968-

\***Dennis N. Nielsen**, Dean, College of Science & Engineering; B.S., Gustavus Adolphus College; M.A., Ph.D., University of North Dakota; 1970-

\***Frederick M. Olson**, Professor, Mathematics & Statistics; B.S., St. Cloud State University; M.S., Northern State College-Aberdeen, S.D.; Ed.D., University of Northern Colorado; 1965-

\***Ivan Olson**, Professor, Music; B.M.E., M.M., Northwestern University; Ed.D., University of Michigan; 1968-

\***Sandra Olson**, Professor, Mathematics & Statistics; B.S., Colorado State University; M.N.S., Arizona State University; Ed.D., University of Northern Colorado; 1965-

\***Richard O'Rourke**, Professor, Biology; B.S., College of St. Thomas; M.S., Ph.D., University of Minnesota; 1965-

\***Hugh F. Ouellette**, Professor, Mathematics & Statistics/Computer Science; B.S., Western Montana College; M.A., University of Illinois; M.A., Ball State University; Ed.D., University of Northern Colorado; 1972-

\***Lylle Palmer**, Professor, Special Education; B.M., M.M., Southern Methodist University; Ph.D., North Texas State University; 1977-

\***Wayne R. Purtzer**, Professor, Audio Visual; B.S., University of Nebraska; Ed.D., University of Nebraska; 1969-

\***Sara B. Rasch**, Associate Professor, Management/Marketing; B.A., Earlham College; M.A., Ball State University; M.B.A., Ph.D., University of Kansas; 1988-

\***Robert W. Raz**, Professor, English; A.B., University of Michigan; A.M., Wayne State University; Ph.D., University of Michigan; 1970-

\***Mary Ann Renz**, Instructor, Communication and Theatre Arts; B.A., Western Michigan University; M.A., Ph.D., Wayne State University; 1988-

\***Lawrence Reuter**, Associate Professor, Biology; B.A., Saint Mary's College; Ph.D., Princeton University; 1979-

\***Dominic Ricciotti**, Associate Professor, Art; B.F.A., Washington University; M.A., Hunter College; Ph.D., Indiana University; 1985-

\***Susan Rickey-Hatfield**, Assistant Professor, Communication & Theatre Arts; B.S., M.S., Miami University; Ph.D., University of Minnesota; 1981-

\***Mary E. Rieder**, Professor, Economics/Finance; B.A., Aquinas College; Ph.D., Iowa State University; 1971-

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

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

\***Frank Rocco**, Professor, Special Education; B.S., Clarion College; M.Ed., Boston College; Ph.D., Michigan State University; 1971-

\***Arvin Rodrigues**, Professor, Marketing B.T., ITT Kharagpur; M.S. Stanford University; M.Phil., Ph.D., Columbia University; 1987-

\***Donald M. Saiyards**, Professor, Economics/Finance; B.A., Graceland College; M.A., Ph.D., Kansas State University; 1975-

\***Don E. Scheid**, Assistant Professor, Philosophy; B.A., Colorado College; M.A., J.D., University of Utah; Ph.D., New York University; 1986-

\***H. Giles Schmid**, Professor, Management/Marketing; B.A., St. Mary's College; M.B.A., DePaul University; Ph.D., University of Minnesota; 1979-

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

\***R. Stephen Schwartz**, Professor, Sociology; B.Sc., M.Sc., University of Oklahoma; Postgraduate Certificate in Education, University of Zambia (University of London, external); Ph.D., The University of Iowa; 1973-

\***Susan B. Sefkow**, Associate Professor, Psychology; B.A., Yale University; M.S., Ph.D., University of Massachusetts—Amherst; 1978-

\***Richard H. Shields**, Professor, Physics; B.S., M.S., Eastern Illinois University; Ph.D., University of Missouri-Rolla; November, 1973-

\***Curtis B. Siemers**, Professor, Communication and Theatre Arts; B.A., University of Omaha; M.A., Ed.D., Ph.D., University of Nebraska; 1967-

\***Anthony Sinkiewicz**, Associate Professor, Management; B.S., University of New York, Albany; M.A., Webster University, St. Louis; D.B.A., U.S. International University; 1987-

\***Bonnie Smith**, Associate 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; M.S.N., Ph.D., University of Minnesota; 1983-

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

\***Leodegario Soriano**, Assistant Professor, Psychology; B.A., M.P.A., University of the Philippines; Ph.D., University of Minnesota; 1976-

\***Richard J. Sovinec**, Professor, Music; B. Mus., M. Mus., D. Mus., Northwestern University; 1970 -

\***Jacob Steigerwald**, Professor, Foreign Languages; B.A., Columbia College; B.A., M.A., University of Illinois; Ph.D., University of Cincinnati; 1971-

\***Michael Steiner**, Professor, Management/Marketing; B.S., M.S., Ph.D., University of Wisconsin; 1988-

