



**GRADUATE CATALOG  
2008-2010**

**PO Box 5838-Winona, MN 55987-5838**

**1-800-DIAL-WSU (507) 457-5038**

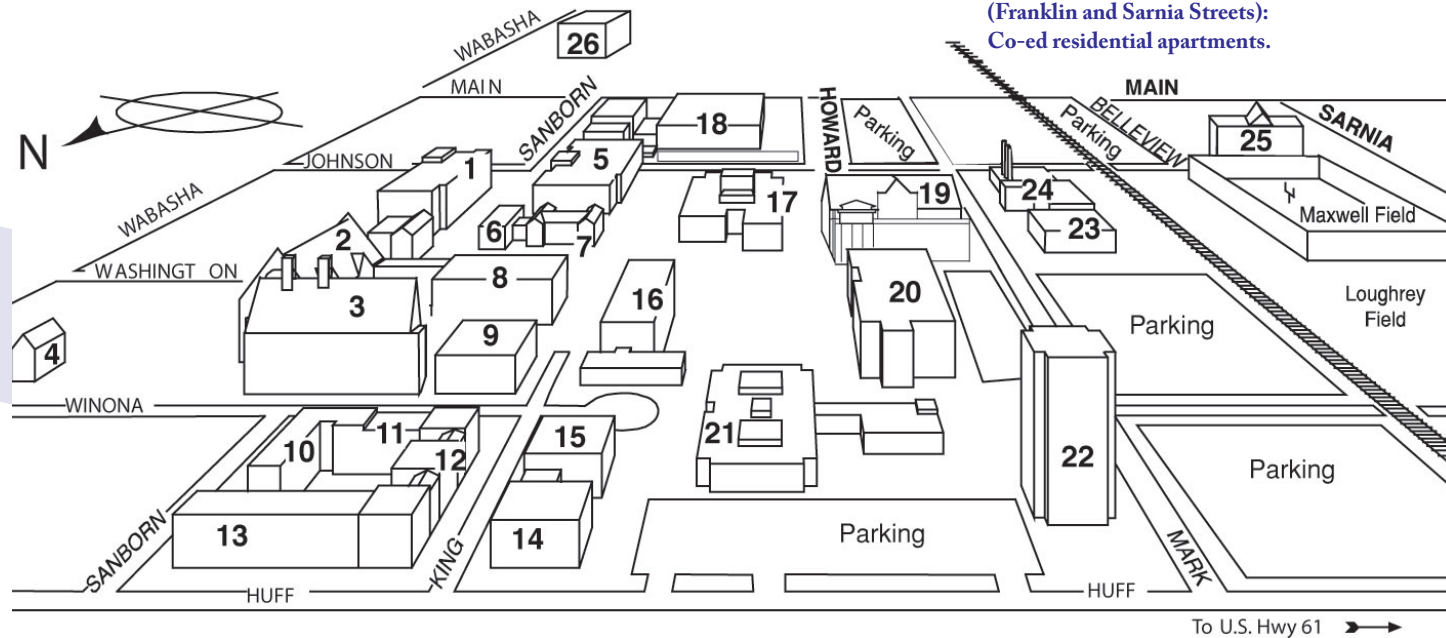
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# CAMPUS MAP

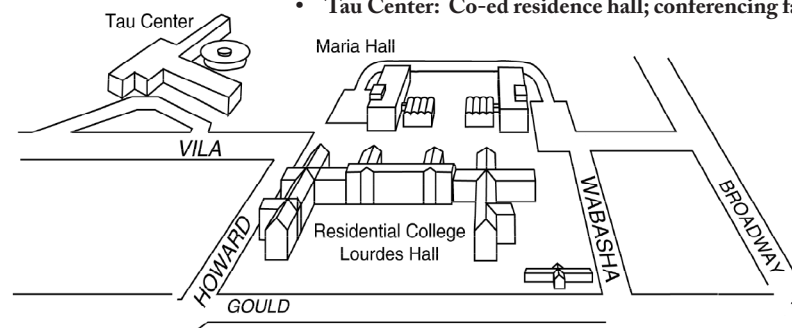
**UNIVERSITY APARTMENTS AT EAST LAKE**  
(Franklin and Sarnia Streets):  
Co-ed residential apartments.



1. Maxwell Hall: Conference Center; One-Stop Center; Career Services; Department of Health, Exercise & Rehabilitative Sciences; and administrative offices.
2. Stark Hall: College of Nursing and Health Sciences, Departments of Nursing and Engineering
3. Science Laboratory Center
4. Alumni House: Emeriti Center
5. Somsen Hall: College of Business; Departments of Business Administration, Economics & Finance, Foreign Languages, Management of Information Systems & Operations, Marketing; and administrative offices.
6. Howell Hall: Television Studio
7. Phelps Hall: Departments of Mass Communication and Psychology
8. Pasteur Hall: College of Science & Engineering; Departments of Biology, Chemistry, Geoscience, and Physics
9. Watkins Hall: Departments of Computer Science and Art
10. Conway Hall: Women's residence hall
11. Shepard Hall: Co-ed residence hall
12. Morey Hall: Co-ed residence hall
13. Richards Hall: Co-ed residence hall
14. Lucas Hall: Women's residence hall
15. Prentiss Hall: Men's residence hall
16. Gildemeister Hall: College of Education; Departments of Counselor Education, Education, Educational Leadership, Mathematics & Statistics, Special Education
17. Performing Arts Center: Departments of Communication Studies, Music, Theatre and Dance
18. Memorial Hall: Departments of Physical Education & Sport Science; Recreation, Tourism & Therapeutic Recreation; Dance Studio
19. Darrell W. Krueger Library: Student Support Services, Tutoring Services, and University Archives
20. Minné Hall: College of Liberal Arts; Departments of English, History, Philosophy, Political Science, Social Work, and Sociology
21. Kryzsko Commons and Student Center
22. Sheehan Hall: Women's residence hall
23. Maintenance Building
24. Heating Plant
25. Maxwell Field at Alltel Stadium
26. Wabasha Hall: Counseling Center, Fitness Center, and Student Health

## WEST CAMPUS

- Lourdes Hall: Co-ed residence hall; Residential College
- Maria Hall: Co-ed residence hall
- Tau Center: Co-ed residence hall; conferencing facility



Note: All buildings and parking lots accessible to the handicapped. All buildings except the Alumni House (5) are equipped with elevators. Call (507) 457-5008 to pre-arrange access.



# WELCOME!

It is my pleasure to welcome you to Winona State University! I have been here three years now, and I am more excited than ever about what we have to offer our students and the community we serve. You join us as we are completing the celebration of our Sesquicentennial Year. A lot has happened since 1858 when the University was founded. We are exploring what our history can teach us, and we are looking ahead and thinking about what the next century will bring. We are glad to welcome you to WSU at such a special time.

WSU is recognized as a national leader in higher education. We continually strive for inclusive excellence in every aspect of University life. Our mission is to educate and enlighten our citizenry as a distinctive institution: A community of learners improving our world. I encourage you to become familiar with our mission statement. You will see it on banners all around campus. Pause a moment as you walk by those banners—now carrying our sesquicentennial flame—and think about helping us become a community of learners who can, indeed, make a difference in the lives of others. I believe that this mission will inspire you and guide you along your exciting journey at WSU.

We set high expectations for ourselves—administrators, faculty, staff, and students. We expect students to be dedicated to active learning, standards of excellence, cooperative learning, and personal growth and development. We expect you to take your education seriously. By incorporating these fundamental expectations into your daily life, you will contribute to your own success as well as the success of the University. In return, you can expect our faculty and staff to take you seriously and to help you find your own path that will bring meaning and purpose to your experience here. (To learn more about the University's expectations, visit [www.winona.edu/handbook/expectations.htm](http://www.winona.edu/handbook/expectations.htm).)

You are joining WSU as we undertake a grand challenge, to enhance the experience of all our students. For three years, the campus community has been thinking about what it means to be educated in the 21st century, what you will need to know as you prepare for life in a rapidly changing world, and how we can join you in that journey. By our own actions and how we live out our values, we want to show you what it means to live responsible, productive, and creative lives, inspired by what we learn and by the people we meet.

I hope your time at WSU will be both challenging and inspiring. May your time here offer you many wonderful experiences that you will cherish in the years to come, as you, in turn, reach out to enrich the lives of others.

Best regards,

*Judith A. Ramaley*  
Judith A. Ramaley, President



### From Minneapolis/St. Paul

Take U.S. Hwy. 61 south into Winona. Stay on 61 to Huff Street. Turn left on Huff; then take a right on Sarnia Street. Turn left onto Main Street at four-way stop. Cross the railroad tracks, go one block, turn left on Mark Street. **You are on campus.**

### From the west via Interstate 90

Take I-90 east to the Hwy. 43 North exit (252). Turn left on Hwy. 43, which brings you into Winona. At the stoplight, take a left on Hwy. 17 (Homer Rd.) and go to the stoplights. Turn left on U.S. Hwy. 14/61. Follow 61 to Huff Street. Turn right on Huff; then take a right on Sarnia Street at stoplight. Turn left on Main Street at four-way stop. Cross the railroad tracks, go one block, turn left on Mark Street. **You are on campus.**

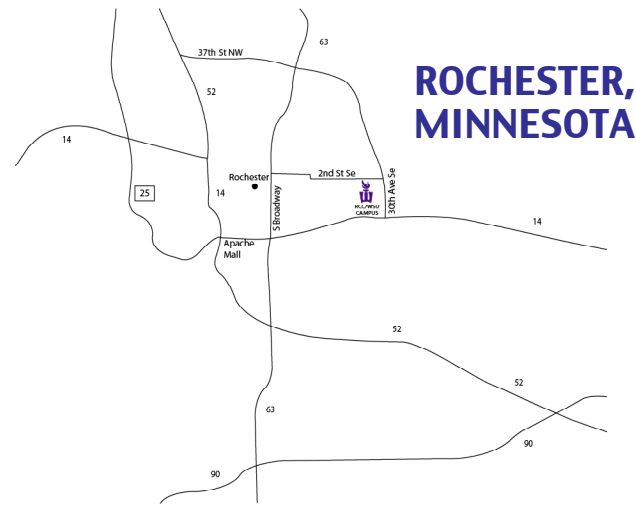
### From La Crosse, Madison, Milwaukee, Chicago

Take Interstate 90/94 west to La Crosse and into Minnesota. Take the "to Winona" exit on U.S. Hwy. 61 and follow into Winona. Stay on 61 to Huff Street. Turn left on Huff; then take a right on Sarnia Street. Turn left onto Main Street. at four-way stop. Cross the railroad tracks, go one block, turn left on Mark Street. **You are on campus.**

### From Rochester, Owatonna, Mankato, and other communities

Via U.S. Hwy. 14. Take U.S. Hwy. 14 east into Winona. Turn right on U.S. Hwy. 14/61. Follow 61 to Huff Street. Turn left on Huff; then take a right on Sarnia Street. Turn left on Main Street at four-way stop. Cross the railroad tracks, go one block, turn left on Mark Street. **You are on campus.**





**ROCHESTER,  
MINNESOTA**

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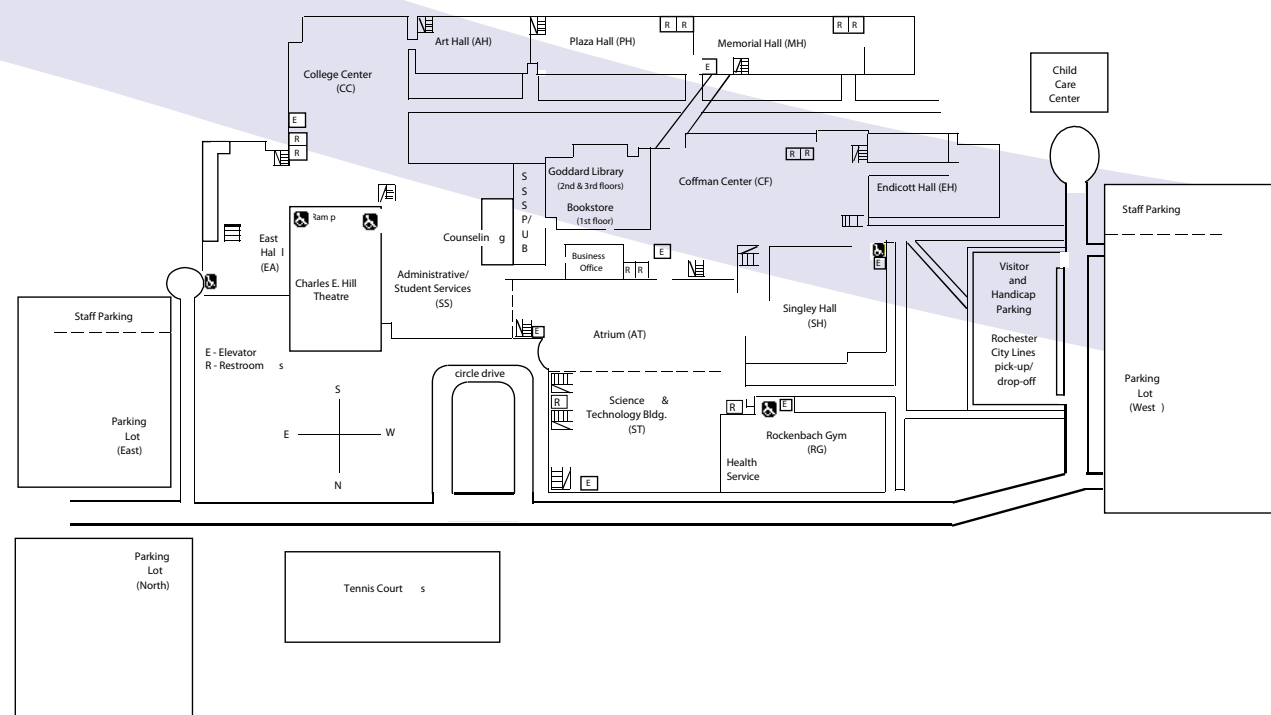
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**ROCHESTER CAMPUS**

Rochester Community College \* University of Minnesota Rochester Center \* Winona State University-Rochester Center

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



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

## INTRODUCTION

Winona State University is a comprehensive university that offers academically-inspired students an opportunity to obtain an education in the liberal arts and contemporary professions and to explore the application of knowledge to today's world. The University prepares students to be skilled, competent, and active citizens with a strong sense of personal responsibility and motivation to contribute to the communities where they live and work.

Founded in 1858 and located in the beautiful Upper Mississippi River Valley, Winona State University is built on a powerful sense of place and compassion for the human condition. The University offers distinctive graduate and undergraduate programs that reflect the special character of the communities it serves and that contribute to the quality of life in Minnesota and the region through thoughtful research, service, and unique collaborations with the community. Winona State University prepares the leaders of the 21st century to apply their knowledge to effectively solve complex and ever-changing problems. Winona State University is "a community of learners improving our world."

### HISTORICAL VIEW—150 YEARS OF SERVICE

In 2008, Winona State University celebrates its sesquicentennial, marking 150 years of service to students, the community, and the world. The University was founded in 1858 when the first Minnesota State Legislature established normal schools "to prepare teachers for the common schools of the state." The first tax-supported school west of the Mississippi River was established at Winona to train teachers for the new frontier. Citizens of Winona quickly showed their support with donations of more than \$7,000 in money and land.

Classes began in 1860; however, the school closed for nearly three years during the Civil War. It reopened in November 1864 to continue its mission of preparing teachers for the new state of Minnesota. Construction of the school's first building was approved and completed in 1866, and classes were held in College Hall by 1869.

Phelps Hall opened in 1909 with a kindergarten teaching lab, gymnasium, and library. The State Normal School became Winona Teachers College in 1921 and was authorized to grant the bachelor's degree. In 1926, four students, two men and two women, graduated with the four-year teaching degree. From the 1920s until World War II, significant curriculum changes enhanced the academic quality of teacher education. New courses were added, and departments emerged to organize a growing institution. Intramural and extramural athletics, social organization, and co-curricular activities grew with the student population.

The boom following World War II saw rapid growth. In 1957, the institution became Winona State College; this new name reflected an expanded mission, which included the addition of Bachelor of Arts, Master of Science in Education, and Associate in Arts degrees. In 1975, the school became Winona State University.

Today, the University is structured into five colleges spread across three campuses in Winona and Rochester. It is a member of the Minnesota State Colleges and Universities system. The original Main campus and the West campus in Winona primarily serve traditional students; whereas the Rochester campus focuses primarily on non-traditional students, graduate programs, and the Institute for Lifelong Education.

### WINONA STATE UNIVERSITY-ROCHESTER

Since 1917, Winona State University has served students in Rochester and the surrounding area. In 1993, the University entered into a partnership with Rochester Community and Technical College (RCTC) and the University of Minnesota to establish the University Center Rochester (UCR). Since its inception, over 5,000 bachelor's and master's students have graduated from UCR programs. Today, WSU-Rochester and RCTC offer degree programs from the associate through doctoral level.

On an annual basis, WSU-Rochester serves 2,000 students. Approximately 40 resident faculty and an additional 20 Winona campus faculty are dedicated to the Rochester campus each academic term. Because of the Rochester location, WSU-Rochester offers unique opportunities to collaborate with businesses, schools,

and organizations in the area through specialized programs in computer science, health care, business, and education.



### SESQUICENTENNIAL OBSERVANCE

In celebration of its sesquicentennial year, the University commissioned a special logo that captures the essence of the WSU journey. Elements of WSU's sesquicentennial logo recall the powerful legacy associated with the University logo. These elements are integrated into a modern design that reinforces the University's reputation as innovative and forward-looking.

The prominent flame echoes that of the University logo and represents the enduring "Light of Knowledge." The flame also suggests light shining the way to future hope and promise. The words "150 years" remind us of the academic

excellence forged by the University's faculty, staff, and students over a century and a half. The line under the name and historical dates reflects the kettle from which the flame rises in the University logo. It suggests a strong foundation and conveys prominence to the words "Winona State University, 1858-2008."

### WSU CAMPUSES

Three campuses make up Winona State University: the original Main Campus in Winona, the West Campus in Winona, and Winona State University-Rochester.

#### Main Campus

The original Main Campus provides a serene, yet stimulating collegiate environment in the heart of the city of Winona. Tree-lined walkways, fountains, prominent sculpture, and benches invite students and visitors to a learning community in tune with the natural beauty of southeast Minnesota.

The Main Campus provides students ample facilities for educational activities that combine traditional charm with convenience and state-of-the-art technology. All academic buildings are extensively wired for computer access, and wireless Internet access is available throughout the campus. As a feature of the WSU Laptop Program, many classrooms offer data and power connections for each student.

In recent years, WSU has aggressively upgraded facilities and added new buildings specifically designed to support its academic initiatives. Recent enhancements include:

- Darrell W. Krueger Library: Designed to provide a wealth of information resources and services to the WSU community and beyond. The library holds more than 350,000 volumes and provides access to approximately 50,000 electronic periodicals and texts and over 1 million microfilm documents.
- Kryzsko Commons: Expanded and renovated to increase the space available for meeting rooms and to provide additional food venues. Kryzsko Commons is the Student Center; it houses dining facilities, lounge and recreation areas, offices for student organizations, and meeting rooms.
- Pasteur Hall: Extensively renovated to support teaching, learning, and discovery in the sciences; the renovation created state-of-the-art dry laboratory, classroom, and office space.
- Science Laboratory Center (SLC): Designed to create much needed, modern academic space. The SLC has 118,000 square feet of space devoted to laboratories, a multimedia-equipped auditorium, student study spaces, and a vast atrium where even the floor and massive rock wall promote learning opportunities.
- University Apartments at East Lake: Constructed as an apartment complex, East Lake consists of 100 apartments and is home to over 2,500 students. In addition to East Lake, the University complex includes nine residence halls.

### West Campus

The West Campus is located about one mile from the Main Campus. West Campus is home to the Residential College, which is located in Lourdes Hall, Maria Hall, and the Tau Center. The Residential College offers a unique living and learning experience with a strong sense of community. Students can take classes, meet with professors, and enjoy cultural experiences on the West Campus while still actively participating in university life on the Main Campus.

Lourdes Hall includes residential, dining, and recreational space. The Tau Center offers 120 completely wired single rooms and conference space with picturesque views of the bluffs and a peaceful setting by Gilmore Creek.

### Winona State University-Rochester

Housed with RCTC in a modern, integrated building on the University Center Rochester (UCR) campus, WSU-Rochester features modern classroom facilities and technology-enhanced classrooms. The campus includes a new state-of-the-art Health Sciences building, which has several "smart" rooms, clinical nursing laboratory areas, and high fidelity simulation. Sophisticated technology links WSU-Rochester students with the Winona campuses and the world.

WSU students have access to the Goddard Library, which houses 57,000 volumes, a computer lab, and a laptop rental center. The College Center includes a cafeteria and snack bar and lounge areas. The UCR also includes a recently constructed fitness and recreation center with indoor courts and a running track.

### THE COMMUNITIES

#### Winona

The city of Winona (population 27,000) is nestled among the bluffs of the beautiful Hiawatha Valley on the banks of the Mississippi River—one of the most scenic areas in Minnesota. Once one of the Midwest's wealthiest cities because of its location on the river, Winona enjoys a rich legacy of historic buildings and vintage homes. The Main Campus and the West Campus are located in the heart of the city, giving students convenient access to shopping, recreation, social activities, and community resources. Additional cultural opportunities are available in La Crosse, Wisconsin (30 miles away), Rochester (45 miles away), and Minneapolis-St. Paul (120 miles away).

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

#### Rochester

WSU-Rochester is located on the eastern edge of the city of Rochester, which is a cosmopolitan city of over 100,000 residents. Rochester is consistently branded as one of "America's most livable cities." It is home to the world-renowned Mayo Clinic and the largest IBM Corporation facility under one roof. The city offers extensive cultural, dining, shopping, recreational, and sports opportunities; it has the second largest airport in Minnesota.

In addition to WSU-Rochester, several other institutions offer programs in Rochester, including University of Minnesota—Rochester, Saint Mary's University of Minnesota, Augsburg College, and the Mayo School of Health Sciences.

### Academic Mission and Goals

Winona State University is an exemplary arts and sciences institution with select professional and graduate programs anchored in a general education core. With an enrollment of approximately 8,200 undergraduate and graduate students, WSU is a mid-sized public university committed to small class sizes and challenging, rigorous academic standards.

Faculty and administration are involved with students, facilitate cooperative and active learning, and provide respect for diverse

talents and ways of knowing. Faculty are dedicated to creating an optimal learning environment for students by using contemporary technology and by building learning communities, which help students maximize their post-graduation successes. Students acquire disciplinary expertise, enabling them to pursue careers or to enter graduate or professional schools. They learn the value of aesthetics and ethical integrity as well as the importance of becoming community leaders and furthering the public good.

Winona State University recognizes that many learning experiences occur outside the classroom. Therefore, the University is committed to building and maintaining a caring community. Community members strive for amicable relationships based on shared values and an affirmation of the principle of freedom of speech within an atmosphere of civility and mutual respect. Governed by collective bargaining agreements and guided by principled leadership, the University community respects diversity and collaborates to resolve issues that affect all. We celebrate our common successes and our distinctive heritage.

The University is committed to measuring results against self-defined and national standards. Through this ongoing assessment in which students, faculty, and staff participate, WSU will continuously improve and establish accountability for results. Thus, Winona State University reaffirms its social contract to provide educational benefits to the people of Minnesota, the nation, and the world.

### Mission of Graduate Education

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

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

### Goals for Graduate Education

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

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

### Expectations of Graduate Students

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

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

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

**People Skill Development:** In the current era of human development, the ability to work collaboratively and cooperatively with professional peer in a multicultural/gender fair/disability sensitive environment is the blueprint for future personal,

professional, community and national success. Students will be expected to demonstrate these behaviors throughout their graduate study.

## ACCREDITATIONS AND MEMBERSHIPS

Winona State University is accredited by the following organizations:

- Accreditation Board for Engineering and Technology (ABET)
- American Chemical Society (ACS)
- Commission for Accreditation of Athletic Training Education (CAATE)
- Commission on Collegiate Nursing Education (CCNE)
- Council of Accreditation of Counseling and Related Educational Programs (CACREP)
- Council on Social Work Education (CSWE)
- Higher Learning Commission: North Central Association of Colleges and Schools (HLC)
- National Association of Schools of Music (NASM)
- National Association of Schools of Theatre (NAST)
- National Council for the Accreditation of Teacher Education (NCATE)

Winona State University is recognized by the following organizations:

- Association to Advance Collegiate Schools of Business (AACSB)
- Association for Childhood Education International (ACEI)
- Council for Exceptional Children (CEC)
- National Association for the Education of Young Children (NAEYC)
- National Council for the Social Studies (NCSS)
- National Council of Teachers of English (NCTE)
- National Council of Teachers of Mathematics (NCTM)

Winona State University programs are approved by:

- American Bar Association (Paralegal Program)
- Minnesota Board of Nursing (Entry Level Undergraduate Nursing)

- Minnesota Board of School Administrators
- Minnesota Board of Teaching

## ACADEMIC PROGRAMS

Five distinct colleges comprise the University: College of Business, College of Education, College of Liberal Arts, College of Nursing and Health Sciences, and the College of Science and Engineering. Through these colleges, Winona State University offers 64 undergraduate degree programs, 10 pre-professional programs, 18 Master's (M.S.) degree programs, an Educational Specialist (Ed.S.) degree, a Doctor of Nursing Practice (D.N.P.) degree, and several undergraduate and graduate licensure programs.

All programs are offered by highly qualified faculty in an environment committed to a passion for learning and student service. Approximately 400 faculty members dedicate themselves to delivering rigorous academic programs while maintaining "small school closeness." Classes average 25 to 30 students; the student-faculty ratio is 21:1.

## Outreach and Continuing Education

Somsen Hall, Room 109 (507)457-5080

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

# WSU-ROCHESTER

### Office of the Director

U.S. Highway 14 and 30th Avenue SE  
Rochester, MN  
SS131 UCR (507-285-7100)  
www.winona.edu/rochester

## PROGRAM OVERVIEW

Since 1917, Winona State University has served students in Rochester, Minnesota and the surrounding area. In 1993, Winona State University, along with the University of Minnesota and Rochester Community and Technical College (RCTC), collaborated to create the University Center at Rochester (UCR). The Greater Rochester area served by the UCR has a population of over 100,000 people; area residents have a high level of education attainment, and they are highly receptive to the lifelong learning opportunities offered by WSU-Rochester and the other institutions.

Its location in the growing city of Rochester provides WSU-Rochester with unique opportunities to offer specialized classes and programs aimed at key industries in the area, including computer science, the health care professions, business, and education. WSU-Rochester's strong "commitment to community" is evident as students, faculty, and staff from a variety of programs engage in experiential community-based learning in area organizations, businesses, and schools.

WSU-Rochester has served the region with distinction, and the numbers tell the story. Over 2,000 students are served each year through day, evening, and weekend classes. Over 5,000 bachelor's and master's degree candidates have graduated from programs offered at the WSU-Rochester campus. Approximately 40 resident faculty serve WSU-Rochester; in addition, 20 faculty from the Winona campus are dedicated to the Rochester campus. A number of adjunct faculty professionals from area industries also serve students.

## DEGREES AND PROGRAMS

WSU-Rochester provides upper-division courses for the completion of a number of WSU baccalaureate degrees. Entering students can transfer credits from other institutions through individual transcript evaluation or official 2+2 program agreements with RCTC. Through the 2+2 Program, students can complete 12 baccalaureate degree programs by transferring lower-division credits from RCTC and completing upper-level courses at WSU-Rochester. Students at WSU-Rochester can also complete numerous undergraduate minors and five graduate degrees within 16 different graduate programs at the Master's Specialist, and Doctoral levels.

See page XX for detailed descriptions of the undergraduate programs; for more information about the graduate programs, see the WSU Graduate Catalog.

### Non-Credit Programs

WSU-Rochester cooperates with community and professional groups and WSU's Outreach and Continuing Education Department to provide non-credit continuing education programs for educators, business and industry, agencies, and government.

### Adult Entry Program

This program is designed for mature students who have never attended college or who are returning to college. Counselors are available in Rochester on a regular basis to assist adult students seeking a college education. Under this program, college credit may be awarded for life/work experience. (See "Outreach and Continuing Education Department" on page 4 for more information.)

## ADMISSION AND REGISTRATION

Students who are not seeking a degree can enroll in WSU-Rochester classes without being formally admitted to the University; however, they must apply through the Provisional Admission process. Students seeking a degree must apply for admission to the University. Some degree programs also require an additional admission process. For general information about undergraduate admissions, see page XX. For general information about registration and academic records, see page XX.

While students applying for graduate degree programs must apply through the Graduate School office, it is possible to enroll in graduate courses as a "Graduate Special" student without applying to a graduate program. The student must provide proof that he or she has earned an undergraduate degree. For information about graduate admissions, consult the WSU Graduate Catalog.

## STUDENT SERVICES

### Campus Visits

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

### Career Services

Rochester Campus: SS 125 (507-280-5079)  
Winona Campus: Maxwell Hall (507-457-5340)  
www.winona.edu/career

Email: RochesterCareer@winona.edu

Career Services assists undergraduate and graduate students seeking career direction, part-time work on and off campus, work-study positions, summer opportunities, internships, and full-time employment. Alumni are also eligible for assistance in their search for full-time employment. Students are encouraged to register early to take full advantage of the broad range of services offered through Career Services.

Students may schedule individual advising appointments to discuss career direction and questions related to the job search, to critique resumes and cover letters, and to obtain tips on interviewing. They may also schedule appointments for mock interviews on the Career Services virtual interview kiosk.

Career Services provides opportunities for students to interact with employers through career fairs, job fairs, and on-campus interviews. Once students register with Career Services, employers have access to their resumes directly through our website. Additionally, students can access job openings or update their resumes via the Internet 24 hours a day, seven days a week. Employment information, graduate follow-up results, and additional resources are available in the office as well as our website.

The Career Services office is open from 8:00 a.m. to 4:30 p.m. during the academic year and from 7:30 a.m. to 4:00 p.m. during the summer. Evening and weekend hours are available by appointment.

### Computer Facilities

WSU-Rochester is equipped with state-of-the-art technology for interactive television (ITV) and computer systems that link UCR students with the Winona campuses and the world. The computer facilities consist of multiple smart rooms, one open computer lab, and a laptop rental center. All labs allow students access to mainframes on the Winona campus.

### Counseling

Academic counseling services are available through WSU-Rochester (507-285-7100). Staff members are professional counselors with extensive academic experience in counseling.

## Financial Aid

Students must apply for financial aid online through the FAFSA website: www.fafsa.gov. Representatives from the WSU Financial Aid Office are available on the WSU-Rochester campus each week. Interested students should call to arrange an appointment with a financial aid advisor (507-285-7100).

## Housing and Dining

The University Center at Rochester (UCR) is a commuter campus. However, a variety of housing options are available in the Rochester area, including furnished and unfurnished apartments, efficiencies, single room rentals, and houses. RCTC has a listing of housing information available for students. In addition, Professional Property Management, an independent local agency, provides housing information for UCR students. Students may obtain housing information from both of these sources at the UCR Information Desk or on the WSU-Rochester website, www.winona.edu/rochester.

The UCR cafeteria is located on the third floor of the College Center. In addition to the cafeteria, the Café Express offers light meals and snacks during the early evening hours. Students may also use the microwaves located in the cafeteria as well as food and beverage vending machines located throughout the campus complex.

## International Students

Staff members from the Office of International Services are available on the WSU-Rochester campus. Students may schedule appointments or request information by calling the Office of International Services on the Winona campus (507-457-5303).

## Disability Services

Special services and accommodations for students with special needs are available by request. Students may schedule appointments or request information by contacting the WSU Disability Resources Center on the Winona campus (507-457-2391; drc@winona.edu).

## Child Care

Child care for WSU-Rochester students is available on the UCR campus. Students may request information by contacting the UCR Child Care Center (507-285-7232).

## Library

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

## Parking Services

Students will be charged a \$4.00 parking fee per credit with a maximum parking fee of \$60 per semester (subject to change). This fee will automatically be added to a student's semester billing for tuition and fees. No parking permit will be issued; student lots are designated.

## Student Disclosure Policy

Educational records of students taking classes at the UCR campus may be made available to employees of WSU and RCTC while the student is attending the UCR campus if access to a student record is required in order to provide services to the student.

# GRADUATE PROGRAMS, DEGREES, AND CERTIFICATES

[www.winona.edu/graduatestudy](http://www.winona.edu/graduatestudy)

## DOCTOR OF NURSING PRACTICE (DNP)

## EDUCATIONAL SPECIALIST DEGREE (ED.S.)

K12 Principal  
Superintendent

## MASTER OF ARTS IN ENGLISH (M.A.)

## MASTER OF SCIENCE (M.S.)

### Counselor Education

Community Counseling  
School Counseling  
Professional Development

### Education

Master Teacher Program  
Graduate Induction Program (GIP)  
Learning Disabilities  
Developmental Disabilities

### Educational Leadership

General School Leadership  
K12 Principalship  
Teacher Leadership  
Outdoor Recreation/Adventure Based Leadership  
Sports Management

### English

Studies in literature, language, and education

### Nursing

Adult Nurse Practitioner  
Clinical Nurse Specialist  
Family Nurse Practitioner  
Nurse Administrator  
Nurse Educator

## ADVANCED LICENSURE PROGRAMS

Early Childhood  
Elementary  
Middle School  
Learning Disabilities  
Developmental Disabilities  
Principal/Assistant Principal - K-12  
Superintendent / Assistant Superintendent  
Post-Baccalaureate Secondary Teacher Licensure Program

### Certificate Programs

Training and Development  
PostMaster's Certificates in Nursing  
Outdoor Recreation/Adventure Based Leadership  
Sports Management

## Office of Graduate Studies

Director of Graduate Studies  
Maxwell Hall 105A (507) 457-2863

Pat Cichosz, Office Manager  
Maxwell Hall 105 (507) 457-5038  
[pcichosz@winona.edu](mailto:pcichosz@winona.edu)

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

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

# STUDENT SERVICES

Connie Gores, Vice President for  
Student Life and Development  
Kryzsko Commons, Room 129 (507-457-5300)  
[www.winona.edu/sld](http://www.winona.edu/sld)

The Division of Student Life and Development advances student learning and supports and enhances the educational mission of Winona State University. With an emphasis on holistic student development, faculty and staff within Student Life and Development (SLD) strive to assist students in achieving their potential and in becoming self-directed in all activities.

Student Life and Development promotes and contributes to a University community centered on student learning and success. SLD is responsible for planning and administering an array of programs, services, and activities designed to accomplish the following:

- Encourage the optimal growth and personal development of students
  - Contribute to student success and well-being
  - Foster a sense of community
  - Support an environment which is personal in nature, intellectually and culturally diverse, and which encourages the integration of in and out-of-classroom student experiences
- SLD creates supportive environments and innovative opportunities for student learning. We promote individual student excellence; we invite collaboration and discovery; and we challenge students to take responsibility as members of a diverse, global community.

Dean of Students  
Karen Johnson, Dean  
Kryzsko Commons, Room 131 (507-457-5300)

The Dean of Students serves as a strong student advocate and provides leadership to the University community in maintaining a safe, inclusive, and affirming environment. The Dean manages and oversees the University's conduct processes and provides leadership to the University in promoting and maintaining student rights and responsibilities.

## SERVICES

### Career Services

Maxwell Hall (507-457-5340)  
[www.winona.edu/career](http://www.winona.edu/career)  
Email: [career@winona.edu](mailto:career@winona.edu)

Career Services assists students seeking career direction, major selection, part-time employment on and off campus, work-study positions, summer opportunities, internships, and full-time employment. Individual advising appointments may be scheduled. Students are encouraged to register early to take full advantage of the broad range of services offered through Career Services. Alumni are also eligible to register for assistance in their search for full-time employment.

Career Services provides opportunities for students to interact with employers through career fairs, job fairs, and on-campus interviews. For students registered with Career Services, employers have access to their resumes directly through our website. Additionally, students can access job openings or update their resumes via the Internet 24 hours a day, seven days a week. Employment information and graduate follow-up results are available in the office as well as on our website. The Discover Career Guidance and Information System is also available through Career Services.

Career Services is open from 8:00 a.m. to 4:30 p.m. during the academic year and 7:30 a.m. to 4:00 p.m. during the summer.

### Counseling Center

Wabasha Hall (507-457-5330)

The Counseling Center provides short-term counseling to currently enrolled students who are experiencing difficulty in their personal lives. Common concerns students may bring to the Counseling Center are anxiety, depression, adjustment issues,

family problems, relationship concerns, academic concerns, self-esteem, grief, alcohol use/abuse, and so on. Counselors will also assist with off-campus referrals/resources if appropriate for the student's care. In addition to personal counseling, the Counseling Center also offers career counseling, including the use of testing instruments such as the STRONG and DISCOVER programs. Outreach educational presentations are offered to both the WSU community and the community at large.

Four licensed, full-time counselors, one licensed social worker, a full-time office manager, and graduate student trainees staff the Counseling Center. During the academic year, students should stop by the Counseling Center between 8:00 a.m. and 4:30 p.m. to request an appointment.

Services are provided at no cost to the student. The information exchanged during the counseling process is confidential; students are advised of their client rights and the exceptions to confidentiality. Information will be released with the student's written consent when appropriate.

### Disability Resource Center

Maxwell Hall, Third Floor (507-457-2391; fax: 507-457-2957)  
[www.winona.edu/disabilityservices](http://www.winona.edu/disabilityservices)  
Email: [drc@winona.edu](mailto:drc@winona.edu)

In accordance with Section 504 of the federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Winona State University shall make reasonable adjustments in its policies, practices, services, and facilities to ensure equal opportunity for qualified persons with disabilities to participate in all educational programs and activities. A person with a disability is defined as:

- A person with a physical or mental impairment that substantially limits one or more major life activities. This includes care for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.
- A person who has a disability, has a record of the disability, or is regarded as having the disability.

A student requiring special accommodation or auxiliary aids must apply for such assistance through the Disability Resource Center. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested. Reasonable accommodations are the services that are necessary to provide equal access in an academic setting. Examples of possible accommodations may include testing accommodations, note taking assistance, interpreter services, recorded lectures, assistive technology, writing/typing assistance, lab assistance, adaptive equipment, priority registration, or alternative textbooks.

An eligible student is one who has a disability and who meets the essential academic eligibility requirements for the WSU program or activity in which the student seeks to participate. In order to receive academic accommodations, the student must identify/self-disclose his/her educational needs.

- Approval of accommodations is based on adequate supporting documentation of a disability.
- Qualified disabled students must meet the same academic requirements as all students on campus.
- An accommodation is not reasonable if it compromises the essential elements of a course or lowers academic standards.
- A request may be denied if it fundamentally alters a course or program or is an undue hardship for WSU.
- Some of the auxiliary aids may be provided by another agency such as Recordings for the Blind and Dyslexic and the National Library Service.
- Certain accommodations, such as course modifications or substitutions, may take up to one semester to be provided.
- The ADA Coordinator will respond to concerns about the inequality of access or opportunity.

More information is available in the Student or Faculty Disability Handbook, which is available in the Disability Resource Center or online at [www.winona.edu/disabilityservices/handbooks/student/shandbook.html](http://www.winona.edu/disabilityservices/handbooks/student/shandbook.html).

## Health Insurance

All full-time students may purchase health insurance through the MnSCU Injury and Sickness Insurance Plan. For detailed information, contact one of the following offices: International Services (Kryzsko Commons, Room 130) or Student Health Service (Wabasha Hall). Information is also available at [www.student-resources.net](http://www.student-resources.net).

## Inclusion and Diversity

Kryzsko Commons, Room 121 (507-457-5595)

It is the goal of Winona State University to create a learning community where its members feel safe and respected regardless of cultural background and where opportunities are provided to explore, understand, and appreciate one another's cultural experiences and heritage. Going beyond this, it is the goal of this institution to develop a learning community where diversity in its broadest terms—including race, ethnicity, national origin, gender, ability/disability, age, religion, economic, language, gender identity, and sexual identity—is valued, affirmed, and celebrated as an important first step toward embracing world differences in order to make the world a better place in which to live and work.

Winona State University is committed to cultural diversity and supports the following initiatives as part of its mission to:

- Promote understanding of the cultural and ethnic heritages of African Americans, Asian Americans, Latino/Hispanic Americans, and Native Americans as well as other diverse cultures at WSU.
- Increase enrollment, retention, and success of historically underrepresented and under-served students (i.e., racially diverse students, first-generation college students, students for whom English is a second language, and low-income students).
- Increase recruitment and retention of culturally diverse faculty and staff.
- Enhance curriculum development through the inclusion of multicultural perspectives.
- Provide resources for multicultural campus and community initiatives.
- Promote the understanding and appreciation of issues related to race, ethnicity, national origin, gender, age, beliefs, ability levels, economic status, sexual identity, gender identity, and religion.
- Create a safe, welcoming, and nurturing environment that encourages all campus members—student and employee alike—to grow and achieve their goals.

In the spirit of broadening horizons and enabling campus and community members to appreciate different cultures and ethnicities, the ultimate aim of Winona State University's commitment to cultural diversity is to empower people of all backgrounds for successful living in a global society.

## Integrated Media Services (Information Technology Services)

Howell Hall, Room B3 (507-457-5110)

[www.winona.edu/its/mediaservices](http://www.winona.edu/its/mediaservices)

Integrated Media Services provides real-time technology support required in the classroom to enhance the learning environment. Classroom support provides the “real-time” services needed to ensure that technology does not become a burden to the educational process. Additional services include equipment checkout, event support, audio/video duplication, video editing stations, and technical support and training.

## International Services and Cultural Outreach

Kryzsko Commons, Room 128 (507-457-5303; fax 507-457-2474)

[www.winona.edu/internationaloffice](http://www.winona.edu/internationaloffice)

Email: [intrec@winona.edu](mailto:intrec@winona.edu)

The Office of International Services and Cultural Outreach welcomes international students and provides assistance to all international students attending Winona State University. Information and advice is available regarding admission to the University, scholarships, immigration concerns and employment regulations regarding F-1 visa holders, friendship family program, orientation, insurance requirements, and other information related to the well-being of international students.

A limited number of English language courses are available for non-native speakers who are admitted to the University. Students are assigned to these courses on the basis of their scores on the WSU

English Test for Non-Native Speakers. This test must be taken during orientation and prior to registration for the initial term of attendance at WSU.

See page 6 for admissions requirements and considerations.

Students who initiate their attendance for fall semester will be billed during the fall for the entire year.

The University requires that international students meet with a staff member of the Office of International Services immediately after arrival to the University. At that time, students will receive detailed information on the required orientation (OASIS) held the week prior to the beginning of classes.

## Maxwell Children's Center

On-Campus Site: Wabasha Hall, 101 E Wabasha St.

Off-Campus Site: Madison Elementary School, 515 W. Wabasha St. (507-457-2300)

[www.winona.edu/catalog/childcare.htm](http://www.winona.edu/catalog/childcare.htm)

The Maxwell Children's Center, which is part of the College of Education, provides:

- Full-service, affordable, educational, and inclusive child care for all children.
- An interactive classroom setting for University students seeking a variety of Minnesota teaching licensures. Students participate in practicum/field placements, student teaching, and employment opportunities.
- A model program for regional early childhood professionals.

The Children's Center serves children aged six weeks to 12 years and is open-year round Monday through Friday from 7:00 a.m. to 5:30 p.m., excluding University holidays and part of each semester break. Children may be enrolled as either part-time or full-time participants. Additionally, children aged 3-5 may be enrolled as morning preschool participants. Children aged 6-11 may participate in after-school or full-day summer enrichment programs.

WSU students who have children are strongly urged to contact the Children's Center as soon as they are admitted to WSU due to high demand for the center's services.

## Maxwell One-Stop Center

The Maxwell One-Stop Center, located on the west side of the newly remodeled Maxwell Hall, is a new student service center. By incorporating the functions of seven departments—Admissions, Advising and Retention, Career Services, Financial Aid, Parking, Registrar, and Student Accounts, the center provides students with more integrated and efficient services.

The heart of the Maxwell One-Stop Center is the second floor “hub” where staff who are trained as generalists assist students with many, and often all, of their enrollment service needs. When necessary, these generalists link students with specialists from the various areas who work one-on-one with students to address specific needs. Many of these specialists are located directly behind the hub. The Office of Admissions is on the first floor; resources such as advising, career services, and services for students with disabilities are located on the third floor.

The Maxwell One-Stop Center provides personalized, student-centered services that provide efficiencies by using existing technologies and allowing for quality face-to-face interactions between students and staff dedicated to student learning.

## Parking Services

Maxwell Hall, (507-457-5062)

[www.winona.edu/parking](http://www.winona.edu/parking)

Email: [parking@winona.edu](mailto:parking@winona.edu)

Parking permits are required in all University parking lots on the Winona campuses. The requirement for permits includes all students who have state-issued handicapped permits. The only exceptions are the metered spaces on the main campus.

The application process for parking permits starts April 1 to be effective the next school year. If applications exceed the number of available parking spaces, a drawing is held. Once space becomes available after the drawing, permits are sold on a first-come, first-served basis. If no permits are available, applicants' names are put on a waiting list. For more details and information about the cost of parking permits on the Winona campuses, contact Parking Services.

## Security Services

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

[www.winona.edu/security](http://www.winona.edu/security)

WSU Security is responsible for the physical security of all residence halls and academic buildings throughout the University. Campus security employs three full-time security personnel with over 75 years of combined law enforcement experience. In addition, the security force is supplemented with approximately 50 students who perform security-related duties on campus. The Winona Police Department also patrols and responds to calls on campus 24 hours a day throughout the year.

Security works to ensure the safety of students, staff, faculty, and University property. Crime prevention, proactive safety programs, and training are integral parts of Winona State University Security; our goal is to maintain a safe environment for everyone. See page 34 for information about crime awareness and the Campus Security Report.

## Student Answer Center (SAC)

Kryzsko Commons, Lower Level (507-457-2456)

[www.winona.edu/sac](http://www.winona.edu/sac)

Email: [SAC@winona.edu](mailto:SAC@winona.edu)

The Student Answer Center (SAC) is a one-stop resource for students, prospective students, families, and community members seeking information about WSU and the Winona area. The SAC is also the satellite site for the Maxwell One-Stop Center, which supports students with information on admissions, financial aid, registration, advising, career and employment, housing, parking, library services, and more. “ASK WSU” is coordinated through the staff at the SAC.

If students have questions prior to, during, or after their time at WSU, the SAC is here for them. Frequently asked questions can be accessed through the “ASK WSU” icon on the website. Routine inquiries can be handled by the SAC, making it a convenient WSU resource. The SAC's hours of operation have been expanded; check the website for current hours.

## Student Health Service

Wabasha Hall, 201 E. Wabasha Street (507-457-5160)

[www.winona.edu/healthservices](http://www.winona.edu/healthservices)

The Health Service facility is staffed by physicians, nurse practitioners, registered and practical nurses, a medical technologist, a health educator, and a medical records clerk. Services include:

- Medical examinations and consultations for illness, injury, and other medical concerns
- Laboratory services
- Mantoux tests and other immunizations
- Physical exams for sports, employment, or travel
- Allergy injections (students must supply their own serum)
- Contraceptive counseling, exams, and prescriptions
- Health education materials including pamphlets, videos and consultation, which enable students to develop a lifestyle that will reduce their risk of disease and injury.
- Smoking cessation program
- Alcohol education class
- Campus-wide and community health promotion, prevention, and awareness programs
- A Peer Health Educator program

The student health fee pays for most of the services provided during regular office hours. However, there is a \$5.00 office visit fee to see the physician or nurse practitioner. In addition, there are charges for medications, laboratory tests, and some medical procedures and supplies. Information about costs and charges is available on the health service website. Emergency care is available

evenings and weekends at Community Memorial Hospital (855 Mankato Avenue, Winona).

## Pre-Enrollment Medical Examination

Each student must complete a Report of Medical History form and submit it to the Student Health Service. All new students get the form at registration, or the health service mails it upon request. The form can be completed without a physical exam or a physician's signature. However, the University recommends that a physical exam be done.

### Notes:

1. For students who are planning to participate in athletics, a physical exam is mandatory and must be completed after July 1. A special form is available from the Department of Athletics.
2. Health records for transfer students are not sent automatically with transcripts from other colleges; transfer students must specifically request the records. Students must complete the Report of Medical History for the WSU Student Health Service.