\***Gavin Strand**, Director of Placement; B.A., Winona State University; M.A., University of Northern Colorado; Ph.D., University of Wisconsin-Madison; 1977-

\***Douglas P. Sweetland**, Interim Vice President of Academic Affairs; B.S., Northern State College; M.S., Ph.D., Kansas State University; 1984-

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

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

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

\***Henry A. Van Kirk**, Associate Professor, Counselor Education; B.A., Wayne State College; M.A., Ed.D., University of Northern Colorado; 1968-

\***James Ward**, Assistant Professor, Political Science; B.A., University of Mississippi; M.A., Ph.D., University of Cincinnati; 1988-

\***Derrell B. White**, Professor, Biology; B.A., M.S., Ph.D., University of Iowa; 1969-

\***Janet A. Wilke**, Associate Professor, Nursing; B.S.N., University of Wisconsin-Madison; M.S.P.H., University of Minnesota; 1975-

\***Brice J. Wilkinson**, Professor, Communication and Theatre Arts; B.A., M.A., University of Colorado; Ph.D., University of Oregon; 1971-

\***Janette Williams**, Associate Professor, Psychology; B.A., Northwestern University; M.A., Ph.D., University of Illinois; 1987-

\***Kerry G. Williams**, Associate Professor, Psychology; B.Sci., University of Washington; M.A., Ph.D., University of Illinois-Urbana; 1981-

\***Ruth Winger**, Assistant Professor, Sociology/Social Work; B.S.W., M.S.S., University of Wisconsin; Ph.D., University of Minnesota; 1988-

\***Jerry Witt**, Professor, Chemistry; B.S., University of Wisconsin-Madison; 1962-

\***Marvin Wolfmeyer**, Professor, Management/Marketing; B.S., University of Missouri; M.S., Ph.D., University of Wisconsin-Madison; 1969-

\***Kevin Zook**, Assistant Professor, Education; B.S., Messiah College; M.S., Ph.D., Pennsylvania State University; 1988-

\***Ronald Zwonitzer**, Professor, Biology; B.S., M.S., Ph.D., University of Wyoming; January 1971-

## EMERITI

**Amanda B. Aarestad**, Education; B.E., Moorhead State University; M.A., University of Minnesota

**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

**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

**Margaret Browning**, Health Education; B.S., M.A., Columbia University

**J. Hugh Capron**, Industrial Education; B.S., Winona State University; M.A., Stout State University; Ed.D., University of Florida

**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

**Robert A. DuFresne**, President 1967-1977; Distinguished Service Professor; B.S., St. Cloud State 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

**Gertrude Finch**, Business; B.A., University of Iowa; M.A., Columbia University

**Glenn E. Fishbaugher**, Education; A.B., Cornell College; M.A., University of Minnesota

**Harold C. Guthrie**, English; B.A., Penn College; M.A., Ph.D., University of Iowa

**Warren Haesly**, Health Service; M.D., Northwestern University

**Robert A. Hanson**, President 1977-1983; B.S., M.S., Ph.D., University of Minnesota

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

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

**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**, Professor, 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

**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

**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

**Wesley J. Matson**, Professor, 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

**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

**Nels Minne**, President 1944-1967; B.A., St. Olaf College; M.S., Ph.D., University of Wisconsin

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

**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

**Augusta C. Nelson**, English and Comparative Literature; B.A., M.A., Ph.D., University of Minnesota

**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

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

**Jacque Reidelberger**, Professor, Communication and Theatre Arts; A.B., Beloit College; M.A., St. Louis University

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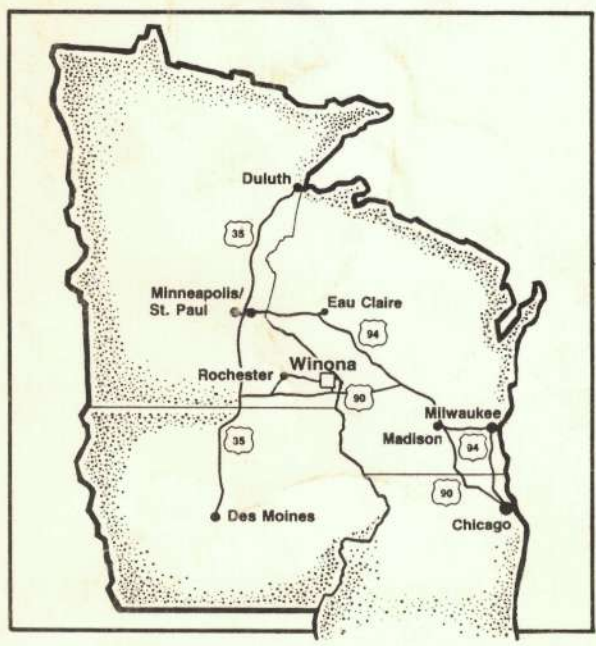






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