## Proof of Immunization

Minnesota Law (M.S. 135A.14) requires that all students enrolled in a public or private post-secondary school in Minnesota be immunized against diphtheria, tetanus, measles, mumps and rubella—allowing only for certain specified exemptions. Records must be on file with the Student Health Service. The law also requires that all students, in order to remain enrolled, must submit their immunization information to the Student Health Service within 45 days of the beginning of the semester. The immunization form is on the back of the Report of Medical History form. Forms are available in the Student Health Service office.

## STUDENT UNION/ACTIVITIES

The hub of student activities is the Student Center in Kryzsko Commons. This facility encompasses places to eat, study, meet, or just hang out. The Jack Kane Dining Center is located on the upper level. Conference rooms and/or private dining areas are available to students for meetings and informal gatherings. The Student Activity Center is located on the main level and includes student lounges, conference rooms, a club activity room, Student Senate offices, Greek organization offices, a stage, dance floor, and numerous PC hook-ups. The Smaug dining center is also on the main level. This center includes dining choices such as Tuscan Oven, Sub Generation, and The Grille; these venues serve everything from burgers and wraps to Mexican cuisine to a variety of other cuisines. The Wharf (located adjacent to The Smaug) is a convenience store where students can get a made-to-order smoothie, ice cream, coffee, soft drinks, and many other items. The WSU Bookstore, located in the lower level, stocks WSU apparel, class books, and school supplies.

The Student Union/Activities Director and Assistant Activities Director advise and work with student committees to coordinate social, cultural, and recreational programs. Activities include movies, dances, guest speakers, concerts, river excursions, banquets, art exhibits, and other special events.

More than 190 student clubs and organizations are represented; they encompass a wide variety of interests. These clubs showcase academic, athletic, cultural, political, religious, and social interests. Each organization provides service activities to benefit its members, the campus, and the community. The Alliance of Student Organizations Committee (ASO) is the central organization to which all University clubs belong.

## POLICIES AND REGULATIONS

### Affirmative Action Office

Somsen Hall, Room 204  
(507-457-5013)

The Affirmative Action Officer provides information and investigates complaints of discrimination or harassment based upon race, sex, color, creed, religion, age, national origin, marital status, disability, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law. The Affirmative Action Officer also investigates concerns regarding sexual harassment at WSU. These confidential services are available by appointment or on a walk-in basis. Call the Affirmative Action office for more information or to make an appointment.

### Crime Awareness and Campus Security Act

WSU Security Services

Sheehan Hall, (507-457-5555)

[www.winona.edu/security/crime\\_report\\_wsu.html](http://www.winona.edu/security/crime_report_wsu.html)

Winona State University recognizes that providing the safest environment possible is an integral element of the University's educational mission, and the University publishes an annual Campus Security Report that is available to everyone. This report provides statements of policy for a broad range of safety, community relations, environmental safety, enforcement authority, and response issues. It also includes a three-year statistical review of designated crimes on campus. A printed copy of this report may be obtained, at no charge, from the Director of Security, Winona State University (Sheehan Hall), Winona, MN 55987 or by calling 507-457-5555.

In addition, the *Campus Security Report* can be accessed at the following websites:

- Winona Campus:  
[http://www.winona.edu/security/files/clery\\_report\\_final.pdf](http://www.winona.edu/security/files/clery_report_final.pdf)
  - Rochester Campus:  
[http://www.winona.edu/security/files/clery\\_report\\_rctc.pdf](http://www.winona.edu/security/files/clery_report_rctc.pdf)
- Winona State University encourages all members of the University community to be fully aware of the campus safety issues and to take action to prevent and report illegal and inappropriate activities. Personal awareness and applying personal safety practices are the foundation of a safe community. The *Campus Security Report* is designed to inform and educate you on the measures that can be taken and the services available to you to assist in maintaining a safe and secure learning environment. All members of the University community are encouraged to contact the Director of Security at [dwalski@winona.edu](mailto:dwalski@winona.edu) or by phone (507-457-5555) with any concerns and questions regarding campus security and related issues.

### Student Conduct

Office of Student Life and Development

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

The WSU Student Conduct Policy and related policies, which express expectations concerning behavior and state the rights of students, are available online at [www.winona.edu/sld](http://www.winona.edu/sld) or [www.winona.edu/handbook](http://www.winona.edu/handbook) (online Student Handbook) or in the Office of Student Life and Development. Students are responsible for being aware of and complying with all WSU student policies and regulations.

The purpose of the judicial system at WSU is (1) to provide an educational experience through which students learn to understand, accept, and promote attitudes and behavior conducive to responsible citizenship; (2) to provide a system by which students are held accountable for actions that violate University proscribed behaviors listed in the Student Conduct Policy; and (3) to protect the due process rights of students charged with violating these behaviors.

At the discretion of the University, students may be held accountable for behavior—both on and off campus—that constitutes a violation of local, state, and federal laws. Note that the WSU Student Conduct Policy does not replace or reduce the requirements of civil or criminal laws. If assistance with a complaint or additional information is needed, contact the Office of Student Life and Development.

### VETERANS ASSISTANCE

Veterans Affairs Office

Maxwell Hall (507-457-5109)

WSU is approved by the State Approving Agency for Veterans Training. Students should present their eligibility certificates to the Veterans Affairs Office when they enroll.

### Policies and Procedures

1. A student's application for veterans' benefits can be submitted through the county Veterans Service Office or through WSU. Along with the application, students must submit a certified copy of their DD-214 form or a Notice of Basic Eligibility.
2. Students should submit both copies of their Certificate of Eligibility for WSU when they apply for admission.
3. Enrollment is certified only after students present their DD-214 forms to the Veterans Affairs Office (after they have been admitted to the University). Enrollment for full-time students is usually for the academic year. Summer sessions and/or workshops are separate enrollment periods. The date of students' enrollment is based on the school calendar, workshop dates, or contract periods. **Note:** A mixture of graduate and undergraduate credits is allowed only under special arrangements.
4. Students must report each change in academic load to the Veterans Affairs Office.
5. Payments of benefits: Allowances are paid on a monthly basis, conditional on students' satisfactory progress in an approved course and their conduct. Payments are released upon certification furnished by the school. Students must notify the Registrar's Office and the Veterans Affairs Office when they complete a course, drop a course, or have an interruption in their course of training.
6. Veterans with Dependents: The Veterans Administration (VA) requires students to submit certified copies of marriage certificates, birth certificates, and/or adoption papers for their dependents before they can receive payments based on their marriage and dependents. They are paid a single rate until these documents are on file with the VA. The WSU Veterans Affairs Office and the county Veterans Services Officer can help expedite this procedure.
7. Re-enrollment: Students can re-enroll without a new Certificate of Eligibility. They must notify the WSU Veterans Affairs Office.
8. Academic Load: Full-time training requires 12 semester hours (S.H.) of undergraduate credit or 9 S.H. of graduate credit. Three-fourths time training requires 9 S.H. of undergraduate credit or 7-8 S.H. of graduate credit. Half-time training requires 6-8 S.H. undergraduate credit or 6 S.H. of graduate credit.
9. Tutorial assistance: This program provides tutors to help students overcome a deficiency in any subject required for the satisfactory pursuit of an educational objective. It is available to Vietnam-era veterans. Contact the WSU Veterans Affairs Office for detailed information.
10. Credit for military schools: Service schools and training are evaluated according to the recommendations of the American Council on Education's Guide to the Evaluation of Educational Experience in the Armed Services when students present an official AARTS or SMARTS transcript to the Office of Admissions.
11. Waiver of physical education activity requirements: This requirement is waived if students have been on active duty for more than one year.

## ACADEMIC POLICIES

### Policy Changes

Throughout the academic year, administrative and committee actions may change policies that affect students. Academic departments may establish more stringent requirements so be sure to note departmental policies. Policy changes since the printing of this catalog can be found at [www.winona.edu/graduatestudy](http://www.winona.edu/graduatestudy).

### GRADUATE PROGRAMS

The colleges within the university that offer graduate programs are the College of Education, College of Liberal Arts and College of Nursing and Health Sciences. In addition to the Master of Science, Master of Arts, and Specialist degree, and Doctor of Nursing degree, various advanced licensure programs are available. Each graduate student is responsible for complying with the regulations for admission, registration, completion of candidacy/program forms, program requirements, graduation requirements, and all other deadlines and stipulations applying to graduate study. The University catalog in effect at the time of approval of the Application for Admission to Candidacy governs student program and degree requirements. Deadlines applying to graduate students are specified in the academic calendar.

### Undergraduate Students in Graduate Courses

Undergraduate students who need twelve or fewer semester credits to complete baccalaureate degree requirements may request permission from the Director of Graduate Studies to take 500 level courses for graduate credit to complete a regular course load during the semester of graduation.

Undergraduate students may not enroll in courses at the 600 level or 700 level. These 500 level course credits will not apply toward undergraduate degree requirements, but will apply to graduate program requirements if within time limit regulations. Exceptions may be granted for special departmental programs.

### Graduate Special Students (nondegree seeking)

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

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

### GRADUATE ASSISTANTSHIPS

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

Graduate assistantships are available to highly qualified graduate students. WSU Regulation 310 governs the requirements, responsibilities and hiring procedures for graduate assistants. In addition to a WSU contract, students must also sign the Condition of Employment for Graduate Assistants. Graduate assistants receive a stipend and tuition assistance. Applicants should submit applications for assistantships to the appropriate department chairperson/program director. Anyone who has been appointed to a graduate assistantship prior to the first day of classes shall be granted resident tuition status for the period of the appointment. The application form can be found on the Graduate Studies web site at: [www.winona.edu/graduatestudy](http://www.winona.edu/graduatestudy).

### TIME LIMITATION

All degree requirements including credits to be earned, transfer credits, final examinations, thesis, required research papers, and all other program requirements must be completed within seven (7) years prior to the awarding of the degree, except for the Specialist degree in Educational Leadership and Doctor of Nursing degree wherein the limitation is eight (8) years. Under exceptional extenuating circumstances, a student may submit a petition through their advisor and to the Director of Graduate Studies requesting a one year extension of the time limitation. Such a request is to contain all pertinent facts, justifying rationale, and a plan for degree completion.

### COURSE CREDIT

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

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

### Credit Limitations and Overloads

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

### Transfer of Graduate Credits

The Graduate Council sets the general standard for the transfer of credit. A limited number of graduate course credits acquired at another accredited college or university may be included as part of a student's program of study, with approval of the student's advisor, the department chairperson/program director, and the director of the Graduate Studies. If credit is transferred, only the credit is transferred, not the grade. Transfer credits will be accepted only after they have been approved as part of the student's degree program on the Application for Admission to Candidacy Form.

Approval of credit is granted by the graduate program based on the specific program requirements described in the Graduate Catalog, as well as (1) the number of credits requested, (2) the appropriateness of credit for inclusion in the degree program, and (3) the currency of the credit. These criteria are described below. Any exceptions must be approved by the student's advisor and the Graduate Council. One (1) official copy of all transcripts must be sent to the Graduate Office, Maxwell 105, Winona State University, P.O. Box 5838, Winona, MN 55987.

*Number of credits:* Master's, Specialist, and Doctoral degree students are allowed up to ten (10) semester graduate credits of A, B, or Pass grades if earned from regionally accredited graduate institutions and recorded as a graduate course on the official transcript. If graduate credits are being transferred from other Minnesota State Universities (Bemidji, Mankato, Metropolitan, Moorhead, St. Cloud, and Southwest) and/or the University of Minnesota, WSU may accept up to 16 semester hours. Subject to university approval, consortium/cooperative agreements for special degree programs may develop transfer credit regulations that apply only to students in those programs.

*Appropriateness of credit:* Transfer credit must be approved by the program faculty as appropriate for inclusion as part of the student's degree requirements. Credit cannot be awarded for:



- courses taken prior to completion of an undergraduate degree program,
- courses that would not receive graduate credit if taken at WSU,
- courses with a grade lower than B (3.00),
- thesis or dissertation research credits received at another institution,
- life experience,
- credit by examination,
- non-credit extension courses, workshops, and in-service Training credits,
- correspondence courses,
- thesis supervision.

Transfer credit from an accredited Online University may be included as part of the student's program with approval of the student's advisor, the department chairperson/ program director, and the director of the Graduate Studies through the Application for Admission to Candidacy.

**Currency of credit:** Transfer credit must be taken within seven years of completion of the Master's degree and within ten years of completion of the Doctoral degree. Students wishing to apply course content after exceeding the time limit must demonstrate currency of knowledge in the field of study to which they are applying. Currency of knowledge must be formally evaluated by the student's advisor.

**Appeal Process:** Students who feel that their requests for transfer credit have been inappropriately denied may appeal as follows:

- Denial by the student's advisor can be appealed to the department chairperson.
- Denial by the department chairperson or program director can be appealed to the college dean.
- Denial by the college dean can be appealed to the director of graduate studies who will submit it to the Graduate Council for a final decision.

**Supplement to Candidacy for Transfer of Graduate Credits**  
After the Application for Admission to Candidacy has been completed, enrollment at another college or university with the expectation of credit transfer must be approved by the advisor, chairperson/program director of the student's major department, and the Director of Graduate Studies on a Supplement to Candidacy. Only grades of A, B, or Pass will be accepted in transfer and will not be used for computation of the required WSU grade point average.

Pass grades may be accepted in transfer and applied to a graduate program, but in no case may the credits exceed the limits set forth in the section entitled PASS/NO CREDIT courses.

### GRADE POINT AVERAGE (GPA)

Each semester hour of credit attempted receives honor points according to the following: each A credit = 4 honor points; each B credit = 3 honor points; each C credit = 2 honor points; each D credit = 1 honor point; each E credit = 0 honor points. The grade point average is computed by dividing the total number of honor points by the total number of credits attempted. Only those courses and credits taken at WSU will count for the computation of grade point averages. Although courses taken on a pass/no credit basis grant credit applying toward graduation, the credit does not affect the cumulative grade point average. An A = Excellent, B = Good, C = Average, D = Poor, E = Failure, P = Passing, NC = No Credit, W = Official Withdrawal, V = Audit (registration without credit or grade). In addition, temporary grades may be issued as follows: I = Incomplete, IP = In Progress, Z = No Grade Reported, see Instructor. Graduate students must have a minimum grade point average of 3.0 on courses taken at Winona State University. No course will be counted if the grade is below C. These are minimum standards and the departments offering graduate programs may require higher standards.

#### **In Progress (IP) Grades (formerly incomplete (I) grade)**

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

All IP grades must be removed within one calendar year from the end of the semester in which an incomplete is incurred or the course grade becomes an F. All IP grades for

course work must be removed before a graduate degree is granted.

### AUDITED COURSES

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

### PASS/NO CREDIT COURSES

Courses taken on a pass/no credit basis receive credit towards graduation. These credits do not affect the cumulative grade point average. Completion of such a course is entered P (pass) or NC (no credit) on the permanent record. Departments designate which courses may be taken on the pass/no credit basis. A student may be allowed to count nine (9) credits of P/NC regular coursework on the master's degree. Internships, workshops, clinicals or practicums, which are only offered on a P/NC basis, may also be applied toward the degree program, if approved as part of the Application for Admission to Candidacy. The P/NC limit for the Specialist and Doctorate degree is 16 credits. Consult the graduate departments for any additional restrictions. A grade of "pass" means at least B quality work for graduate credit.

### INDEPENDENT STUDY

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

### ARRANGED CLASSES

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

### INTERNSHIPS/PRACTICUMS/CLINICALS

Internships/Practicums/Clinicals are available or required in many departments. The conditions and requirements are determined by the department supervising the experience. Applications, if necessary, must be completed according to announced deadlines specified in the class schedules. For descriptions and limitations, see departmental course descriptions. Application forms for independent study, arranged classes, and internships may be obtained from the department office, Office of Graduate Studies, or Maxwell One-Stop.

### DROP/ADD POLICY

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

### COURSE AND UNIVERSITY WITHDRAWAL

If a student withdraws either from a class or from the University, he/she is required to contact the Maxwell One-Stop, Outreach

and Continuing Education, or Rochester Center to complete the appropriate forms. Withdrawals must be requested before the deadline date published in the class schedule. If a student processes the withdrawal by the deadline date, he/she will receive a mark of withdrawal (W) on his/her transcript. If a student withdraws (W) from a course he/she is repeating, the original grade is included in the computation of the GPA. If a student drops a course or withdraws from the University without giving official notification to the Maxwell One-Stop, Outreach and Continuing Education, or the Rochester Center, he/she will be given a grade of F. If a student withdraws from the University during any semester, he/she must discharge all business obligations and notify the Maxwell One-Stop.

### TRANSCRIPT REQUESTS

Transcripts are issued by the Maxwell One-Stop 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.

### ACADEMIC AND BEHAVIORAL INTEGRITY

*Academic and Behavioral Integrity is based on the premise that each student has the responsibility to:*

- uphold the highest standards of academic and behavioral integrity in the student's own work;
- refuse to tolerate violations of academic and behavioral integrity; and the University community requires that work produced by students in the course of their studies represents their personal efforts and requires that they properly acknowledge the intellectual contributions of others. Papers and other work in written or oral format prepared for classes should contain the student's own words and ideas unless the student identifies the ideas of others as being quoted, summarized or paraphrased. Such ideas must be duly cited by attributing all information that is not readily verifiable and not commonly understood in the discipline. To do otherwise is to plagiarize by using passages or ideas from others while claiming them as one's own. Behavioral integrity shall consist of demonstrating behaviors that are consistent with expected professional behaviors in the classroom. The primary responsibility for ensuring adherence to the principle of academic and behavioral integrity rests with students and faculty. Any infraction that comes to the attention of any person should be brought to the attention of the faculty member to whose course it pertains.

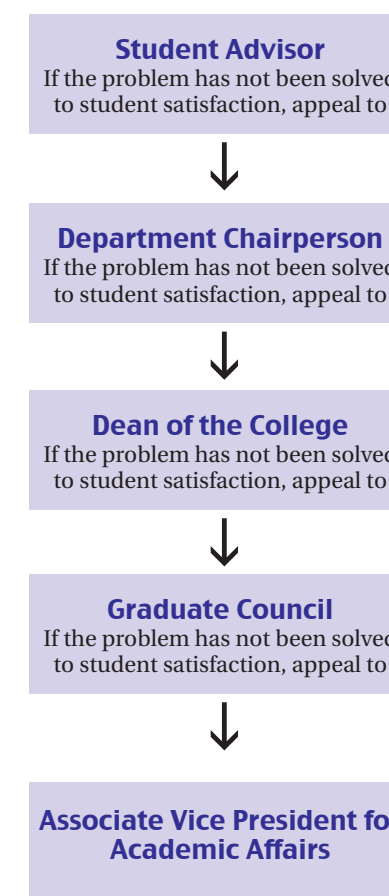
*Violations of the principle of academic and behavioral integrity include, but are not limited to:*

- CHEATING:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.
- FABRICATION & FALSIFICATION:** Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in an academic exercise or for academic gain.
- MULTIPLE SUBMISSIONS:** The submission of substantial portions of the same academic work (including oral reports), for credit more than once without authorization.
- PLAGIARISM:** Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc. are common knowledge.
- ABUSE OF ACADEMIC MATERIALS:** Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resources material.
- COMPLICITY IN ACADEMIC DISHONESTY:** Intentionally or knowingly helping, or attempting to help another to commit an act of academic dishonesty.

**VIOLATIONS OF STUDENT CONFIDENTIALITY:** Continued violations after being advised of the violation. Possible faculty actions in a case of alleged academic and behavioral integrity misconduct include:  
For events in which the behavior is determined to be isolated or the result of the student not understanding the specific situation, the student will be advised and/or referred to an appropriate academic resource for remediation or assistance.  
For incidents where there is evidence that the student intentionally and knowingly violated the academic integrity policy, the faculty member will refer the charges to the college dean with a recommendation for one of the following: academic advisement and/or reprimand; a grade of F or reduction of grade on the specific piece of work; a grade of E or reduction of grade in the course; probation, suspension, or dismissal from the program. The final decision regarding action will be made by the department/program's graduate committee.

### GRADUATE STUDENT APPEALS PROCESS (GENERAL)

Winona State University graduate students have the right to appeal academic decisions. An unfavorable ruling at one level can be appealed to the successive levels. Wherever the student enters the process, the remainder of the communication line must be completed. At each level, the student must write a letter of appeal outlining the conflict and what process has been followed up to that point. Below is the communication flow chart.



### GRADUATION

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

## ADMISSION POLICIES

### ADMISSION TO GRADUATE STATUS (INSTITUTIONAL ADMISSION)

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

### ADMISSION TO A GRADUATE DEGREE PROGRAM (DEPARTMENT ADMISSION)

1. After admission to WSU Graduate Status, completed applications from students who have a minimum, cumulative GPA of 2.5 on a four (4) point scale from their baccalaureate degree granting institution will be forwarded to the appropriate department for admission review and recommendation for admission into a degree program. Check the departmental sections of the catalog to determine additional criteria such as a higher GPA, test scores, references, etc.
2. Students with a cumulative grade point average lower than required by their graduate department from their baccalaureate degree granting institution may be granted provisional status from the Graduate Studies Office. Students admitted on a provisional basis may be required to achieve at least a 3.00 GPA in their first 12 semester hours of 600 level course work before being permitted to apply for a graduate degree program. In addition, provisionally admitted students will be required to satisfy any course work deficiencies or additional admission criteria indicated by the department/program to which the student is applying. Upon completion of the 12 semester hours and/or other requirements, the student must formally apply for admission to a degree program by contacting the Office of Graduate Studies, Maxwell 105, 507-457-5038. A registration hold will indicate when students have reached this level.
3. Following receipt of the departmental recommendation, the Office of Graduate Studies will notify the student of the action taken on the application.
4. Students unable to satisfy departmental or above stated requirements will be allowed to continue to enroll in graduate level course work as a Graduate Special student, not as a degree seeking student.

### TEST REQUIREMENTS

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

### PREREQUISITES

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

### INTERNATIONAL STUDENTS

All applicants from foreign countries must complete all WSU application procedures. Students will be admitted on the basis of certified credentials verifying completion of previous educational studies. Students must also submit a TOEFL score of at least 500 for undergraduates, and 550 for M.S. and M.A. graduate students. The university requires all nonnative speakers of English to complete an oncampus English placement exam. This English test determines appropriate English placement for each individual student. In addition to official academic credentials and the TOEFL score, international students must present proof of financial responsibility for the full course of study. The university will supply specific financial support forms for this purpose. The university requires that all financial obligations including tuition, fees, room and board be paid at the time of registration. All new transfer international students are automatically enrolled in the WSU Laptop Program at a cost of \$500 per semester.

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

International students must apply well in advance of the time they wish to enroll. This is necessary due to the complexity of the admission process and allows for the proper planning of mandatory orientation programs for international students. International students interested in obtaining additional information about the university or interested in obtaining an application packet should direct their initial inquiries to the Director of International Students, Kryzsko Commons, Winona State University, Winona, Minnesota 55987, (507) 457-5303.

### APPLICATION FOR ADMISSION TO CANDIDACY (program planning form)

Before the student has completed 16 graduate semester credits with a grade point average of at least 3.0, the student, in consultation with the advisor, must submit a completed Application for Admission to Candidacy Form to the Office of Graduate Studies. Graduate students who do not have at least a 3.0 GPA will not be allowed to make further progress in their program until the GPA is improved. To improve the GPA, students may retake courses for which they received a grade below B. However, below B grade courses may be retaken only once. Any courses taken beyond 16 credits will not apply to the degree program unless the Director of Graduate Studies approves a petition for waiver of the 16credit requirement. The Application for Admission to Candidacy Form must include a detailed proposed program of completed and needed coursework for degree completion, must indicate a thesis plan or other capstone writing experience, and must include any courses/credits accepted in transfer toward the degree program (one official copy of transcripts for transfer credit must be on file in the Graduate Office.) The form must be approved the advisor, the chairperson/program director of the major department, and the Director of Graduate Studies. Any proposed changes to the approved candidacy/program must be requested in advance on the Supplement to the Application for Admission to Candidacy and be approved by the advisor, the department chairperson/program director and the Director of Graduate Studies.

### RESEARCH AND WRITING REQUIREMENTS

All graduate degree programs must contain at least three (3) credits of research methodology, statistics, or the equivalent. All graduate degree programs must also contain a capstone writing experience; for example, thesis, professional paper, written report of a project, written review of a simulation, or portfolio. The selected experience must be indicated on the Application for Candidacy/Program Form and the final product(s) must be submitted to the Department responsible for maintaining the materials.

### M.S. AND M.A. DEGREE REQUIREMENTS

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

1. The student must meet all academic prerequisites and requirements.
2. The student must complete at least 30 semester hours (WSU and transfer credits) with a minimum grade point average of 3.0. No course will be counted if the grade is below C. These are minimum standards; departments may require higher standards and additional credits. At least fifty percent of the credits required for the master's degree must be in courses numbered at the 600 level or above.
3. All degree candidates must pass a final comprehensive examination to be prepared by the major department. A Notification of Intent to Take the Comprehensive Exam form must be received in the Office of Graduate Studies by midterm day of the semester preceding the semester the exam will be taken. Students must have completed all coursework or be enrolled in their last course(s) to be eligible for the comprehensive examination. Students who choose the thesis option may take the examination before enrolling in the thesis course.
4. Each candidate in a thesis option must pass a final oral examination by a committee of three graduate faculty members at least two weeks before graduation. The advisor will be the chairperson of this committee. Candidates for the Master of Science degree without thesis may also be required by their major department to pass a final oral examination.

5. If the student has elected a plan that requires a thesis, the thesis must be completed and approved by the advisor no later than two weeks prior to graduation. Unbound copies of the thesis must be made available to the oral examination committee. After this committee has approved the thesis, three bound copies must be submitted to the Office of Graduate Studies for distribution. A bindery signoff form must be received by the Graduate Studies Office before a degree can be granted.
6. Each candidate must submit to the Office of Graduate Studies a statement signed by the advisor or by the chairperson/program director of the major department certifying that the student has completed all departmental requirements for the master's degree at least ten days prior to the last day of the semester. The requirements listed above in 1 through 6 are general, alluniversity regulations. Students should consult their advisors to determine whether there are additional departmental requirements.

### SPECIALIST DEGREE

For degree requirements, see College of Education, Educational Leadership Department. [www.winona.edu/educationalleadership](http://www.winona.edu/educationalleadership)

### DOCTOR OF NURSING PRACTICE

For degree requirements, please see the College of Nursing, Department of Nursing. <http://www.winona.edu/colleges>



# COLLEGE OF EDUCATION

135 Gildemeister Hall, 457-5570  
Sally Standiford, Dean

## DEPARTMENTS

Counselor Education  
Education  
Educational Leadership  
Physical Education and Sports Science  
Recreation Tourism and Therapeutic Recreation  
Special Education

## DEGREES OFFERED

### Educational Specialist

K-12 Principalship  
General (Superintendency)

### Master of Science

#### Counselor Education

Community Counseling  
Professional Development  
School Counseling

#### Education

Master Teacher Program  
Graduate Induction Program (GIP)  
Developmental Disabilities Concentration  
Learning Disabilities Concentration

#### Educational Leadership

General School Leadership  
K-12 Principalship  
Outdoor Recreation/Adventure Based Leadership  
Sports Management  
Teacher Leadership

#### Advanced Licensure Programs

Developmental Disabilities  
Learning Disabilities  
Post-Baccalaureate Secondary Teacher Preparation Collaborative  
Principal/Assistant Principal  
Superintendent/Assistant Superintendent

#### Certificate Programs

Educational Technology Certificate  
Outdoor Recreation/Adventure Based Leadership  
Sports Management  
Training and Development

## MISSION

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

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

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

## FIELD EXPERIENCES

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

# COUNSELOR EDUCATION

132 Gildemeister Hall, (507) 457-5335 or (800) 242-8978, x 5335 Fax: (507) 457-5882  
EA 201 WSU Rochester, (507) 285-7488 or (800) 366-5418 x 7488 Fax: (507) 285-7170  
Web Site: [www.winona.edu/counseloreducation](http://www.winona.edu/counseloreducation)  
Chairperson: Tim Hatfield  
Graduate Faculty: Borrer, Briggs, Fawcett, T. Hatfield, Ruiz, C. Smith

*Gaylia Borrer*, Professor; B.S., Davis & Elkins College, M.S., West Virginia University, Ph.D., University of Iowa; 1989-  
*Cynthia Briggs*, Assistant Professor; B.S., Guilford College, M.A.Ed., Wake Forest University, Ph.D., Oregon State University; 2006-  
*Mary Fawcett*, Associate Professor, B.A., University of North Carolina Chapel Hill, M.A., Appalachian State University, Ph.D., University of South Carolina; 1999-  
*Tim Hatfield*, Professor; B.A., Harvard University, M.Ed., Harvard Graduate School of Education, Ph.D., University of Minnesota; 1980-  
*Nicholas Ruiz*, Professor; B.A., Ph.D., University of Minnesota; 1989-  
*Carol Smith*, Assistant Professor; B.S., North Dakota State University, M.S.Ed., Western Illinois University, Ph.D., University of Iowa; 2007-

## DEGREE OFFERED

Master of Science

## MAJORS

Community Counseling  
School Counseling  
Professional Development

## COUNSELOR EDUCATION DEPARTMENT MISSION

The Mission of the Counselor Education Department is to prepare effective master's-level counselors, leaders, and agents of change in a variety of professional settings in Southeastern Minnesota and Western Wisconsin. The department is committed to multicultural education and to promoting students' development of a personal theory and practice of counseling and social advocacy skills to foster respectful, responsible work with clients reflecting the broad diversity of society. The department offers three concentrations leading to the Master of Science degree: Community Counseling, School Counseling, and Professional Development (a non-counseling option).

## COUNSELOR EDUCATION DEPARTMENT GOALS AND OBJECTIVES

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

## ACCREDITATION

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

Winona State University is accredited through the Higher Learning Commission of the North Central Association of Colleges and Schools.

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

Community Counseling graduates are eligible for professional counseling licensure in Minnesota through the Board of Behavioral Health and Therapy (BBHT).

## ADMISSION REQUIREMENTS

The department's admissions process is designed to ensure that the most uniquely qualified students are identified, admitted, and retained. All student applications for admission must follow this sequence:

- 1. Application and admission to Graduate Study at WSU.** An undergraduate GPA of 2.5 is the basic standard for admission to Graduate Study at WSU, as well as for CE applicants. Applicants with undergraduate GPAs lower than 2.5 are eligible only for Graduate Special Student admission status (see Graduate Special Students below).
- 2. Completion of CE Department admissions application.** All persons admitted to Graduate Study and all Graduate Special students are eligible to apply for admission into the CE Department. Deadlines for completed written application materials are January 15 for the following Fall Semester and September 1 for the following Spring Semester. Note to Graduate Special students: successful completion of the CE admissions process only can result in your being provisionally admitted into the department because you are not yet eligible for admission to Graduate Study.
- 3. Notification to CE Department Administrative Assistant (507) 457-5335 of intent to enroll in CE 601, Foundations of Counseling, for the next academic semester.** In addition to completing all written application materials, all prospective students must attend a group screening process on a Friday morning in the semester prior to the semester in which they wish to take 601 (the second Friday in April for the Fall class, the last Friday in September for the Spring class). All written application materials and screening data will be assessed to select a cohort of no more than 15 persons per 601 section who will be admitted into the CE Department. Applicants will not be admitted to the department until they have committed to a specific semester to take CE 601. Specific screening dates and all materials are available through the CE Department offices.
- 4. After admission to the CE Department, each student will be assigned an academic advisor.** All persons initially are admitted into the Professional Development program, and the decision to admit into either the Community Counseling or School Counseling programs will be made by the CE faculty based on all of the student's work in the department up to and including CE 601, Counseling Theory and Practice.
- 5. CE 601, Foundations of Counseling,** must be among the first 12 credits taken in a student's CE Department program, and must be taken in the semester following successful screening.

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

### SUMMARY OF IMPORTANT ADMISSIONS/SCREENING DEADLINE DATES

#### Written application materials deadlines:

January 15 (for following Fall semester)  
September 1 (for following Spring semester)

#### Required on campus screening dates:

Third Friday in February (for Fall 601 class)  
Last Friday in September (for Spring 601 class)

### GRADUATE SPECIAL STUDENTS

General information regarding Graduate Special Student status at Winona State University is found under the Academic Information section of the Winona State University Graduate Catalog. Persons interested in applying to the Counselor Education Department but who do not meet the requirements for admission as a Graduate Regular Student may be admitted to the university as a Graduate Special Student. Graduate Special Students may apply for provisional admission to the Counselor Education Department (see above under Admission Requirements).

### Permitted Courses for Applicants and Graduate Special Students

Students not yet admitted to the CE Department and all Graduate Special Students are permitted to enroll in only the following Counselor Education Department Courses or other related graduate level coursework outside of the department: CE 532 Stress Management, CE 534 Human Relations and Diversity, CE 611 Development over the Lifespan, CE 625 Career Development and Appraisal, and CE 633 Ethical Practice and Social Change.

### APPLICATION FOR ADMISSION TO CANDIDACY

Students complete the Application for Admission to Candidacy form in consultation with their academic advisor after they have been admitted to the Counselor Education Department, and while taking CE 601 Foundations of Counseling. The Application for Admission to Candidacy defines the specific program requirements that a student must meet to complete their degree from the Counselor Education Department.

### ADVISING

After screening, all students are assigned an advisor from the Counselor Education Department faculty. The faculty advisor will work with the student throughout their program of study unless the student requests in writing a change of advisor.

### FINANCIAL ASSISTANCE

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

### GRADUATION REQUIREMENTS

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

### ENDORSEMENT STATEMENT

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

### DESCRIPTION OF PROGRAMS

#### COMMUNITY COUNSELING:

This program prepares persons for careers as professional counselors in public and private community counseling settings (e.g., community mental health centers, social service agencies, correctional institutions, and medical and rehabilitation settings). Successful completion of the program leads to eligibility for counselor licensure in many states, including Minnesota and Wisconsin. The Community Counseling Program is CACREP accredited.

#### SCHOOL COUNSELING:

The School Counseling program prepares program graduates for employment as K-12 school counselors. Successful completion of the program leads to recommendation for licensure as a school counselor in Minnesota or Wisconsin. If a student plans to become licensed in a state other than Minnesota or Wisconsin, they are advised to become familiar with the specific licensure requirements of the state in which they plan to practice. In 2000, the Counselor Education Department School Counseling Program was selected as a participating program in the Transforming School Counseling National Initiative Sponsored by the Education Trust in Washington, D.C. The School Counseling Program is CACREP accredited.

### PROFESSIONAL DEVELOPMENT (NOT A COUNSELING DEGREE):

The Professional Development program provides practicing professionals with a non-counseling master's degree. The program emphasizes personal and professional growth and development through a curriculum designed to enhance student understanding of self and others while promoting more effective work in the individual's respective field. Upon successful completion of the Professional Development degree, graduates may apply for admission to one of the counseling degree programs offered by the Winona State University Counselor Education Department.

### PROGRAM REQUIREMENTS COMMUNITY COUNSELING (48 S.H.)

#### REQUIRED COURSES (46 S.H.)

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

#### ELECTIVES (2 S.H.)

### SCHOOL COUNSELING (48 S.H.)

#### REQUIRED COURSES (46 S.H.)

- 534 Human Relations & Diversity (3)
- 601 Foundations of Counseling (3)
- 611 Development Over the Lifespan (3)
- 615 Group Theory & Practice (3)
- 620 Tests, Meas., & Res. Design (3)
- 622 Family Systems Counseling (3)
- 625 Career Dev. & Appraisal (3)
- 633 Ethical Practice & Social Change (3)
- 635 Orientation to School Counseling (3)
- 645 School Counseling Practice (3)
- 658 Microskills (3)
- 660 Counseling Theory & Practice (3)
- 680 Counseling Practicum (3)
- 690 Internship (6)
- 695 Capstone Project (1)

#### ELECTIVES (2 S.H.)

**NOTE:** Minnesota and Wisconsin school counselor licensure standards specify preparation in exceptionality, for which we require an additional course to supplement students' exposure to these issues in our required courses. See the Counselor Education Department Student Handbook for detailed information regarding school counselor licensure in Minnesota and Wisconsin.

### PROFESSIONAL DEVELOPMENT (34 S.H.)

(Not a counseling degree)

#### REQUIRED COURSES (28 S.H.)

- 534 Human Relations & Diversity (3)
- 601 Foundations of Counseling (3)
- 611 Development Over the Lifespan (3)
- 615 Group Theory & Practice (3)
- 620 Tests, Meas., & Res. Design (3)
- 625 Career Dev. & Appraisal (3)
- 633 Ethical Practice & Social Change (3)
- 658 Microskills (3)
- 695 Capstone Project (1)

#### Plus at least one (1) of the following:

- 532 Stress Management (3)
- 622 Family Systems Counseling (3)
- 635 Orientation to School Counseling (3)
- 640 Orientation to Community Counseling (3)

#### ELECTIVES (6 S.H.)

### COURSE DESCRIPTIONS

#### 532/432 Stress Management - 3 S.H.

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

#### 534 Human Relations and Diversity - 3 S.H.

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

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

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

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

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

#### 601 Foundations of Counseling - 3 S.H.

This course introduces students to the profession of counseling. Through scholarly research and writing, students will examine the role and function of counselors in a variety of settings. Current trends and issues in counseling also will be addressed. Throughout the course, major emphasis will be placed on the learning and practice of basic helping skills in a supervised setting. Prerequisite: Admission to the Counselor Education Department. Grade only.

#### 611 Development over the Lifespan - 3 S.H.

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

#### 615 Group Theory and Practice - 3 S.H.

In this course students are introduced to the theory and practice of group counseling. The course will provide students with an academic/theoretical overview of groups and group work as well as the opportunity to develop group leadership skills through experiential learning activities. Prerequisite: CE 601 or permission of instructor. Grade only.

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

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

## EDUCATION

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

Chairperson: Melanie Reap

Graduate Faculty: Eckerson, Gustafson, Helble, Karjala, Miller, Reap, Reineke, Rethlefsen, Rierson, J. Sherman, T. Sherman, Sippola, Tolmie, Walker, Warner, Williams, Winters, Zhang

*Nancy Eckerson*, Associate Professor; B.S., Mankato State University; M.S. Mankato State University; Ph.D., Iowa State University; 2000-  
*John Gustafson*, Associate Professor; LB.S., Bemidji State University; M.A. California State University; Ed.D., University of South Dakota; 1998-

*Donna Helble*, Professor; B.A., Simpson College, Iowa; M.S., Winona State University; Ed.D., University of Northern Colorado; 1988 -  
*Jeanette Karjala*, Professor; B.A., M.A., Western Washington University, Bellingham; Ph.D., University of North Dakota; 1992-  
*Celeste Miller*, Professor; B.A., University of Arizona; M.Ed., University of Maryland; Ph.D., Pennsylvania State University; 1997 -

*Melanie Reap*, Associate Professor; B.S., M.S., Texas A&M; Ph.D., University of Oklahoma; 1999-  
*James Reineke*, Associate Professor; B.A., B.S., University of Minnesota Twin Cities; Ph.D., Michigan State University; 1996-  
*J. Ann Rethlefsen*, Associate Professor; B.A., Colby College; M.S., University of Wisconsin-Milwaukee; Ed.D., St. Mary's University of Minnesota, 2004 -

*Stace Rierson*, Assistant Professor; BA University of Wisconsin-Madison; MS University of Wisconsin-Milwaukee; PhD The Ohio State University; 2006-

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

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

*Arne Sippola*, Associate Professor; B.A. Central Washington University; M.A. University of Alaska; M.Ed. - University of Washington; Ph.D. - University of Washington; 2007-

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

*Rhea Walker*, Associate Professor; B.S., MAE., University of Northern Iowa; Ph.D., Iowa State University; 2004-

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

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

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

*Shenglan Zhang*, Assistant Professor; B.A. Hebei Normal University; M.A., Beijing Normal University; M.A., University of Southern California; Ph.D., Michigan State University; 2007-

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

### Admission criteria leading to the Master's in Education degree program, including alternate admission criteria:

1. Candidates with a composite undergraduate G.P.A. of 2.75 or better will be admitted without being required to take the Graduate Record Exam. Students applying for the Graduate Induction Program must meet the minimum 2.75 G.P.A. requirement.
2. If the composite G.P.A. is less than 2.75, the candidate must earn a combined GRE score of 900 or better on the verbal and quantitative tests, and an analytical writing score of 4.0 or better, in order to be admitted.
3. If a candidate does not meet criteria of either 1 or 2 above, and intends to apply to a graduate program in the education department, the candidate may enroll as a special graduate student. After completion of 69 semester credits, the student must reapply for admission through submission of a professional portfolio. (See graduate advisor for portfolio guidelines.) Reapplication for admission will be reviewed by the graduate committee of the Education Department. **NOTE:** Students who have completed a baccalaureate degree in a field of education and do not intend to apply credits toward a graduate degree in education at WSU may register for an unlimited number of credits with special graduate student status.

### DEGREE PROGRAM WITH THESIS OR RESEARCH OPTION

1. Admittance:
  - a. File application for admission to graduate study in the Office of Graduate Studies at least one month prior to registration. The application must be supported by mail receipt of two official copies of all transcripts from other institutions attended. After the application for admission to graduate study has been approved, the student is eligible to enroll in course work. See calendar and schedule. Registration packets for GRE, if needed, are available in the Office of Graduate Studies.
  - b. File application for admission to Education Department Master's program. An advisor will be appointed by the department in accordance with departmental policy. The advisor will review all transcripts and determine whether any deficiencies exist.
  - c. File Application for Candidacy/Program Form for the Master's degree after the completion of six credits and before completion of eighteen credits. Forms are available in the Office of Graduate Studies. Deficiencies, if any, must be removed before the student is eligible for candidacy for the Master's degree program.
2. Course Work: Complete all course work required for the degree (32 credits minimum). All course work must be approved by the advisor and the Director of Graduate Studies.
3. Graduate Writing Thesis Option: Complete a research-based thesis approved by the advisor, which demonstrates ability to use scientific methods and procedures. The thesis constitutes 4 credits of graduate work. (Two credits are counted in lieu of ED 618 and two are counted as program electives.) An oral examination of the thesis is required.
4. Research Option: Conduct an action research project which demonstrates a scholarly representation of work applicable to the candidate's classroom, work setting, school district, and/or community. (See advisor for Research/Capstone Guidelines.)
5. Comprehensive Examination: Write a final examination compiled by the advisor based upon the candidate's core course work.
6. Academic Average: Maintain a 3.0 average. A course will not be counted for graduate credit if the earned grade is below C.

### 622 Family Systems Counseling - 3 S.H.

This course introduces students to the theory, assessment techniques, and intervention strategies used in the practice of family systems counseling. The focus of the course will be on building a theoretical base for understanding and applying family systems counseling strategies and techniques. Didactic and experiential learning will provide students with the opportunity to apply and integrate knowledge and skills. Prerequisite: CE 601. Grade only.

### 625 Career Development & Appraisal - 3 S.H.

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

### 630 Counseling Children & Adolescents - 1 S.H.

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

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

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

### 635 Orientation to School Counseling - 3 S.H.

This course introduces the student to current school counseling models and effective practice. The focus is on practical issues faced by school counselors as they implement a school counseling program, work with students, colleagues, and families, and manage role responsibilities effectively. Field based learning is an important component of this course. Grade only.

### 640 Orientation to Community Counseling - 3 S.H.

This course examines the counseling profession including history, philosophy, theory, and professional issues. Emphasis is on different counseling populations and multicultural issues. Grade only.

### 645 School Counseling Practice - 3 S.H.

This course addresses important conceptual and practical issues of effective school counseling practice, with an emphasis on the critical importance of proactive, primary prevention applications that positively impact student development and success. Developmental guidance curriculum, consultation, advocacy, and data-driven outcomes will be addressed, both in the classroom and in field-based learning cohorts. Prerequisite: CE 635. Grade only.

### 650 Diagnosis and Treatment Planning - 3 S.H.

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

### 658 Microskills - 3 S.H.

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

### 660 Counseling Theory and Practice - 3 S.H.

This course exposes students to theories of personality development and change, theories of counseling, and counseling techniques. Students practice application of counseling theories in a laboratory setting with simulated situations. Students are encouraged to identify and develop a tentative theory of personality as it relates to an effective counseling approach. A strong emphasis is placed on the ethical standards of the counseling profession and on multicultural issues. Prerequisite: CE 658 and permission of 660 instructor. In general, students are not eligible for enrollment in 660 until they have successfully completed approximately 30 semester credits in the CE department and have satisfied all relevant course prerequisites. Students should consult with their faculty adviser and refer to the detailed enrollment procedures in the CE student handbook. Grade only.

### 680 Counseling Practicum - 3 S.H.

This course provides an opportunity for the student counselor to begin to develop and refine their individual and group counseling skills within the functional milieu of a community or school setting. All practicum activities are closely supervised by university and field-based supervisors. Prior to entry into the course, all students must provide to the instructor verification of having current professional liability insurance. Prerequisite: All coursework up to and including CE 660. Note: Students must earn a letter grade of B or better in CE 660 in order to be admitted to CE 680. All coursework except 690 and 695 must be completed before admission into 680. In special circumstances, the department will give permission for concurrent enrollment in no more than one (1) of the following: 611, 622, 625. Grade only.

### 690 Internship - 3 or 6 S.H.

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

### 695 Capstone Project - 1 S.H.

This course structures the completion of a major capstone paper in collaboration with the student's academic advisor, and serves as a transition from the role of student to that of professional. Note: May be taken concurrently with CE 680 or CE 690, and a grade of B or A must be earned in the course. Grade only.

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

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

## 7. Timeline to be followed:

- Applications: File in the order listed.
  - Graduate study application, including official transcripts Office of Graduate Studies.
  - Education Department Master's Program application Education Office.
  - WSU Master's Candidacy/Program Form Office of Graduate Studies (after 6 and before 18 credits are completed, with advisor's approval).
  - Registration for Research Project 699 (Thesis Option) one semester in advance of graduation.
  - Oral Examination of Thesis Option at least two weeks in advance of graduation.
  - Notification of Intent to take the Comprehensive Exam form must be received by the Office of Graduate Studies by midterm day of the semester preceding the semester the exam will be taken (see academic calendar for deadlines).
  - Application for Graduation Office of Graduate Studies, Maxwell 105, (507) 457-5038.
  - Participation in commencement exercises in accordance with current policy (caps, gowns, and hoods can be obtained in the university bookstore).

### MASTER OF SCIENCE GRADUATE INDUCTION PROGRAM (In collaboration with ISD #535)

Winona State University and Independent School District 535 are joint participants in a Graduate Induction Program for grades K6 in the Rochester (Minnesota) Public Schools. The program is designed to assist inexperienced teachers with challenges unique to entry into the field of education. Resident teachers receiving a fellowship complete a Master of Science in Education through a sequence of course work and field components. Open annually to selected, inexperienced, licensed elementary teachers. Graduate Residents are classified as Minnesota residents for the purpose of tuition rate.

#### REQUIRED COURSES (32 S.H.)

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

### MASTER OF SCIENCE MASTER TEACHER PROGRAM (32 S.H.)

The Master Teacher Program for a Master of Science in Education consists of a cohort of 40-50 in-service educators who meet one weekend per month for 2 years (4 semesters). Their learning is assisted by University and Practitioner Facilitators and is focused on constructivist learning, cultural pluralism and diversity within a community of practitioners, propositions from the National Board of Professional Teaching Standards, and action research.

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

#### REQUIRED COURSES (14-16 S.H.)

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

#### PRESCRIBED COURSES (9-11 S.H.)

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

#### ADDITIONAL ELECTIVES (5-9 S.H.)

Additional Graduate Credits: the 5-9 elective credits enable admitted Master Teacher graduate students, in consultation with the Master Teacher Program Facilitators, to meet their individual professional development needs and those of the schools where they are employed. The elective credits may be from WSU or transfer credits and are not subject to Master Teacher Program fees. WSU

electives taken during enrollment in the Master Teacher Program can be drawn from existing course offerings in the content areas or designed in consultation/collaboration with experts in the field.

**Electives in the Master of Science in Education/Master Teacher Program do not constitute specialization or endorsement in a given content area.**

### POST-BACCALAUREATE SECONDARY TEACHER PREPARATION COLLABORATIVE (30 S.H.)

Winona State University and Public School Districts in Southeastern Minnesota are partners in a Teacher Preparation Collaborative designed to allow individuals with a bachelor's degree in an appropriate content area to complete coursework enabling them to become licensed to teach in a middle school or high school setting in Minnesota. This alternative pathway to licensure requires intensive coursework and field experience during the summer at the Rochester campus followed by a yearlong internship under the supervision of a classroom teacher in a middle school or high school. An optional Master's of Science in Education degree that may be obtained with an additional 17 credits.

Individuals with the appropriate academic content preparation may complete licensure requirements for grades 5-12 in the following categories:

- Business Education
- Chemistry
- Communication Arts and Literature
- Earth Science
- Life Science
- Mathematics
- Physics
- Social Science

### ADMISSION REQUIREMENTS FOR INTERNS IN THE TEACHER PREPARATION COLLABORATIVE

#### Candidates for this program must:

- Hold a Bachelor's Degree in appropriate field from a regionally accredited institution
  - Have an overall GPA of 2.75 along with a GPA of 3.0 in major for licensure area\*
  - Provide evidence of successful completion of the Praxis I/PPST
  - Provide evidence of successful completion of the appropriate Praxis II content test\*
  - Complete application materials
  - Participate in an interview and selection process by WSU/District Committee
- \* Candidates who are unable to meet these requirements have the option to meet with a WSU academic advisor to develop a plan for remediation.

#### After selection, candidates must:

- Sign an agreement indicating willingness to complete WSU summer coursework prior to a yearlong full time internship in a Rochester middle school or high school
- Successfully completed Education 605 coursework and classroom practicum during May term
- Be recommended to the Board of Teaching for a Limited Intern License
- Agree to take Principles of Learning and Teaching (PLT) as required for licensure at the end of the yearlong practicum
- Complete a portfolio during the yearlong practicum that

demonstrates competence in the content field for licensure and the Minnesota Standards of Effective Practice

### PROGRAM CONTENT

#### May term

- EDUC 605: Adolescent Development, Learning and Assessment (5 crs. including field experience)

#### Summer

- EDUC 600: Improvement of Instruction and Curriculum Planning (3)
- EDUC 529: Secondary Reading and Teaching Strategies (4 crs. including field experience)
- EDUC 608: The Diverse Learner (2-4 crs, including field experience)

#### Fall Semester

- EDUC 650: Teacher Induction and Curriculum Orientation (3)
- EDUC 651: Induction Practicum (4)

#### Spring Semester

- EDUC 559: Professional Educator (3)
- EDUC 651: Induction Practicum (4)

**Total credits for preparation program = 30 credits**

**Summer Master's Option** - Interns who complete the preparation program have the option of completing a Master of Science in Education Degree with an additional 17 credits.

- EDUC 623 - Foundations of Education (3)
- EDUC 640 - Current Issues in Education (3)
- EDUC 675 - Action Research and Assessment of Student Learning (3)
- EDUC 618 - Field Exp in Classroom (Action Research Paper) (2)
- Graduate credits in content area (6)

**Total credits required for Master's option = 17 credits**

**Total credits for combined teacher preparation and master's option = 47 graduate credits**

### TRAINING AND DEVELOPMENT CERTIFICATE PROGRAM - 15 S.H.

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

- BUED 510 Administrative Communication (3)
- BUED 540 Training and Employee Development (3)
- BUED 541 Training Techniques and Media (3)
- BUED 570 Seminars in Business Education and Training (3)
- EDUC 542 The Adult Learner (3)

### EDUCATIONAL TECHNOLOGY CERTIFICATE – 12 S.H.

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

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

- EDUC 501 Introduction to Educational Technology (3)
- EDUC 502 Multimedia Design and Visual Literacy (2)
- EDUC 503 The Internet in Education (3)
- EDUC 504 Media Production and Literacy (2)
- EDUC 505 Educational Technology: Assessment and Evaluation (2)

### EDUCATION COURSE DESCRIPTIONS

#### EDUC 501 Introduction to Educational Technology - 3 S.H.

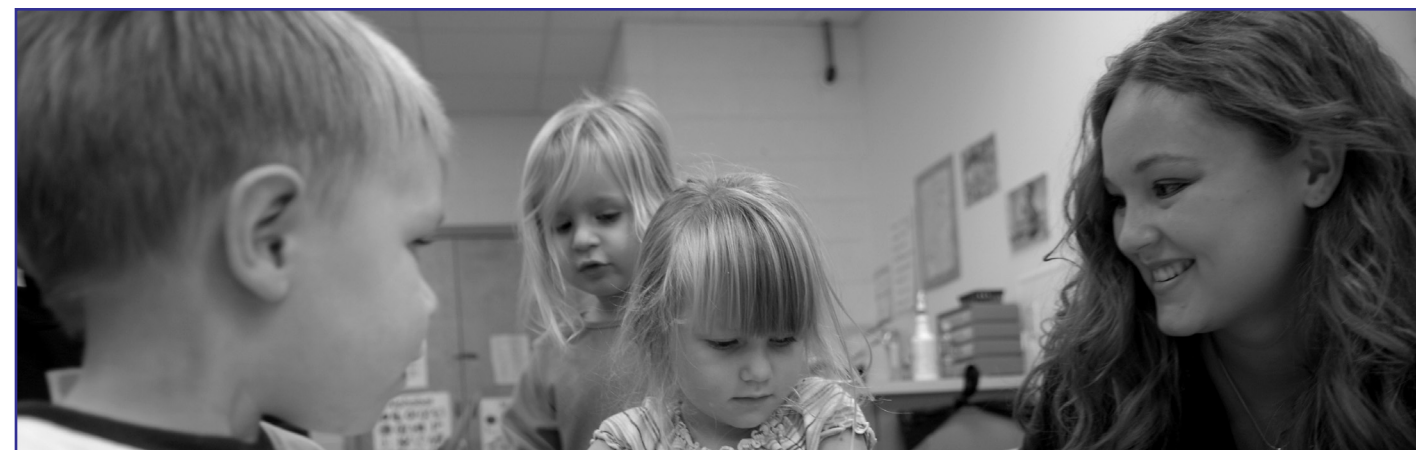
This course is designed to introduce students to the history of technology in teaching, various frameworks for understanding technology's role and impact on learning, technology standards, and current issues in education technology including the digital divide, gender equity in technology, faculty/staff development, and other issues surrounding the integration of technology into teaching. Grade only.

#### EDUC 502: Multimedia Design and Visual Literacy - 2 S.H.

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

#### EDUC 503 The Internet in Education - 3 S.H.

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



**EDUC 504: Media Production and Literacy - 2 S.H.**

This course will focus on consuming and producing digital media. The course will explore the media's impact on human cognition and learning. Students will capture and edit digital photographs, video, and sound, using them to create digital video projects and prepare them for distribution over the internet. Grade only.

**EDUC 505: Educational Technology: Assessment and Evaluation - 2 S.H.**

This course provides an introduction to the principles of assessment and evaluation in using technology to collect performance data in a standards-based curriculum and in integrating technology in teaching and learning. These focuses include addressing accountability issues in providing scientifically based evidence to document student achievement and creating an inclusive technology rich environment for all students. Grade only.

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

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

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

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

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

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

**EDUC 516/416 Early Childhood/Kindergarten Curriculum - 4 S.H.**

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

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

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

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

Emphasis is on reading comprehension, strategies, study skills in content areas, lesson planning, lesson presentation skills, media techniques appropriate to the instructional process. Prerequisite: ED 301, 302. Offered each semester. Grade only.

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

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

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

Diagnostic and remediation techniques to facilitate acquisition of basic mathematics skills. Prerequisite: ED 334 or consent of instructor. Offered yearly. Grade only.

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

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

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

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

**EDUC 550/450 Comparative Education - 3 S.H.**

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

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

Designed to familiarize teacher education majors with school organizational patterns, legal responsibilities, philosophies of education, professional organizations, and related topics prior to student teaching. Offered each semester. Grade only.

**EDUC 567 Advanced Practicum in Preschool - 3 S.H.**

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

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

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

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

This course provides structure for acquiring, building, and demonstrating mechanisms for integrating multicultural content into mainstream curricula. Specific attention is geared toward concepts and instructional planning in elementary education addressing culture, ethnicity, race, gender, language, socioeconomic levels, religion, age ethics and exceptionality. The social reconstructionist approach is infused to provide demonstration of transforming teaching for educational equity and social justice. Offered yearly. Grade only.

**EDUC 590/490 Individual Problems in Education - 1-3 S.H.**

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

**EDUC 598/498 Workshops and Seminars - 1-4 S.H.**

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

**EDUC 599/499 Workshops and Seminars - 1-3 S.H.**

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

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

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

**EDUC 605 Adolescent Development, Learning and Assessment - 5 S.H.**

This course introduces students to (1) the psychological and social dimensions of learning in middle school and secondary classrooms (2) principles of adolescent development and their influence on students' participation in school (3) assessment, measurement and evaluation techniques. Field experience in a middle school or high school classroom are required in addition to on-campus class sessions. Prerequisites: Admission to Teacher Licensure Collaborative or permission of instructor. Grade only.

**EDUC 608 The Diverse Learner - 2-4 S.H.**

This course develops teacher candidate understanding about how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The course includes human relations content related to the psychological, educational and lifelong needs of learners with exceptionalities, diverse backgrounds, and/or economically under advantaged. Field experience hours in a middle school or high school setting are required in addition to on-campus class sessions. Prerequisites: Admission to Teacher Licensure Collaborative or permission of instructor. Grade only.

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

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

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

Current trends and contemporary research related to objectives, methods, and curriculum in the social studies, a K12 approach. Offered yearly. Grade only.

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

Current issues, the curriculum content, and materials of instruction generated by contemporary research for K12 settings will be

discussed. Offered yearly. Grade only.

**EDUC 615 Current Issues in Mathematics Education - 3 S.H.** Current issues and contemporary research related to objectives, methods, and curriculum in mathematics will be examined. Special emphasis on the use of manipulatives and the NCTM Standards. Offered yearly. Grade only.

**EDUC 618 Field Experience in Classroom Procedures - 2-4 S.H.** A culminating experience designed to encourage a student to apply principles and procedures learned during his/her graduate program. Students should take the course during the latter part of their program. Offered each semester. Grade only.

**EDUC 623 Foundations of Education - 3 S.H.**

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

**EDUC 640 Current Educational Issues - 3 S.H.**

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

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

Students involved as Residents in the Graduate Induction Program or Interns in the Teacher Licensure Collaborative will progress through a designed series of in-service activities to prepare them to perform confidently and competently as classroom teachers or interns. Includes curriculum training in specified areas. Prerequisites: Admission to the Graduate Induction Program or Teacher Licensure Collaborative required. Offered yearly. Grade only.

**EDUC 651 Induction Practicum - 4-8 S.H.**

Acting as a licensed resident in the Graduate Induction Program or an intern in the Teacher Licensure collaborative, the 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. Prerequisites: Admission to the Graduate Induction Program or Teacher Licensure Collaborative required. Offered each semester. P/NC only.

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

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

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

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

**EDUC 690 Developing Cultures for Learning - 3 S.H.**

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

**EDUC 691 Constructivist Learning Theory - 3 S.H.**

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

**EDUC 692 Creating Inclusive Classroom Environments - 2 S.H.**

This course prepares teachers to become more responsive to the multifaceted dimensions of their students and enable groups to

embrace diversity. The focus will be on developing a way to treat students equitably by recognizing each one's uniqueness and by structuring teaching methods accordingly. Offered only through the Master Teacher Program. Grade only.

**EDUC 696 Trends and Issues in Teaching in the Content Area - 1-3 S.H.**

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

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

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

**EDUC 699 Master's Thesis - 4 S.H.**

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

**BUSINESS EDUCATION COURSE DESCRIPTIONS****BUED 510/410 Administrative Communication - 3 S.H.**

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

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

Introduces teamwork concepts and skills as a collaborative approach to improved performance. Covers structural and process attributes of teams with the objective of enhancing team leader and participant. performance. Team participation skills applied to collaborative class activities. Grade only.

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

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

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

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

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

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

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

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

# EDUCATIONAL LEADERSHIP

132 Gildemeister Hall, (507) 457-5345, Fax: (507) 457-5882  
www.winona.edu/educationalleadership  
Chairperson: George Morrow

Mary Jane Guy, Professor; B.A. George Washington University; M.A.; Longwood College; Ph.D. Virginia Polytechnical Inst. & State University; 1992 -

George Morrow, Associate Professor; B.A. Iowa State University; M.A. Teachers College, Columbia University; Ed.D. Teachers College, Columbia University; 2008 -

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

Faculty email: Guy (mguy@winona.edu), Morrow (gmorrow@winona.edu), Nelson (wnelson@winona.edu)

## DEGREES OFFERED:

### Master of Science in Educational Leadership (M.S.)

#### Emphasis:

- General School Leadership
- Teacher Leadership
- K-12 Principalship
- Outdoor Recreation/Adventure Based Leadership
- Sports Management

### Educational Specialist in Educational Leadership (Ed.S.)

#### Emphasis:

- K-12 Principalship
- General (Superintendency)

## MISSION OF THE DEPARTMENT OF EDUCATIONAL LEADERSHIP.

The mission of the Department of Educational Leadership is to prepare professionals to enter leadership and administration roles in a variety of organizational settings and positions. To accomplish that, it is essential to ensure that all students acquire the professional dispositions, knowledge, and skills essential for quality professional practice.

## ADMISSION TO THE DEPARTMENT OF EDUCATIONAL LEADERSHIP.

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

Prospective graduate students must meet the following requirements to be considered for admission to graduate study in Educational Leadership.

1. For the Master's degree: A G.P.A. of 2.50 on a 4.00 scale for all Bachelor's degree work. If the G.P.A. is less than 2.50, a score at or above 50th percentile on the verbal and quantitative must be earned.
2. For Specialist degree: A G.P.A. of 3.25 on a 4 point scale for all Master's degree work. If the G.P.A. is less than 3.25, a score at or above 50th percentile on two of three sections must be earned. Although the Master's degree is recommended, some individuals may wish to enter the Specialist degree program with only a Bachelor's degree. For those individuals, an undergraduate G.P.A of 3.25 and a GRE score at or above 50th percentile on the verbal and quantitative must be earned.
3. Written Statement: First-time applicants to either the M.S. or Ed.S. degree with a concentration in Teacher Leadership, K-12 Principalship, or Superintendency must submit a two (2) to five (5) page typewritten statement explaining their:
  - a. vision of the purpose and role of education
  - b. qualifications, and
  - c. aptitude for leadership. Apply leadership to your particular area of program focus, such as K-12 building leadership (teacher leadership or principal), K-12 district leadership (superintendent), department leadership, and the like.

## WEB-BASED COURSE OFFERINGS

The Department of Educational Leadership is committed to diversity in pedagogy and course delivery methods. The Department has delivered courses via interactive television (ITV) since 1990. However, since 1998 the department has also offered courses using a combination of class meetings, online delivery, and interactive television (blended format). For course listings offered in a blended format, visit the department web site at www.winona.edu/educationalleadership. Some courses are delivered online with no face-to-face class meetings. Most courses are web assisted or supported in the form of online syllabi, supplemental reading links, assignments, and discussion forums. Check with the course instructor for details.

## DEGREES

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

The M.S. degree provides a course of study that can lead to licensure as a principal or assistant principal, except in Minnesota and Wisconsin. In these states, a Specialist degree (Ed.S.) or equivalent (M.S. plus 30) is required for full administrative licensure. Students with goals not associated with elementary and secondary school administrative licensure may wish to choose the Teacher Leadership or General School Leadership program of study. The M.S. General is designed for individuals not interested in licensure as a K-12 principal. Students who choose this option can prepare for leadership careers as an administrator in technical or community colleges or nonprofit organizations. An individualized program of study can be tailored to meet the general requirements of leadership.

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

### MAJOR FIELD COURSES (15 S.H.)

- 601 Foundations of Educational Leadership (3)
- 626 Educational Assessment (3)
- 635 Public Relations and Politics (3)
- 640 Ethical Leadership (3)
- 670 Research and Writing (3)

### SPECIALIZATION (REQUIRED - CHOOSE ONE AREA)

#### General (3)

- 705 Partnership Formation (3)

#### Teacher Leadership (9)

- 604 Curriculum Planning and Development (3)
- 610 School Law (3)
- 655 Philosophical and Sociological Connections for Educational Leaders (3)

#### K-12 Principalship (24)

- 604 Curriculum Planning and Development (3)
- 610 School Law (3)
- 622 The Principalship (3)
- 627 School Business Management (3)
- 628 Human Resources and Collective Bargaining (3)
- 655 Philosophical and Sociological Connections for Educational Leaders (3)
- 780/781 Practicum/Internship (6)

#### Outdoor Recreation/Adventure Based Leadership (18)

- RTTR 514 Recreation Leadership (3)
- PESS 641 Current Literature and Research in Physical Education or Sport (3)
- PESS 601 Research Methods (3) OR PESS 633 Administrative Problems in Physical Education or Sport (3)
- CE 615 Group Theory and Practice (3)
- CE 620 Tests, Measurements and Research Design (3)
- Choose one from:** CE 595, EL 600, PESS 517, PESS 613, PESS 633, EL 780/781 (Choose 780/781 Practicum/Internship (supervised by RTTR faculty) if Recreation Leadership was obtained at the undergraduate level)

#### Sports Management (18)

- PESS 517 Special Topics in Physical Education or Sport (3)
- PESS 626 Planning of Facilities in Physical Education or Sport (3)
- PESS 633 Administrative Problems in Physical Education or Sport (3)

PESS 641 Current Literature & Research in Physical Education or Sport (3)

PESS 629 Sports Marketing Management (3)

PESS 645 Sports Sales Management (3)

### Field Experience (M.S. degree)

780 Practicum (3) (hours complete on a part-time basis)

781 Internship (3) (student employed in a leadership position)

The practicum or internship is an optional field experience approved by your advisor. Students planning to register should go to the department web site (www.winona.edu/educationalleadership) and click on Downloads (Forms and Documents) to download the appropriate form. The Practicum or Internship Agreement Form should be completed with a cooperating supervisor and returned to the department before or during the first week of each semester.

### ELECTIVE COURSES (VARIABLE CREDITS)

Taken as necessary to meet the needs and interests of students, and minimum credit requirements for the degree.

### WRITING REQUIREMENTS

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

### EXAMINATIONS

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

### EDUCATIONAL SPECIALIST DEGREE (ED.S.) in EDUCATIONAL LEADERSHIP (30 S.H.)

The Educational Specialist degree in Educational Leadership is designed for individuals who wish to achieve proficiency beyond the Master's degree level in the principalship, the superintendency, or other leadership roles. Completion of the Ed.S. degree (or equivalent of M.S. plus 30 credits) meets initial licensure requirements as school or district level administrator in Minnesota and Wisconsin. Licensure can be earned before completing requirements for this degree. This program is also for individuals who wish to pursue a degree higher than the Master's for greater competency in non-licensure roles such as department chair, curriculum committee chair, lead teacher, special project leader, administrative assistant, or positions related to policy studies and research in public agencies. A minimum G.P.A. of 3.0 is required to receive the degree. Only grades earned at Winona State University will be counted in determining the grade point average.

### ADMINISTRATIVE LICENSURE REQUIREMENTS:

Initial licensure requires that you:

- a. apply for admission into the Ed.S. degree program (earning the degree is optional)
- b. complete a minimum of 30 credits beyond the M.S.
- c. have completed three years of teaching experience at the elementary or secondary level while holding teaching licenses valid for the position or positions in which the experience was gained
- d. complete six semester credits of field experience (practicum or internship) as an administrative aide to an appropriately licensed educational administrator
- e. demonstrate knowledge of administrative competencies (Minnesota only) to the satisfaction of a joint faculty/administrator panel

The field experience may be waived for persons who have gained licensure in one administrative area and who have had three years of experience under that administrative license. Educational requirements for licensure in other states for administrative positions may be satisfied by specific program modifications.



Contact the department for specific state licensure requirements.

### MAJOR FIELD COURSES (26 S.H.)

- 601 Foundations of Educational Leadership (3)
- 604 Curriculum Planning and Development (3)
- 610 School Law (3)
- 626 Educational Assessment (3)
- 635 Public Relations and Politics (3)
- 780/781 Practicum/Internship (6) (Prerequisite: EL 601 and EL 604, or permission)
- 789 Writing Seminar: Specialist Degree Field Study (3)
- 799 Specialist Degree Thesis/Field Study (thesis credits) (2)

### SPECIALIZATION (REQUIRED - CHOOSE ONE AREA)

#### K-12 Principal (12)

- 622 The Principalship (3)
- 627 School Business Management (3)
- 628 Human Resources & Collective Bargaining (3)
- 704 Supervision and Curriculum Development: An Action Research Approach (3)

#### General (Superintendency) (18)

- 622 The Principalship (3)
- 627 School Business Management (3)
- 628 Human Resources and Collective Bargaining (3)
- 708 Seminar: Problems and Trends (3)
- 756 Administrative Decision Making (3)
- 758 Educational Finance (3)

### FIELD EXPERIENCE (Ed.S. Degree) (6)

- 780 Practicum (3) (remain in the classroom and complete hours part-time)
- 781 Internship (3) (employed in an administrative position)

The practicum or internship is a capstone field experience. For individuals seeking K-12 administrative licensure, you will serve in the capacity of an administrative aide. As a guideline for when to register for a practicum or internship, it is suggested that a minimum of 75% of program credits be completed. For individuals seeking careers in other settings, a practicum or internship can be arranged specific to career aspirations or waived. Students planning to register should go to the department web site ([www.winona.edu/educationalleadership](http://www.winona.edu/educationalleadership)) and click on Downloads (Forms and Documents) to download the appropriate form. The Practicum or Internship Agreement Form should be completed with a cooperating supervisor and returned to the department before or during the first week of each semester.

### EXAMINATIONS

To be awarded the Educational Specialist Degree, the candidate is required to pass an oral defense and oral comprehensive examination.

### ELECTIVE COURSES (VARIABLE)

Taken as necessary to meet degree and/or licensure requirements.

### WRITING REQUIREMENT (Ed.S. Field Study)

The writing seminar (EL789) prepares the student for the task of writing the field study. The class is designed to guide the student in writing the research proposal and annotated bibliography. Completing the field study becomes an independent research project after completing the class. To finish the degree program, candidates must submit three copies of an approved field study to the Office of Graduate Studies. A guide for the completion of the field study is available from the department office.

## COURSE DESCRIPTIONS

### 590 Special Topics - 1-3 S.H.

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

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

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

### 601 Foundations of Educational Leadership - 3 S.H.

A comprehensive overview of the field of educational administration. Students are introduced to the organization, governance, and politics of American K-14 education with attention to sources of information on educational leadership. Grade only.

### 604 Curriculum Planning and Development - 3 S.H.

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

### 610 School Law - 3 S.H.

Selected school law issues affecting education using the case method with emphasis on those having direct impact at the school-building level. An historical perspective is provided in addition to case and statutory law both state and federal. Grade only.

### 622 The Principalship - 3 S.H.

Students will inquire into and reflect upon school leadership and conditions which produce a successful principalship. Grade only.

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

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

### 626 Educational Assessment - 3 S.H.

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

### 627 School Business Management - 3 S.H.

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

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

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

### 635 Public Relations & Politics - 3 S.H.

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

### 640 Ethical Leadership - 3 S.H.

An interdisciplinary approach to the ethics of administration and leadership with a focus on world views, case studies, and critical thinking concepts to encourage ethical decision making and the formation of professional ethical codes as a basis for principled practice. A blended course where case studies and assignments are presented and discussed both in class and online. Grade only.

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

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

### 670 Research and Writing - 3 S.H.

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

### 675 Technology in Educational Leadership - 3 S.H.

The study of past and present technology and its affect on K-14 administration, teaching, and learning. Particular attention will be given to the use of computers in teaching and learning. Grade only.

### 690 Individual Research - 1-4 S.H.

This is an independent study course. Students work with their advisor to develop an appropriate course of study under the supervision of a member of the educational leadership faculty. Prerequisite: Consent of the student's advisor. Grade or P/NC.

### 699 Master's Thesis - 6 S.H.

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

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

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

### 705 Partnership Foundation - 3 S.H.

Successful partnerships connect schools to community, nonprofit and social service agencies, cultural institutions, businesses, industry, and institutions of higher education in pursuing joint activities that provide mutual benefit for schools and communities. This course provides successful models and leadership strategies for the formation of partnerships and focuses on shared concerns about real problems that can best be addressed by organizations from different sectors working together. The partnership planning process addresses legal, organizational, administrative/financial options for integrating community resources, information systems, and networks with schools to impact youth. Students experience practical application of implementing one phase of a partnership. Grade only.

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

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

### 752 Planning of School Facilities - 3 S.H.

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

### 756 Administrative Decision Making - 3 S.H.

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

### 758 Educational Finance - 3 S.H.

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

### 780 Practicum - 3 S.H.

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

### 781 Internship - 3 S.H.

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

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

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

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

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

## PHYSICAL EDUCATION AND SPORTS SCIENCE (PESS)

122 Memorial Hall, (507) 457-5200; Fax: (507) 457-5606  
Chairperson: Doug Callahan  
Graduate Faculty: Callahan, Juaire

*Doug Callahan*, Associate Professor; B.S., M.A., University of Denver; Ph.D., University of Kansas; 2000-  
*Stephen Juaire*, Professor; B.S., M.S., Winona State University; Ph.D., Florida State University; 1975-

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

### COURSE DESCRIPTIONS

#### 510/410 Coaching Clinic - 1-3 S.H.

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

#### 517/417 Special Topics in Physical Education or Sport - 1-3 S.H.

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

#### 535/435 Assessment in Adapted Physical Education - 3 S.H.

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

#### 536/436 Programming/Special Populations in Developmental/ Adapted Physical Ed. - 3 S.H.

Fundamental concepts and skills essential to programming and adaptation of methods, materials, physical activities and facilities to meet the needs of physically, mentally and emotionally challenged individuals. Offered on demand. Grade only.

#### 601 Research Methods - 3 S.H.

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

#### 610 Curriculum Construction in Physical Education - 3 S.H.

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

#### 613 Independent Study in Physical Education or Sport - 1-3 S.H.

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

#### 620 Psychology of Coaching - 3 S.H.

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

#### 624 Historical Implications for Current Trends and Issues in Physical Education - 3 S.H.

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

#### 626 Planning of Facilities in Physical Education or Sport - 3 S.H.

Principles and standards for facility planning, construction, use and maintenance. Offered on demand. Grade only.

#### 628 Adapted Physical Education - 3 S.H.

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

#### 629 Sports Marketing Management - 3 S.H.

A study of the fundamentals of sport marketing management including an industry review, a comprehensive analysis of planning and implementing the sport marketing mix, an examination of event management, and an appraisal of the strategic issues involved in managing a sport marketing organization. Sport Marketing Management will provide the student with a theoretical understanding and the managerial knowledge sufficient to advance the student's role in a sport industry organization. Grade only.

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

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

#### 633 Administrative Problems in Physical Education or Sport - 3 S.H.

A study of administrative problems in physical education, recreation and tourism or sport settings. Offered on demand. Grade only.

#### 640 Measurement Techniques - 3 S.H.

Principles of measurement and interpretation of physical education and sports tests. Offered on demand. Grade only.

#### 641 Current Literature and Research in Physical Education or Sport - 3 S.H.

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

#### 645 Sports Sales Management - 3 S.H.

Sports Sales Management focuses on a diverse set of operational and financial sales management issues that commonly present themselves to sport organizations. This course examines market fundamentals, operational processes and financial managerial principles that affect sport organization sales success. The student will gain operational and financial managerial knowledge and understanding of sales management issues relevant to advancement of the student's role in a sport industry organization. Grade only.

#### 650 Physical Education in Higher Education - 3 S.H.

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

#### 653 Physical Education in the Elementary School - 3 S.H.

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

## RECREATION, TOURISM AND THERAPEUTIC RECREATION

122 Memorial Hall, (507) 457-5200; Fax: (507) 457-5606  
Chairperson: Lorene Olson  
Graduate Faculty: Olson, Reidy, Riley, Wright

*Lorene Olson*, Professor; B.S., M.S., University of Wisconsin, La Crosse; Ph.D., University of New Mexico; 1989-  
*James Reidy*, Associate Professor; B.S., M.S., Ed.D., Oklahoma State University; 2000-  
*Roger Riley*, Professor; B.S., M.S., University of Wisconsin-LaCrosse; Ph.D., Texas A&M University; 2000-  
*Dave Wright*, Associate Professor; B.S., University of Sydney/Goulburn Teacher's College; M.S., Ph.D., University of Oregon; 2005-

The following courses can be used as electives in the Master of Science in Education Degree. They also apply to the Master's Degree in Educational Leadership with a certificate in Outdoor Recreation/Adventure Based Leadership. Please refer to the section of this catalog that describes the requirements for the Master of Science degree in Education and Educational Leadership. These courses will also meet the Certificate only program of study if the Master's degree has already been earned.

### COURSE DESCRIPTIONS

#### 514/414 Recreational Leadership - 3 S.H.

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

#### 517/417 Special Topics in Recreation, Tourism or Therapeutic Recreation - 1-3 S.H.

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

#### 601 Research Methods - 3 S.H.

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

#### 613 Independent Study in Recreation, Tourism or Therapeutic Recreation - 1-3 S.H.

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

#### 626 Planning of Facilities in Recreation, Tourism or Therapeutic Recreation - 3 S.H.

Principles and standards for facility planning, construction, use and maintenance. Offered on demand. Grade only.

#### 633 Administrative Problems in Recreation, Tourism or Therapeutic Recreation - 3 S.H.

A study of administrative problems in recreation, tourism or therapeutic recreation. Offered on demand. Grade only.

#### 640 Measurement Techniques - 3 S.H.

Principles of measurement and interpretation of recreation, tourism and therapeutic recreation tests/tools. Offered on demand. Grade only.

#### 641 Current Literature and Research in Recreation, Tourism or Therapeutic Recreation - 3 S.H.

A survey of professional literature and research in the fields of recreation tourism or therapeutic recreation. Offered on demand. Grade only.

# SPECIAL EDUCATION

Gildemeister Hall 221, (507) 457-5535, Fax (507) 457-2483  
Chairperson: Carol A. Long  
Graduate Faculty: Danneker, Long

Jeanne Danneker, Assistant Professor; B.S., Winona State University; M.S. University of Wisconsin-La Crosse; Ph.D., University of Wisconsin-Madison; 2007-  
Carol Long, Associate Professor; B.S., M.A., Ph.D., University of Missouri-Columbia; 1993-

## DEGREES OFFERED

Master of Science in Education - Development Disabilities  
Master of Science in Education - Learning Disabilities

## SPECIAL EDUCATION DEPARTMENT MISSION

The mission of the Special Education Department is to *improve the world for P-12 student with disabilities through quality teacher preparation*. The department prepares professionals to meet the special needs of P-12 students with developmental or learning disabilities. Procedures include both classroom and clinical work. Students completing a licensure program or degree are qualified to serve students in a variety of educational settings.

## PATHWAYS AVAILABLE

A graduate student may follow any of three options:

1. Masters degree candidate in Education with licensure concentration(s).
2. Graduate Special Student (licensure only candidate) for licensure in specific program(s). (The Master's Degree is not available with this pathway).
3. Post-Baccalaureate Undergraduate candidate for licensure in specific program(s). This option is for graduates of four-year institutions who wish to continue preparation as undergraduate students and obtain additional licensure. This is not a graduate option and does not lead to a graduate degree. (See undergraduate catalog.

Graduate applications are available on the WSU website [www.winona.edu/graduatestudy](http://www.winona.edu/graduatestudy).

Special Education Department applications are available by phone, email, or letter to:

Special Education Department  
Graduate Application  
Gildemeister 221  
Winona State University  
P.O. Box 5838  
Winona, MN 559875838

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

## ADMISSION REQUIREMENTS-Master's Degree

1. Application Form for a particular program.
2. Evidence of Minnesota Teaching License (See department if licensed in another state or if unlicensed).
3. Transcripts of all undergraduate and graduate coursework documenting a degree from an accredited institution and Grade Point Average of 3.0 during the last half of undergraduate coursework. Alternatives to the undergraduate Grade Point Average requirements are: Graduate Record Examination (GRE) with a combined score in the verbal and quantitative portions of 900 and a minimum of 3.5 on the analytical portion OR Master's Degree with a minimum of 3.0 graduate Grade Point Average.
4. Two Departmental Recommendation Forms from references who can support the student's potential for successful graduate work and advanced professional educational performance. Forms are available in the Special Education Department Office.

## LICENSURE ADMISSION

Licensure requirements for graduate students may be completed at the undergraduate or graduate levels (see the undergraduate catalog for undergraduate program requirements). Undergraduate grade point averages required for admission are minimums of 2.75 for post-baccalaureate licensure and 3.00 for graduate licensure.

## ADMISSIONS REQUIREMENTS-Licensure Programs

1. Application Form for a specific licensure program
2. Evidence of Minnesota Teaching License (see department if licensed in another state or if unlicensed).
3. Transcripts of all previous undergraduate coursework from an accredited institution (see GPA above).
4. Two letters of professional recommendation (obtain Special Education Department forms).
5. Applications for Field Experience and Internship (obtain Special Education Department forms).

## REGISTRATION FOR FIELD EXPERIENCES

All students are required to complete field experience applications as far in advance as possible, generally at the time of application for department admission. Applications are available in the Special Education Department office, Gildemeister 221.

## MASTER OF SCIENCE IN EDUCATION LEARNING DISABILITIES CONCENTRATION 44-46 S.H.

### PREREQUISITES

- A valid Minnesota teaching license. Persons without a valid teaching license must complete the Professional Education Sequence (see undergraduate catalog Education section)
- HERS 204 Personal and Community Health or show evidence of alcohol and drug addiction prevention coursework
- Reading Methods equivalent courses
- Math Methods equivalent course
- SPED 500 Education of Exceptional Children/Youth (3) or equivalent
- SPED 505 Student Management Systems (3) or equivalent

### CORE COURSES (LICENSURE SEQUENCE)

SPED 510 Introduction to Assessment/Methods (3)  
SPED 520 Special Education Administrative Procedures (3)  
SPED 530 Characteristics of Students with Disabilities (3)  
SPED 545 Assessment/Methods for Students with Learning Disabilities (3)  
SPED 631 Field Experience (3)  
SPED 655 Internship LD (15)

### ADDITIONAL COURSEWORK (12 S.H.)

EDUC 623 Foundations of Education (3)  
SPED 660 Collaborative Consultation (3)  
SPED 661 Research Design (2)  
SPED 662 Research Seminar (2)  
600-level elective (2)

### RESEARCH REQUIREMENT (2-4 S.H.)

SPED 699 Master's Thesis (4) (600 level elective not required with this option)

OR

SPED 698 Professional Paper (2)

## MASTER OF SCIENCE IN EDUCATION DEVELOPMENTAL DISABILITIES CONCENTRATION 56-58 S.H.

### PREREQUISITES

- A valid Minnesota teaching license. Persons without a valid teaching license must complete the Professional Education Sequence (see undergraduate catalog Education section)
- HERS 204 Personal and Community Health or show evidence of alcohol and drug addiction prevention coursework
- Reading Methods equivalent courses
- Math Methods equivalent course
- SPED 500 Education of Exceptional Children/Youth (3) or equivalent
- SPED 505 Student Management Systems (3) or equivalent

### CORE COURSES (LICENSURE SEQUENCE) (42 S.H.)

SPED 507 Management Techniques for Severe Developmental Disabilities (3)  
SPED 508 Functional Skills Development (3)  
SPED 509 Medical Aspects of Developmental Disabilities (3)  
SPED 510 Introduction to Assessment/Methods (3)  
SPED 520 Special Education Administrative Procedures (3)  
SPED 530 Characteristics of Students with Disabilities (3)  
SPED 531 Language/Sensory Stimulation (3)  
SPED 540 Assessment/Methods for Students with Developmental Disabilities (3)  
SPED 631 Field Experience (3)  
SPED 655 Internship DD (15)

### ADDITIONAL COURSEWORK (12 S.H.)

EDUC 623 Foundations of Education (3)  
SPED 660 Collaborative Consultation (3)  
SPED 661 Research Design (2)  
SPED 662 Research Seminar (2)  
600-level electives (2) (600 level elective not required with this option)

### RESEARCH REQUIREMENT (2-4 S.H.)

SPED 699 Master's Thesis (4)  
or  
SPED 698 Professional Paper (2)

## LEARNING DISABILITIES LICENSURE 36 S.H.

### PREREQUISITES

- A valid Minnesota teaching license. Persons without a valid teaching license must complete the Professional Education Sequence (see undergraduate catalog Education section)
- HERS 204 Personal and Community Health or show evidence of alcohol and drug addiction prevention coursework
- Reading Methods equivalent courses
- Math Methods equivalent course
- SPED 500 Education of Exceptional Children/Youth (3) or equivalent
- SPED 505 Student Management Systems (3) or equivalent

### CORE COURSES (LICENSURE SEQUENCE) (30 S.H.)

SPED 510 Introduction to Assessment/Methods (3)  
SPED 520 Special Education Administrative Procedures (3)  
SPED 530 Characteristics of Students with Disabilities (3)  
SPED 545 Assessment/Methods for Students with Learning Disabilities (3)  
SPED 631 Field Experience (3)  
SPED 655 Internship LD (15)

## DEVELOPMENTAL DISABILITIES LICENSURE (48 S.H.)

### PREREQUISITES

- A valid Minnesota teaching license. Persons without a valid teaching license must complete the Professional Education Sequence (see undergraduate catalog Education section)
- HERS 204 Personal and Community Health or show evidence of alcohol and drug addiction prevention coursework
- Reading Methods equivalent courses
- Math Methods equivalent course
- SPED 500 Education of Exceptional Children/Youth (3) or equivalent
- SPED 505 Student Management Systems (3) or equivalent

### CORE COURSES (LICENSURE SEQUENCE) (42 S.H.)

SPED 507 Management Techniques for Severe Developmental Disabilities (3)  
SPED 508 Functional Skills Development (3)  
SPED 509 Medical Aspects of Developmental Disabilities (3)  
SPED 510 Introduction to Assessment/Methods (3)  
SPED 520 Special Education Administrative Procedures (3)  
SPED 530 Characteristics of Students with Disabilities (3)  
SPED 531 Language/Sensory Stimulation (3)  
SPED 540 Assessment/Methods for Students with Developmental Disabilities (3)  
SPED 631 Field Experience (3)  
SPED 655 Internship DD (15)

## SPECIAL EDUCATION ROCHESTER CAMPUS OFFERINGS

## COURSE DESCRIPTIONS

### 500/400 Education of Exceptional Children/Youth - 3 S.H.

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

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

A study of management systems used in modern preschool through high school education settings with emphasis upon preventive, proactive techniques. The course has an additional video laboratory component of four hours per week wherein students are given guided practice in the use of each technique learned. Both regulated and unregulated management systems for regular education and special education students are taught. Offered twice yearly. Grade only.

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

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

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

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

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

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

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

An introduction to the basic components of Special Education assessment, curriculum, instruction and IEP development. Standardized and informal assessment procedures and their relationship to direct instruction are emphasized. Offered twice yearly. Prerequisites: SPED 500, 505, EDUC 304 or equivalent, EDUC 311 or equivalent; methods courses in math and reading recommended. Concurrent enrollment in SPED 631. Departmental permission to enroll. Grade only.

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

The first of a twocourse sequence (SPED 514/515) in literacy methods. This first course examines the integration of reading, writing, listening, and speaking competencies in a unified literacy curriculum for learners from kindergarten through grade 12. Instructional emphasis is placed upon learning the sound/symbols associations for all levels of written language including the multisensory essential

teaching techniques in literacy instruction based on the original work of Orton and Gillingham. Instruction encompasses linguistic rules and the structure of English from elementary to the highest levels of vocabulary, and matching appropriate instructional strategies with the present knowledge of learners and their language learning capabilities. A required supervised practicum is integral to the course. WSU students enrolled in this course must demonstrate mastery of the skills learned by teaching students with reading difficulties under supervised conditions. This two-course sequence meets the Minnesota Board of Teaching reading competency requirements. Grade only.

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

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

**520/420 Special Education Administrative Procedures - 3 S.H.** An overview of special education delivery models including finances, legislation, philosophic considerations, least restrictive approaches, parent involvement and due process safeguards. Local, state and federal rules and regulations are studied as are federal legislation including IDEA, ADA, and Section 504. Offered twice yearly and summer. Prerequisite or co-requisite: SPED 500. Grade only.

**525/425 Inclusion in Regular Classrooms - 3 S.H.** Procedures for modification of the regular classroom curriculum and instruction to meet the individual needs of students with disabilities. Special attention to professional collaboration with regular educators. Offered yearly. Prerequisites: SPED 500, 505, 510, 520, 631. Required of students who do not have a teaching background. Other requirements apply. Grade only.

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

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

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

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

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

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

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

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

### 631 Field Experience - 3 S.H.

Practical application and guided practice in effective teaching procedures for students with disabilities. Involves placement in a special education classroom or inclusive setting daily for three to four hours. Offered twice yearly. Prerequisites: admission to the Special Education Program; SPED 500, 505, EDUC 304 or equivalent, EDUC 311 or equivalent; methods courses in math and reading recommended. Concurrent enrollment in SPED 510; advance application; departmental permission required to enroll. Grade only.

### 655 Internship LD or DD - 1-5 S.H.

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

### 660 Collaborative Consultation - 3 S.H.

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

### 661 Research Design - 2 S.H.

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

### 662 Research Seminar - 2 S.H.

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

### 690 Independent Study - 1-3 S.H.

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

**695 Workshop - 1-3 S.H.** Subject matter arranged by the department on special topics. The course may be repeated when offered with different subject matter and title. Offered according to arrangement. Grade or P/NC.

### 698 Professional Paper - 2 S.H.

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

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

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

# COLLEGE OF LIBERAL ARTS

206 Minné Hall, 457-5017

## DEPARTMENTS/PROGRAMS

Art  
Communication Studies  
Criminal Justice  
English  
Foreign Languages  
Global Studies  
Graphic Design  
History Law and Society  
Mass Communication  
Music  
Paralegal  
Philosophy  
Political Science  
Psychology  
Public Administration  
Social Work  
Sociology  
Theatre and Dance  
Women's and Gender Studies

## GRADUATE DEGREES OFFERED

Master of Arts in English  
Master of Science in English

## MISSION

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

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

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

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

## CAREER OPPORTUNITIES

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

## FACULTY

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

## FACILITIES

The majority of the liberal arts faculty offices and facilities are located in Minné Hall and in the Performing Arts Center. The Art Department is located in Watkins Hall, the Foreign Languages Department is in Somsen Hall; the Mass Communication Department, the Psychology Department and Dance Studio are in Phelps Hall.

## ART

204 Watkins, 457-5395  
Chairperson: Ann Scott Plummer  
Graduate Faculty: Park and Ricciotti

*Seho Park*, Professor, Art; M.A.T., Whitworth College; M.F.A., Ph.D., University of Minnesota, Twin Cities; 1988  
*Dominic Ricciotti*, Professor, Art; B.F.A., Washington University; M.A., City University of New York, Hunter College; Ph.D., Indiana University; 1985  
*Anne Scott Plummer*

## COURSE DESCRIPTIONS

**502/402 The Psychology of Art and Art Education 3 S.H.**  
Exploration of topics related to human behavior and the production and appreciation of visual art forms. The prospective art teacher's understanding of the subject of art and effective instruction for K12 learners are further concerns. Theories of perception, learning and the creative processes are examined as they pertain to: visual thinking, aesthetic perception and judgment, artistic motivations, art concept learning, formal and semantic organization, artistic styles, cognitive development, instructional strategies, art teacher/learner dynamics, learning environment, evaluation of learning, and mediumization process in studio art. Prerequisite: 109 recommended, 300 and junior standing. Offered alternate years. Grade only.

**512/412 Multimedia Crafts for the Classroom 3 S.H.**  
An intensive and extensive art education laboratory experience affording the prospective art teacher opportunities to become familiar with advanced art studio processes that produce crafts outcomes across several media, including contemporary and experimental media. The scope of learning content extends beyond the basic crafts processes introduced in Art 300. Applicable for Minnesota Licensure in Art. Prerequisites: Art 300. Offered alternate years. Grade only.

### 600 Current Trends in Art Education 2 S.H.

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

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

### 650 Special Problems in Art 2 S.H.

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

# COMMUNICATION STUDIES

215 Performing Arts Center, 457-5230

Chairperson: Edward Reilly

Graduate Faculty: Falc, Glueck, Hatfield, Hermodson, Herold, Lintin, Rahoi-Gilchrest, Reilly, Swenson Lepper, and Xu.

*Emilie Falc*, Assistant Professor, Communication Studies; B.A., University of Illinois; M.A., Ph.D., Ohio University; 2001-  
*Lisa Glueck*, Associate Professor; B.A., M.A., Washington State University; Ph.D., University of Wisconsin, Madison; 1993-  
*Susan Hatfield*, Professor, Communication Studies; B.S., M.S., Miami University (Ohio); Ph.D., University of Minnesota, Twin Cities; 1981-  
*Amy Hermodson*, Associate Professor, Communication Studies; B.A., Concordia College; M.A., Michigan State University; Ph.D., University of Denver; 2000-  
*Kelly Herold*, Associate Professor, Communication Studies; B.C.S., Dickinson State University (ND); M.A., University of Northern Colorado; Ph.D., University of Southern Mississippi; 1996-Daniel Lintin, Associate Professor; B.A., Buena Vista College; M.A., Ph.D., University of Minnesota, Twin Cities; 1994-  
*Rita Rahoi-Gilchrest*, Associate Professor; B.A., University of Wisconsin, Eau Claire; M.A., Ph.D., Ohio University; 2000-  
*Edward Reilly*, Associate Professor; B.A., Northern Illinois University; M.A., University of Maine; Ph.D., Louisiana State University; 1997  
*Tammy Swenson Lepper*, Associate Professor. B.A., Concordia College; M.A., Ph.D., University of Minnesota, Twin Cities; 2004-  
*Jin Xu*, Assistant Professor, Communication Studies; B.A., Changsha Tiedao University, China; M.A., Southwest China Normal University, China; M.S., Ph.D., Bowling Green State University; 2004-

## COURSE DESCRIPTIONS

### 599/499 Independent Studies in Communication Studies 16 S.H.

Offers advanced students an opportunity to study independently in an area of special interest to them. May be repeated for a total of 6 semester hours. Prerequisite: instructor's permission. Offered on demand. Grade only.

# ENGLISH

302 Minné Hall, (507) 457-5440

www.winona.edu/english/Graduate

Chairperson: Ruth Forsythe

Coordinator of Graduate Studies: Debra Cumberland

Graduate Faculty: Armstrong, Brault, Buttram, Carducci, Cumberland, Eddy, Forsythe, Hacker, Herndon, Johnson, Krase, Larsen, Michlitsch, Ripley, Oness, Shi, Weber.

*James Armstrong*, Associate Professor; B.A., Northwestern University; M.F.A., Western Michigan University; Ph.D., Boston University; 1999 –  
*Rob Brault*, Associate Professor; B.A., Macalester College; Ph.D., University of Minnesota; 2000 –  
*Chris Buttram*, Associate Professor; B.A., Emory University; M.A., M.Phil., Ph.D., Columbia University; 2000 –  
*Jane Carducci*, Professor; B.A., Colorado College, Colorado Springs; M.A., Ph.D., University of Nevada-Reno; 1992 –  
*Debra Cumberland*, Associate Professor; B.A., Carleton College; M.A., Ph.D., University of Nebraska-Lincoln; 2002 –  
*Gary Eddy*, Professor; B.A., State University of New York-Brockport; M.A., University of Texas-El Paso; M.F.A., University of Arizona; Ph.D., State University of New York-Binghamton; 1988 –  
*Ruth Forsythe*, Professor; B.A., St. Olaf College; M.A., Ph.D., University of Minnesota; 1977 –  
*Carol Galbus*, Associate Professor; B.S., Edgewood College (Wisconsin); M.A.T., St. Mary's College of Minnesota; 1986 –  
*William Hacker*, Assistant Professor; B.A., Brown University; M.A., Ph.D., Cornell University; 2006 –  
*April Herndon*, Assistant Professor; B.A., M.A., Radford University; Ph.D., Michigan State University; 2006 –  
*Goldie Johnson*, Associate Professor; B.S., M.S., University of Wisconsin-Superior; 1988 –  
*J. Paul Johnson*, Professor; B.S., Valley City State University; M.A., University of North Dakota; Ph.D., University of Minnesota; 1987 –  
*Ethan Krase*, Assistant Professor; B.A., M.A., Illinois State University; Ph.D., University of Tennessee; 2004 –  
*Ditlev Larsen*, Assistant Professor; B.A., University of Aalborg; M.A., St. Cloud University; Ph.D., University of Minnesota; 2003 –  
*Gretchen Michlitsch*, Assistant Professor; B.A., Gustavus Adolphus; M.A., Ph.D., University of Wisconsin-Madison; 2005 –  
*Elizabeth Oness*, Associate Professor; B.A., James Madison University; M.F.A., University of Maryland; Ph.D., University of Missouri-Columbia; 2001 –  
*Wayne Ripley*, Assistant Professor; B.A., Michigan State University; M.A., University of Tennessee; Ph.D., University of Rochester; 2006 –  
*Holly Shi*, Professor; B.A., Shanghai International Studies University; M.A., Ph.D., Indiana University of Pennsylvania; 1995 –  
*Myles Weber*, Assistant Professor, B.A., Augsburg College; M.A., George Washington University; M.A., Syracuse University; Ph.D., University of Maryland-College Park; 2007 –

## THE WSU ENGLISH DEPARTMENT OFFERS THE FOLLOWING GRADUATE DEGREES:

### MASTER OF ARTS IN ENGLISH 30 S.H.

MA English - Literature & Language

MA English - TESOL: Teaching English to Speakers of Other Languages

### MASTER OF SCIENCE IN ENGLISH 30 S.H. (includes studies in education)

## ADMISSION TO M.A. AND M.S. PROGRAMS:

### Prerequisites and Criteria for Admission to M.A. and M.S. Programs:

#### Undergraduate preparation:

For M.A. Literature & Language and M.S. in English programs B.A. or B.S. in English or a closely related field of study.

For M.A. TESOL B.A. or B.S. in English, Applied Linguistics, TESOL, or a closely related field of study.

Applicants must have an undergraduate degree completed by the time of graduate enrollment, and the undergraduate degree should correlate to the course of study that the applicant wishes to pursue at the graduate level. In some cases, students accepted into the English Graduate Program may be required to take equivalency courses in certain subjects not covered by their undergraduate coursework. Strong application materials, as well as a minimum 3.00 GPA overall, figured on a basis of 4.0, and a minimum 3.25 GPA in undergraduate English courses.

International student transcripts must be provided in English and reflect strong academic performance. Admission criterion for international students is a TOEFL score of 600 (paper-based test) / 250 (computer-based test) or equivalent on the internet-based test.

#### Application Process:

Annual receipt deadline of all application materials is March 1. All application forms can be downloaded from the WSU Graduate Studies website, [www.winona.edu/graduatestudy](http://www.winona.edu/graduatestudy). The Application for Admission, Immunization Form, Certificate of Baccalaureate, and academic transcripts should be sent to:

WSU Graduate Studies Office, Somsen Hall, 114F  
P.O. Box 5838  
Winona State University  
Winona, MN 55987-5838

#### International applicants must provide the following additional admissions materials:

1. Application for admission as an international student to the International Student Services office: Forms are available on the WSU International Student Services website: [www.winona.edu/internationaloffice](http://www.winona.edu/internationaloffice).
  2. Official TOEFL Score: An official TOEFL score should be sent to Chairperson Ruth Forsythe, English Department, 3rd Floor, Minné Hall, Winona State University, Winona, MN 55987.
- All applicants must, in addition, **send a statement of purpose, a writing sample, and three letters of recommendation** to the Director of Graduate Studies in English (3rd Floor, Minné Hall, Winona State University, Winona, MN 55987) by the March 1 receipt deadline.

**A statement of purpose:** A one to two-page essay addressing topics such as why the applicant would like to pursue graduate studies in English, why the applicant believes he or she will succeed in conducting advanced work in this field, and how the applicant envisions the shape that his or her studies and endeavors will take within our program.

**A writing sample:** Treating a subject related to literature or language study, a substantial analytical paper at least five pages, with multiple sources written for an upper-level English, linguistics, or related course. It must include the grades and

comments of the professor, whose name and phone number must be indicated. If the applicant is interested in pursuing creative writing, he or she may also include a short sample of his or her work in this area.

**Three letters of recommendation** from undergraduate professors (or, if applicable, graduate professors or teaching supervisors): These letters should consider, among other relevant matters, the applicant's academic performance and promise in the field of literature, language studies, and/or TESOL. Applicants for admission who are also applying for a teaching assistantship should have each recommender add a section about how well the applicant is likely to handle the responsibilities and challenges associated with tutoring and teaching.

## GRADUATE ASSISTANTSHIPS:

Each year the Department of English offers a number of graduate assistantships that involve teaching, tutoring, and related work for a total of twenty hours per week. A separate Graduate Assistantship Application form, which may be downloaded from the WSU Office of Graduate Studies website ([www.winona.edu/graduatestudy](http://www.winona.edu/graduatestudy)), is required and should be sent by March 1 to:

Director of Graduate Studies in English  
Dept. of English, 3rd Floor, Minné Hall  
Winona State University  
Winona, MN 55987

Assistantships are awarded for one year; students may reapply for a second appointment. All new graduate assistants must take 611 in their first semester.

## ADDITIONAL REQUIREMENTS FOR M.A. AND M.S. PROGRAMS:

All forms required by the English Graduate Program and the WSU Office of Graduate Studies must be submitted in a timely manner. See the two websites for further information. All WSU Academic Policies for Graduate Programs apply to English Department graduate students.

**1. Admission to Candidacy:** Before completing 16 graduate credit hours, students must submit the original and 3 copies of the Application for Admission to Candidacy form, which may be downloaded from the English Graduate website, to the WSU Office of Graduate Studies. A copy must be given to the Director of Graduate Studies in English. On the Candidacy form, students may transfer towards their degree up to 10 credit hours of approved, pertinent graduate coursework from other institutions and up to 12 graduate credit hours of approved, pertinent coursework from WSU Graduate Special Student coursework. Relevant transcripts must be included for such transferred graduate credit. If any changes are made to the Application for Admission to Candidacy form, a Supplement to Candidacy form, which may be downloaded from the WSU Office of Graduate Studies website, must be filed with the Office of Graduate Studies, and a copy must be given to the Director of Graduate Studies in English.

**2. Coursework and Credit Requirements:** All graduate students must complete a minimum of 30 semester hours of graduate coursework. Only graduate courses completed with a grade of A or B (or Pass, for P/NC courses) will count towards the degree. Each of the three Master's degrees in English has distinctive requirements.

- M.A. Literature & Language and M.S. students must take 612 and 613 in their first semester and 693 in the semester preceding their Comprehensive Exam, and they must complete half of their minimum of 30 graduate credits at the 600 level.
- M.A. Literature & Language students must take at least 24 of their graduate credits in English.
- M.S. students must take at least 18 of their graduate credits in English courses and must take 6 credits in graduate

Education courses, and they may take the remaining 6 credits in either or another field.

- M.A. TESOL students must complete 17 semester hours of required graduate English TESOL courses (Eng. 580, 581, 582, 583, 584, 614), and at least 6 additional semester hours from other graduate courses (not including English 699) in the English Department. The remaining 7 semester hours may be graduate courses in the English or Education Departments.

### 3. Comprehensive Examination:

All graduate students must pass either the literature or the TESOL version of the Comprehensive Exam. These exams are administered during the spring semester each year.

At the beginning of the fall term preceding the exam, students must submit the Notification of Intent to Take Comprehensive Exams, a form that may be downloaded from the WSU Office of Graduate Studies. The form must be sent to the WSU OGS, and a copy must be given to the Director of Graduate Studies in English. One retake is allowed for students who do not pass, and this retake is scheduled with the Director of Graduate Studies.

Students taking the literature Comprehensive Exam are required to take 693 in the fall preceding the exam term. More information on the Comprehensive Exams may be found on the English Graduate Website.

### 4. Thesis / NonThesis Option:

All graduate students must fulfill the graduate research requirement through taking either 612 or 614 and through writing a Master's thesis or fulfilling the Non-Thesis Option. During their second fulltime semester, students must submit to the Director of Graduate Studies in English the Thesis/Non-Thesis form.

Students enrolled in the graduate program through an agreement with an international partner institution may be required to select the **Non-Thesis Option**.

Students who opt not to write a thesis must take, in lieu of 699 thesis credits, two additional 600-level courses.

Students who have taken thesis credits may switch to the Non-Thesis Option, but they must submit a Supplement to Candidacy form and a Request for 699 Withdrawal form.

**5. Master's Thesis:** Students who select the Master's thesis option may choose to write a scholarly thesis on a literary topic, a scholarly thesis on a linguistics or TESOL topic, or a creative thesis with a scholarly introduction. Descriptions of various types of theses may be found on the English Graduate Website, as may further information about the thesis prospectus, the thesis forms, and the typical thesis-writing schedule. Students who intend to write a Master's thesis must secure a director, finish a prospectus, find two thesis readers, have the prospectus approved by the director and two readers, and submit to the Director of Graduate Studies in English the Prospectus Submission & Thesis Committee form before the summer between their first and second fulltime academic years.

A student may not register for 699: Arranged Course: Thesis Credits until this form has been filed.

After writing and revising the thesis in consultation with their director and readers, thesis students must defend their theses and complete the bindery process at least one month before the anticipated graduation date.

**6. The Application for Graduation** and related paperwork must be submitted before the deadlines indicated on the WSU Academic Calendar, and all English Department requirements for graduation must be met no later than one month prior to graduation.

## COURSE DESCRIPTIONS

Courses listed as 500/400 classes are open to both graduates and undergraduates, but the former are assigned additional, more advanced reading and writing and are held to higher academic standards. Only graduate students may register for courses at the 500 and 600 level. M.S. and M.A. Literature & Language students are required to take at least half of their coursework credit hours at the 600 level. Current and upcoming graduate offerings are listed on the website [www.winona.edu/english/Graduate](http://www.winona.edu/english/Graduate).

### 504/404 Advanced Creative Writing: Nonfiction - 3 S.H.

Advanced practice in writing and revising creative nonfiction, with an emphasis on the development of the student's individual style. Variable content depends on the discretion of the instructor. Examples of other topics may include nature writing, the spiritual memoir, and travel writing. Grade only.

### 505/405 Chaucer - 3 S.H.

A study of Chaucer's major works (including The Canterbury Tales) read in Middle English. Grade only.

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

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

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

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

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

Study of Shakespeare's major comedies and history plays. Grade only.

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

Study of Shakespeare's major tragedies. Grade only.

### 523/423 – Shakespeare in Performance 3 S.H.

This intensive two-week course is based on careful reading and discussion of Shakespeare's plays and their performances; the choice of plays for the course will correspond to the offerings of the Great River Shakespeare Festival. This course entails extra fees. Grade only.

### 532/432 Comparative Literature - 3 S.H.

Examination of texts within their cultural contexts and exploration of strategies for comparing texts from various cultural traditions. Grade only.

### 539/439 Technical Writing - 3 S.H.

The theory and practice of creating technical documents with text and graphics such as proposals, reviews, reports, newsletters, descriptions, instructions, manuals, websites, and/or correspondence. Using available technology (hardware and software), students will develop these documents with attention to their personal, organizational, cultural, legal, and ethical consequences. Grade only.

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

Following students' introduction to literary-critical methodologies in ENG 290 and coinciding with students' exercise of those approaches in various upper-division classes, this course covers—through readings in and about 20th century literary theory and criticism—major figures, ideas, and movements from New Criticism to the present. In this reading- and writing-intensive course, students produce papers that, from defined critical perspectives, interpret literary works by applying theoretical paradigms. Grade only.

### 570/470 - Seminar in American Literature - 3 S.H.

This reading- and writing-intensive course offers advanced study of a period, genre, figure, or theme in American literature and includes seminar-style presentations by students. Variable content: semester schedules announce each section's subject. Grade only.

### 571/471 - Seminar in British Literature - 3 S.H.

This reading- and writing-intensive course offers advanced study of a period, genre, figure, or theme in British literature and includes seminar-style presentations by students. Variable content: semester schedules announce each section's subject. Grade only.

### 572/472 Seminar in Language and Discourse - 3 S.H.

Advanced study of topics in language and linguistics. Topics may include history of the English language, sociolinguistics, psycholinguistics, language and social context, contrastive rhetoric, pragmatics, and language and culture. Variable content: semester schedules announce each section's subject. Grade only.

### 580/480 Theories of Second Language Acquisition - 3 S.H.

This course introduces students to core issues in second language acquisition and research. Students work to understand what is occurring linguistically, cognitively, and socially as humans learn languages beyond their native language. The course focuses on both theoretical and pragmatic interactions among learner, language, and context. Grade only.

### 581/481 TESOL Theory and Methods - 3 S.H.

The course examines theories, methods and techniques of teaching English to speakers of other languages (TESOL) including psychological, socio-cultural, political, and pedagogical factors affecting learning and teaching and the influence of these factors on current teaching methods. Grade only.

### 582/482 Second Language Composition Studies - 3 S.H.

The course is a survey of theories of second language writing, including analysis of theoretical perspectives and pedagogical materials. This may also include application of TESOL theory and methods to the teaching of composition. Grade only.

### 583/483 Pedagogical Grammar - 3 S.H.

In this course students examine the structural features of English as they apply to the teaching and learning of English as a second or foreign language. The primary focus is on explaining grammatical concepts within pedagogical contexts. Prior experience in the formal study of English grammar is necessary background for this course. Grade only.

### 584/484 ESL Materials, Resources, and Assessment - 3 S.H.

The major focus of this course is the examination of theories and principles guiding successful ESL material development and language test creation. Students typically practice developing their own course materials, evaluate their suitability in a sample lesson, and prepare tests for a variety of student levels. Grade only.

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

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

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

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

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

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

### 611 Teaching Writing: Theory and Practice - 4 S.H.

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

### 612 Graduate Research Methods - 1 S.H.

This course is designed to allow graduate students to learn to use the specialized tools of literary research (bibliographies, indexes, online sources, etc.). Required of all entering M.A. Literature & Language and M.S. students. Grade only.

### 613 Literature: Analysis and Pedagogy - 3 S.H.

Advanced critical analysis of and pedagogical approaches to prose, poetry, drama, and film. Includes observations of and practice teaching in undergraduate literature courses. Required of all entering M.A. Literature & Language and M.S. students. Grade only.

### 614 TESOL Research Methods - 2 S.H.

This course prepares graduate students in applied linguistics to evaluate scholarly suitable research question generation, data collection and analysis procedures, the relationship between theory and research, the ethics and politics of conducting research, genre conventions of scholarly research, and both qualitative and quantitative research design research in their field and to design their own research studies. Grade only.

**621 Internship - 1-6 S.H.**

An internship in areas determined by the needs of the individual student in consultation with advisor. Must be arranged well in advance of the registration period. Grade only.

**690 Independent Studies - 1-3 S.H.**

Independent studies in areas determined by the needs of the individual student. Must be arranged well in advance of the registration period. Students may apply a maximum of three credits toward the degree. The consent of the instructor is required. Grade only.

## HISTORY

212 Minne Hall, 457-5400

Chairperson: Marianna Byman

Graduate Faculty: M. Byman, S. Byman, Campbell, Henderson, Hohenstein, Hyman, Lindaman, Lungerhausen, Schmidt, Tolvaisas

*Marianna Byman*, Professor, History; B.A., Baylor University; M.S., Winona State University; D.A., University of North Dakota; 1988-  
*Seymour Byman*, Professor, History; B.A., University of Illinois; M.A., Roosevelt University; Ph.D., Northwestern University, 1970-  
*John Campbell*, Professor, History; B.A., Wesleyan University; M.A., Ph.D., University of Minnesota, Twin Cities; 1996-  
*Peter V.N. Henderson*, Professor, History; B.A., J.D., Vanderbilt University; M.A., Ph.D., University of Nebraska-Lincoln; 1989-  
*Kurt Hohenstein*, Assistant Professor, History; B.A., J.D., M.A., University of Nebraska; Ph.D., University of Virginia, 2005-  
*Colette Hyman*, Professor, History; B.A., Brown University; M.A., Ph.D., University of Minnesota, Twin Cities; 1990-  
*Matthew Lindaman*, Associate Professor, History; B.A., M.A., University of Northern Iowa; Ph.D., University of Kansas, 2002-  
*Matthew Lungerhausen*, Assistant Professor, History; B.A., University of California, Santa Cruz; M.A., Binghamton University SUNY; Ph.D., University of Minnesota, 2004-  
*Gregory G. Schmidt*, Professor, History; B.A., M.A., Ph.D., University of Illinois, Urbana; 1984-  
*Tomas Tolvaisas*, Assistant Professor, History; B.A., Wake Forest University; M.A., Purdue University; Ph.D., Rutgers University, 2007-

### COURSE DESCRIPTIONS

**501/401 Ancient Rome - 3 S.H.**

The rise of Rome from a small republic to empire, the decline and fall of the empire. The Roman contribution to western civilization. Prerequisite: HIST 120 or instructor's permission. Grade only.

**503/403 Middle Ages - 3 S.H.**

The decline of the Roman Empire, the Germanic kingdoms, the early Christian Church, the development of feudalism and manorialism, the economic recovery of Europe, civilization of the High Middle Ages, rise of the national monarchies. Prerequisite: HIST 120 or instructor's permission. Grade only.

**508/408 Renaissance - 3 S.H.**

The rise of commerce, development of the national monarchies, growth of the Italian city/states, secularization of society, humanism and art in Italy and in Northern Europe, new scientific discoveries, and expansion of Europe. Prerequisites: HIST 120 and HIST 121 or instructor's permission. Grade only.

**509/409 Reformation - 3 S.H.**

A study of the religious background of sixteenth century Europe. The rise of Lutherism, Calvinism, Anabaptism, and Anglicanism. The Catholic Counter-Reformation. Prerequisite: HIST 120 and HIST 121 or instructor's permission. Grade only.

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

Emphasis will be given to the factors, which led to Nazism, the personality of Hitler, his drive for world domination and failure, and the Nuremberg trials. Prerequisite: HIST 122 or instructor's permission. Grade only.

**521/421 Tudor and Stuart England (14171714) - 3 S.H.**

The transition from medieval to modern England, the Reformation, the Age of Elizabeth, and the constitutional and social conflicts of the seventeenth century. Prerequisite: HIST 121 or instructor's permission. Grade only.

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

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

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

The history of the Soviet Union and Russia during the 20th century. Topics include the 1905 and 1917 Revolutions, the development of the Soviet command economy, Stalin's political purges and cultural revolution, World War II, and the Cold War. The course will also discuss the collapse of Soviet Communism and the Yeltsin era. Prerequisites: HIST 122 and HIST 151 or instructor's permission. Grade only.

**693 Exam Tutorial - 1 S.H.**

Preparation for the Comprehensive Examination through intensive review of genre and literary history. Required of all M.A. Literature & Language and all M.S. students. Pass/No credit.

**699 Thesis - 1-5 S.H.**

Thesis research and writing. Credit to be arranged in consultation with thesis director. Students may apply a maximum of five credits toward the degree. Pass/No Credit.

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

An analysis of Latin America's major revolutionary movements of the twentieth century and their differing ideologies. Special emphasis on revolutionary movements in Mexico, Bolivia, Cuba, and Central America. Grade only.

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

Brazilian history from discovery until the present. The course emphasizes Portuguese exploration and colonization, the development of slavery and its abolition, and Brazil's experience with industrialization and world power status. Grade only.

**577/477 The Age of Jackson - 3 S.H.**

Traces the political, social, intellectual, and cultural development of the United States from the 1820s through the 1840s. Topics include Jacksonian politics, Manifest Destiny and the Mexican War, Northern society, the South and slavery, antebellum reform movements, and Romanticism. Prerequisite: HIST 150. Grade only.

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

Explores the culture and society of antebellum America, the origins of the war, the political and military development of the war. The course will then explore Reconstruction of the Southern political, social and economic orders and the Southern counterrevolution of the 1870's. Prerequisite: HIST 150 or instructor's permission. Grade only.

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

Examines the historical West versus the mythical West. Compares stereotypes and popular images of the West and its inhabitants to the cultural, political and social diversity of the American West. Traces the development of Western history from first contact to the present. Prerequisites: HIST 150 and HIST 151 or instructor's permission. Grade only.

**583/483 The Progressive Era and the "New Era" Twenties (1901-1929) - 3 S.H.** Consideration will be given to the cultural and economic crisis of the 1890's, the progressive impulse, varieties of progressive reform, progressive foreign policy and World War I, postwar adjustment problems and select phenomena of the Twenties. The course will conclude with study of Herbert Hoover's economic and political vision. Prerequisite: HIST 151 or instructor's permission. Grade only.

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

The Depression of 1929 with emphasis on the economic, social, and psychological causes and consequences, the New Deal revolution, and the role of the United States in World War II. Prerequisite: HIST 151 or instructor's permission. Grade only.

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

The course explores the causes and consequences of the Cold War, U.S. involvement in the Korean War, and selected postwar problems

in foreign policy, mass society, and social alienation. It also explores the reforms and social movements of the Great Society era and the development of contemporary conservatism and consumer-oriented neoliberalism. Prerequisite: HIST 151 or instructor's permission. Grade only.

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

The course focuses on the development of basic concepts in American political, religious, philosophical, scientific, and social

thought, and on their impact on American culture from the colonial period to the present. Prerequisite: HIST 150 or HIST 151 or instructor's permission. Grade only.

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

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

## MUSIC

145 Performing Arts Center, 457-5250

Chairperson: Catherine Schmidt

Graduate Faculty: Draayer, Hoch, Mechell, Schmidt

*Suzanne Collier Draayer*, Professor, Music; B.M. Furman University; M.S. Vanderbilt University; D.M.A. University of Maryland College Park; 1993-

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

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

### COURSE DESCRIPTIONS

**522/422 Music Seminar on Choral Techniques and Materials - 2 S.H.**

Criteria for selection of vocal music, examination of representative music suitable for groups at various levels of development, principals of programming, rehearsal techniques and organizations. Offered alternate years.

**540/440 American Art Music - 3 S.H.**

Music in America from the time of the Puritans to the present day. Historical, biographical material and record listening, for the general student as well as for music majors and minors. Prerequisite: Music 109 or equivalent. Offered alternate years.

## POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

120 Minne, 457-5500

Chairperson: Darrell Downs

Graduate Faculty: Bosworth, Csajko, Downs, Grover, Guernica, Lee, Lindaman

*Matt Bosworth*, Professor, Political Science; B.A., St. Johns Hopkins; M.A., Ph.D., University of Wisconsin, Madison; 1997-  
*Karen Csajko*, Associate Professor, Political Science; B.S., M.S., Portland State University; Ph.D., University of Berkeley; 1996-  
*Darrell Downs*, Professor, Political Science; B.A., B.S., Montana State University; M.S., Oregon State University; Ph.D., Colorado State University; 1992-

*Yogesh Grover*, Professor, Political Science; B.A., M.A., University of Delhi (India); Ph.D., University of Missouri, Columbia; 1988-  
*Edward Guernica*, Assistant Professor, Political Science; B.A., San Jose State; M.A., Ph.D., Tulane University; 2004-  
*Frederick Lee*, Professor, Political Science; B.A., University of New Orleans; M.A., Ph.D., University of Michigan; 1992-  
*Kara Lindaman*, Assistant Professor, Political Science; B.A., M.A., University of Northern Iowa; Ph.D., University of Kansas; 2006-

### COURSE DESCRIPTIONS

**510/410 Political Research Seminar - 3 S.H.**

Capstone experience that allows students to do original primary research utilizing the various primary research tools and approaches used in the study of practical phenomena and processes. Emphasis is placed on problem solving and critical thinking. Students will have a capstone experience in which they will apply knowledge gained in this and other courses to an original research problem. Survey research techniques will be studied and a practical survey project will be undertaken. Prerequisite: POLS 380.

**516/416 Internship Program - 1-12 S.H.**

To provide practical experience in local, state, and national government and in public administration (limited enrollment). Credit arranged. (May not apply toward a graduate degree.)

**520/420 Administrative Law - 3 S.H.**

An exploration of the law of Administrative process: Legislative, Executive and Judicial control of administrative action, the formal administrative process; administrative discretion; and with

due consideration to the Federal Administrative Procedure Act. Prerequisites: POLS 120 and 320.

**522/422 American Foreign Policy 3 S.H.**

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

**526/426 Politics of Public Budgeting - 3 S.H.**

An examination of the politics of budgeting at the state, local and national level. Consideration will be given to program planning, intergovernmental relations, the government and the economy, and reforms in budgetary systems. Prerequisites: POLS 120 and 228.

**599/499 Seminar - 1-3 S.H.**

The subject matter to be arranged by the instructor prior to the course being offered. The student may repeat the course without limitation on the number of credits as long as the subject matter is different.



## PSYCHOLOGY

231 Phelps Hall, 457-5435

Chairperson: Peter Miene

Graduate Faculty: Deyo, Fried, Johanson, Kesler, Lane, Marmolejo, Miene, Sefkow, Schreiber, Siebenbruner, J. Williams

*Richard A. Deyo*, Professor, Psychology; B.S., Viterbo College; M.A., Ph.D., Bowling Green State University; 1990-

*Carrie Fried*, Assistant Professor, Psychology; B.S., Iowa State University; M.S., Ph.D., University of California, Santa Cruz; 1994-

*John Johanson*, Associate Professor; B.S., University of South Dakota; M.A., University of Nebraska-Omaha; Ph.D., University of Nebraska; 1999-

*Mary S. Kesler*, Professor, Psychology; B.M. Ed., M.A., Ph.D., University of Kansas, Lawrence; 1987-

*Kristi Lane*, Professor, Psychology; B.A., University of North Carolina; M.A., Ph.D., George Peabody College of Vanderbilt University; 1980-

*Gloria Marmolejo*, Professor; B.S. National Autonomous University of Mexico; M.S., Ph.D. University of Wisconsin Madison, 1994 -

*Peter K. Miene*, Associate Professor, Psychology; B.A., University of Kansas, Lawrence; Ph.D., University of Minnesota, Twin Cities; 1994-

*Susan B. Sefkow*, Professor, Psychology; B.A., Yale University; M.S., Ph.D., University of Massachusetts, Amherst; 1978 -

*Charles Schreiber*, Assistant Professor; B.A. Pitzer College; Ph.D. University of California, Berkeley; 2005-

*Jessica Siebenbruner*, Assistant Professor; B.A., University of Minnesota; M.A., University of Minnesota; Ph.D., University of Minnesota-Twin Cities; 2007 -

*Janette P. Williams*, Professor, Psychology; B.A., Northwestern University; M.A., Ph.D., University of Illinois; 1987-

### COURSE DESCRIPTIONS

#### 500/400 Independent Study or Research - 1-3 S.H.

Independent study or research for credit under the guidance of a faculty member with prior consent. May be repeated. Teaching assistantships and field experiences may be available but only on a P/NC basis. Prerequisite: 210 and as determined by the instructor. Offered each semester.

#### 518/418 Behavioral Pharmacology - 3 S.H.

An analysis of the psychological, sociological, and physiological factors related to pharmacological treatment of psychological disorders and chemical dependency. In addition, a discussion of traditional medicine and drug development will be included. This course does not meet teacher certification. It is designed for non-education majors. Prerequisite: 210, 303. Offered every two years.

#### 520/420 Abnormal Psychology - 3 S.H.

The origins, development, and treatment of abnormal behavior. Topics include mood, anxiety and schizophrenic disorders, as well as selected topics, which may include somatoform and dissociative disorders, lifespan related disorders, substance use disorders, organic disorders, psychological aspects of illness, and prevention. Prerequisite: 210 and 3 additional semester hour credits in psychology. Offered each semester.

#### 521/421 Cognitive Behavior Therapy - 3 S.H.

Current principles, research methods, and therapeutic interventions for behavior change are discussed as applied to the behavior of individuals and groups in mental health settings, schools, hospitals, and interpersonal situations. Prerequisite: 210, 420/520. Offered yearly.

#### 523/423 Psychopathology of Childhood - 3 S.H.

Examines classification of disorders of children and adolescents. Core topics include mood, anxiety, and psychotic disorders. Selected topics: eating disorders, psychosomatic disorders, autism, psychosis, phobias, developmental deviations. Therapeutic issues will be discussed. Prerequisites: 210, 250 and 420/520. Offered yearly.

#### 524/424 Women and Mental Health - 3 S.H.

Diagnosis and treatment will be discussed with mood disorders as a central focus followed by themes in therapy selected from topics such as: anger, autonomy, identity, integration of marriage and career, lesbianism, poverty, consciousness raising and gender role development. Traditional and alternative therapeutic approaches will be discussed in light of socioeconomic factors affecting women. Current issues related to needs of women will be addressed. Prerequisites: 210 and 6 semester hour credits in psychology, and PSY 275 (or WS 148), or permission of instructor. Offered yearly.

#### 525/425 Organizational Psychology - 3 S.H.

An analytical survey of theory and research in organizational socialization, decision-making, motivation, leadership and the use of power and authority, communication, organizational change and development, and the evaluation of organizational effectiveness. Prerequisite: 210. Offered yearly.

#### 598/498 Seminar in Psychology - 1-3 S.H.

A variable topic course involving in-depth study of a specialized subject area within psychology. May be repeated with different topics. Prerequisite: 210 and as determined by the instructor. Offered yearly.

## SOCIOLOGY, CRIMINAL JUSTICE, AND GEOGRAPHY

228 Minne, (507) 457-5420

Chairperson: J. Mark Norman

Graduate Faculty: Aldrich, Bubblitz, Chernega, Dachelet, Gerlach, Munson, Norman, Osgood, Paddock, Schwartz

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

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

*Jennifer J. Nargang Chernega*; Assistant Professor; B.A., Concordia College (Minnesota); M.A., Ph.D., Loyola University (Chicago); 2007 -

*Helen Dachelet*, Associate Professor; B.A., B.S., M.S., Winona State University; Psy.D., University of St. Thomas; 1996 -

*Jerry Gerlach*, Professor, Geography; B.A., M.A., University of Nebraska; Ph.D., University of Oklahoma; 1988-

*Paul J. Munson*, Associate Professor; B.A., Augustana; M.A., University of Denver; J.D., University of Denver; 1999 -

*J. Mark Norman*, Professor; B.A., M.S., St. Cloud State University; Ph.D., South Dakota State University; 1996 -

*Aurea Osgood*, Instructor; B.A. Winona State University; M.A., Ph.D., Bowling Green State University; 2007 -

*Todd Paddock*, Assistant Professor; B.S., University of Michigan; M.S., Cornell University; Ph.D., Indiana University; 2004 -

*R. Stephen Schwartz*, Professor; B.S., M.S., University of Oklahoma; Post-Graduate Certificate, University of Zambia (University of London, external); Ph.D., University of Iowa; 1973 -

### COURSE DESCRIPTIONS

#### 505/405 Models and Strategies of Intervention - 3 S.H.

An in-depth study of therapeutic methodologies and skills used in correctional services. Special emphasis is on reality therapy to assist individual clients and small groups with behavioral and cognitive changes. Prerequisites: 210 or permission of instructor. Limited to 20 students. Offered each semester.

#### 512/412 Sexuality in American Society - 3 S.H.

An extensive review of recent research in the area with specific emphasis on behavioral and cultural aspects of sexuality. Prerequisite: 150. Offered yearly.

#### 523/423 Race Relations and Minority Groups - 3 S.H.

This course examines race and ethnic relations. It explores the concepts pertaining to such relations, e.g., discrimination, minorities, prejudice. It looks at the theories, which attempt to explain prejudice and discrimination. It looks at the various minority groups from both current and historical perspectives. Finally, the course looks at oppression and the impact of oppression on people's lives. Prerequisite: 150. Offered twice yearly.

#### 531/431 Social Class and Power - 3 S.H.

Social classes, their membership, and their use of social, economic and political power. Prerequisite: 150. Offered periodically.

#### 534/434 Medical Sociology - 3 S.H.

Social factors associated with the incidence and treatment of illness and the social organization of medical institutions and distribution of medical services. Prerequisite: 150. Offered yearly.

#### 535/435 Family Roles and Relationships - 3 S.H.

Specific study of family roles, communication patterns, decision making, and interpersonal relationships. Prerequisites: 150, 212. Offered yearly.

#### 537/437 The Sociology of Organizations - 3 S.H.

Analysis of patterns, regularities, design and behavior of organizations in different environments and societies. Prerequisite: 150. Offered yearly.

#### 550/450 Sociology of Aging - 3 S.H.

Gerontology is the analytical examination of the aging process. Using a sociological perspective, this course studies the changing roles of the aged, problems confronting the aged, and other important issues. Prerequisite: 150. Offered yearly.

#### 580/480 Variable Topics in Sociology - 1-3 S.H.

A seminar course that analyzes selected topics and problems from the sociological perspective (subject to be chosen by instructor and announced before registration). Prerequisite: 12 hours of sociology or consent of instructor. Offered on demand. Grade only.



# COLLEGE OF NURSING AND HEALTH SCIENCES

EA129-135, WSU Rochester campus, (507) 285-7473  
301 Stark Hall, (507) 457-5122  
Timothy Gaspar, Dean

## DEPARTMENTS

Health, Exercise and Rehabilitative Sciences, Nursing

## MISSION

The College provides quality undergraduate programs in nursing and graduate programs (Master's in Nursing and Doctor of Nursing Practice) and the health sciences. These programs are designed to graduate caring, ethical, competent and progressive professionals who are sensitive to diversity and prepared to work with clients through health promotion, prevention of health problems and care during illness. In addition to its professional programs, the College seeks to promote health awareness at WSU. The College's educational environment supports lifelong wellness in the individual, the University, the community, and global society.

# EXERCISE AND REHABILITATIVE SCIENCES

122 Memorial Hall, (507) 457-2600; FAX 457-5606

Chairperson: Shellie Nelson

Graduate Faculty: Anderson, Appicelli, Grimm, Castello, Kim, LaSuzzo, Sternberg, Zeller

*Dawn Anderson*, Professor; B.A., University of Minnesota-Morris; M.S., Iowa State University; Ph.D., Ball State University, Muncie (IN); 1992 -  
*Phillip Appicelli*, Associate Professor; B.A., College of St. Scholastica; M.A., Ph.D., Kent State University; 1998 -  
*Gail Grimm*, Professor; B.S., University of Wisconsin-Platteville; M.S., University of Wisconsin-Madison; Ph.D., University of Arkansas-Fayetteville; 1989 -  
*Gary Castello*, Professor; B.S., University of Wisconsin-La Crosse; M.A., Ball State University; Ph.D., University of Wisconsin-Milwaukee; 1997 -  
*Sang-Min Kim*, Assistant Professor; B.A., M.A., Ed.D., University of Northern Iowa; 2005 -  
*Jason LaSuzzo*, Assistant Professor; B.S., University of Louisiana-Monroe; M.Ed., University of Louisiana-Monroe; Ph.D., University of Alabama-Tuscaloosa; 2003 -  
*Shellie Nelson*, Professor; B.S., Winona State University; M.S., University of Wisconsin-La Crosse; Ed.D., Saint Mary's University of Minnesota; 1988 -  
*Peter Sternberg*, Associate Professor; B.A., University of Kent at Canterbury (UK); RGN, London Hospital, UK; Post-Graduate Diploma Health Ed., University of London; Ph.D., Leeds Metropolitan University, UK; 2002 -  
*Brian Zeller*, Associate Professor; B.S., University of Wisconsin-La Crosse; M.S., Indiana State University; Ph.D., University of Kentucky; 2000 -

## COURSE DESCRIPTIONS

### 501 Research Methods in Health Education - 3 S.H.

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

### 503/403 Epidemiology - 3 S.H.

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

### 530/430 Public Health - 3 S.H.

Explores the foundations of public health practices, including health organization/agency structures, and specific public health concerns of the target populations. The course will have a component similar to a practicum working with a health-related organization throughout the semester 2 hours per week minimum. Topics covered in this course could be environmental health, community crisis health and/or public service health. Prerequisites: HERS 204, HERS 288 and HERS 410. Recommended prerequisites: HERS 403 and STAT 110. Offered yearly. Grade only.

### 531/431 Health Problems Workshop - 1-3 S.H.

Explores recent and relevant issues, trends and programming developments in health education/promotion. Designed for teachers, school nurses, school administrators, undergraduates and/or graduate students. Junior or Senior standing. May be repeated for credit. Offered upon demand.

### 602 Critical Issues in Health Education - 1-3 S.H.

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

### 604 Health Curriculum in Elementary and Secondary Schools - 3 S.H.

Development and organization of the school health curriculum from K12. For health instructors, elementary teachers and school administrators. Grade only. Offered on demand.

### 605 Decision-Making Processing in Health Education - 3 S.H.

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

### 616 Laboratory Techniques in Human Performance - 3 S.H.

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

# NURSING - MASTER'S PROGRAM

Chairperson: Jo Stejskal

Master's Program Director: William McBreen (507) 285-7473; www.winona.edu/nursing

Graduate Faculty: Forsyth, P. Gaspar, T. Gaspar, Hatlevig, McBreen, Olsen, Olson, Ponto, PilonKacir, Scherb, Schnepfer, Seppanen, Stejskal, Thompson, Valen, Welhaven

*Diane Forsyth*, Associate Professor, Nursing; B.S.N., Winona State University; M.S., University of Wisconsin-Madison; Ph.D., University of Wisconsin-Milwaukee, 2006-

*Phyllis Gaspar*, Professor, Nursing; B.S.N., M.S.N., University of Nebraska Medical Center; Ph.D., Case Western Reserve University; 1995-  
*Timothy Gaspar*, Dean and Professor, College of Nursing and Health Sciences; B.S., South Dakota State University; M.S.N., University of Nebraska Medical Center; Ph.D., University of Utah; 1995-

*Jackie Hatlevig*, Professor, Nursing; B.S., Winona State University; M.S., University of Wisconsin-Madison; Ph.D., University of Wisconsin-Milwaukee; 1987-

*William McBreen*, Professor, Nursing; B.S.N., Mount Marty College Yankton, South Dakota; M.S.N., University of Nebraska Medical Center  
Omaha; Ph.D., University of Texas at Austin; 2000-

*Gayle Olsen*, Professor, Nursing; B.S.N., College of St. Teresa; M.S.N., University of California-San Francisco; C.N.P., University of Minnesota; 1980-

*Ann Olson*, Associate Professor, Nursing, B.S., Winona State University; M.A., St. Mary's University, Winona, MN; M.S., Winona State University, Rochester, MN; 2007-

*Christine E. PilonKacir*, Professor, Nursing; B.S., Mercy College of Detroit; M.S., University of Michigan-Ann Arbor; Ph.D., University of Missouri-Columbia; 1994-

*Julie Ponto*, Associate Professor, Nursing, B.S.N., University of Minnesota-Twin Cities; M.S. - O.N.C., University California, San Francisco; 2005-

*Cindy Scherb*, Associate Professor, Nursing; B.S.N., Mount Mercy College; M.S., University of Minnesota; Ph.D., University of Iowa, 2001-

*Lisa Schnepfer*, Associate Professor, Nursing; B.S., Winona State University; M.S.N., C.N.P., University of Wisconsin-Eau Claire; 2000-

*Linda Seppanen*, Professor, Nursing; B.S.N. St. Olaf College; M.S.N., The Catholic University of America; Ph.D., University of Alabama; 1990-

*Joanne Stejskal*, Professor, Nursing; B.S.N., College of Saint Teresa; M.S.N., University of Wisconsin-Madison; Ed.D. University of St. Thomas; 1975 -

*Patricia Thompson*, Professor, Nursing; B.S., Winona State University; M.S.P.H., Ph.D., University of Minnesota-Twin Cities; 1980-

*Mieca Valen*, Associate Professor, Nursing, B.A. Augustana College, M.S.N. South Dakota State University 2005-

*Mary Welhaven*, Professor, Nursing; B.S., Winona State University; M.S.N., Ph.D., University of Minnesota-Twin Cities; 1981-

## GRADUATE DEGREES OFFERED:

Master of Science

## MAJOR

Advanced Practice Nursing

## ACCREDITATION

The Master of Science Program in Nursing is accredited by: Commission on Collegiate Nursing Education (CCNE) One Dupont Circle NW, Suite 530, Washington, DC 20036-1120; Phone: (202) 8876791; www.aacn.nche.edu.

## LOCATION

Classes for the Master's Program are offered primarily on the Rochester campus with selected courses offered in Winona through ITV and/or other sites using distance education technology.

## PURPOSE

The Master of Science Program in Nursing at Winona State University educates nurses for advanced practice where change is constant. Students select a focus of Nurse Administrator, Clinical Nurse Specialist, Nurse Educator, Adult Nurse Practitioner, or Family Nurse Practitioner. The program provides a strong clinical base in advanced nursing practice and is designed so each student will be able to:

Value caring as the basis of nursing in the human health experience.

Synthesize theories from nursing science and related disciplines to guide advanced nursing practice.

Demonstrate advanced level of clinical expertise in nursing care of clients.

Integrate the roles of the advanced practice nurse in various settings.

Use a process of scholarly inquiry in advanced practice nursing.

Analyze the effects of historical, cultural, economic, ethical, legal, and political influences on nursing and health care delivery.

Manage resources within a health care delivery system through collaboration with other health care providers, community, and clients.

Contribute to the continuing professional development of self and others.

## DESCRIPTION OF PROGRAM

The Master's Program is grounded in the belief that all advanced practice nurses share a common core of knowledge. Through the foundational core courses, students further develop their ability to integrate theory, research, and practice. Courses within the selected focus of Nurse Administrator, Clinical Nurse Specialist, Nurse Educator, Adult Nurse Practitioner, or Family Nurse Practitioner, provide specialized knowledge and practice opportunities in each advanced nursing role. The domains of advanced practice nursing include client health status management; the nurse/client relationship; teaching/coaching; professional roles; managing and negotiating health care delivery systems; and monitoring and ensuring quality of health care practice.

## Focus: Nurse Administrator

Students who elect the Nurse Administrator focus will be prepared for administrative positions in a health care setting. In addition to the core courses, content focuses on elements of a nursing care system, the responsibilities of the Nurse Administrator in research, education, and clinical practice, human resource management, fiscal accountability of the Nurse Administrator, the functions of the Nurse

Administrator in the organization, and on issues and trends in Nursing Administration. Clinical practice in advanced nursing for the Nurse Administrator focus on management of clients, nurses, and resources. An elective administration practicum offers students the opportunity to apply administration principles under the guidance of a qualified preceptor.

#### Focus: Clinical Nurse Specialist

Students who elect the Clinical Nurse Specialist focus are prepared for advanced practice nursing in today's complex acute care settings. Focus courses concentrate upon preparing the student in the three primary areas of CNS practice: advanced patient care; staff development and research utilization; and practice with in a complex organization. Extension of advanced nursing practice roles of expert clinician, leader/manager, teacher, consultant and researcher will be demonstrated within the framework of the Clinical Nurse Specialist in adult health nursing. Graduates are eligible to sit for the American Nursing Credentialing Center's Medical/Surgical certification exam.

#### Focus: Nurse Educator

Students who elect the Nurse Educator focus will be prepared to teach in an academic or health care setting. Core courses provide the student with opportunities to learn content essential advanced nursing, including research and theory utilization, health policy development and advanced psychosocial nursing theory and practice. NE Focus specific courses and learning experiences concentrate upon development of knowledge and skills related to the educational process in nursing. Students have opportunity to participate in a nursing education practicum that includes practice teaching experiences under the guidance of preceptors in academic and health care settings.

#### Focus: Adult Nurse Practitioner or Family Nurse Practitioner

Students who elect the Adult Nurse Practitioner or Family Nurse Practitioner focus will be prepared to perform an expanded role in the delivery of primary health care. In addition to the core courses, content includes comprehensive assessment of the health status of adults/families; management of common acute and chronic health problems; provision of counseling and teaching in areas of health promotion and disease prevention; and collaboration with other health professionals. Clinical practice under the supervision of qualified nurse practitioner and physician preceptors will focus on primary health care in a variety of settings with emphasis on rural and underserved communities. Family Nurse Practitioner students have additional theory and clinical content related to the care of children.

### CLINICAL EXPERIENCES

Faculty and graduate students select preceptors in settings and clinical practice areas of nursing to meet students' individual needs. Students commonly precept in hospitals and clinics affiliated with the Mayo Medical Center in Rochester, North Iowa Mercy Health Center in Mason City, Gunderson/Lutheran and Franciscan Skemp Health Care in La Crosse, and other hospitals, clinics, county public health agencies, senior citizen centers, schools of nursing, and health care agencies from a three-state area.

### ADMISSION REQUIREMENTS\*

1. Baccalaureate degree in nursing from an NLN or CCNE accredited program;
2. Undergraduate coursework in physical assessment;
3. Undergraduate courses in nursing research and statistics strongly recommended;
4. Computer literacy with knowledge of word processing, spreadsheet, and data base programs;
5. Transcript(s) of past education with GPA of 3.0 or greater on a 4.0 scale (two official copies of transcripts from each institution attended);
6. Graduate Record Exam within the last five years for foreign students or students with a GPA of less than 3.0;
7. Minimum one year of clinical nursing experience (recommended);
8. Current unencumbered RN license (Minnesota RN license required for all clinicals & RN license in any state in which clinical is conducted);
9. Three professional and/or academic references;
10. Statement of professional goals;
11. Background check (clinical requirement after admissions);
12. Satisfactory scores on the TOEFL test for international or non-English speaking students;

Students requesting admission to the Adult Nurse Practitioner or Family Nurse Practitioner focus must also participate in a personal interview with Master's Program faculty.

Students requesting admission to the Clinical Nurse Specialist focus may be required to have a personal interview.

\*Policies are available for individual consideration of students who may have unique education and experience, but may not meet some of the university or program admission criteria.

### APPLICATIONS MAY BE OBTAINED FROM:

Master's Program in Nursing  
WSU Rochester Center  
859 30th Avenue SE  
Rochester, MN 55904  
(507) 285-7473 or 1-800-366-5418 x7473

Or available on the Internet at: [www.winona.edu/Nursing](http://www.winona.edu/Nursing)

International students must contact the International Student Office at 507-457-5303

### Master's PROGRAM IN NURSING CORE AND FOCUS REQUIREMENTS

1. General requirements of the University
2. Completed Thesis or Professional Study

### GRADUATE SPECIAL STUDENTS

Students may apply as a Graduate Special student to the Master's Program in nursing. Students may take up to 12 credits as a Graduate Special student before acceptance into the program. Courses open to Graduate Special Students include: N504 Pathophysiology, N506 Psychosocial Interventions, N508 Advanced Role Seminar, 514 Health Care Policy and Finance, and 601 Statistics. Graduate Special applications are found in the Graduate Catalog, or on the graduate website [www.winona.edu/graduatestudy](http://www.winona.edu/graduatestudy), or call the Master's Nursing Program and request that an application be mailed to you.

### SPECIALIZED PROGRAMS RN to MS Professional Pathway

The Nursing Department offers an accelerated pathway for nurses who were prepared in either an associate degree or diploma nursing program, have nursing experience, and whose goal is a Master's Degree in nursing. Selected individuals who meet the admissions requirements and are highly motivated will substitute Master's level credits for Baccalaureate-level credits during the RN Option. Students will substitute N419/519 Advanced Health Promotion for N465 Nursing Roles and Health Promotion and will substitute N408/508 Advanced Role Seminar and N414/514 Health Care Policy and Finance for N491 Capstone Experience in Role Synthesis. Students will plan their streamlined program with advisors from both the Baccalaureate and Master's Programs in anticipation of formal admission to the Master's Program in nursing. A separate application is required for admission to the Master's Program in nursing.

### NON-BSN OPPORTUNITY

The Nursing Department offers an alternative pathway for nurses who were prepared in either an associate degree or diploma nursing program, have nursing experience, and earned their baccalaureate degree in a field other than nursing. This pathway is for select RNs who meet the abovementioned criteria, have exceptional academic records, clinical experience, and do not wish to earn a baccalaureate degree in nursing. Those who desire to earn a Baccalaureate Degree in Nursing should complete the RN to MS Professional Pathway.

### POST-NURSING MASTER'S CERTIFICATE PROGRAMS

The Master's of Science Program in Nursing offers four post-nursing Master's certificate programs for nurses interested in post-nursing Master's education. The post-Master's certificate programs are in the areas of nurse practitioner, clinical nurse specialist, nurse educator, and nurse administrator.

#### Focus: Post-Nursing Master's Certificate - Nurse Educator - 9-10 S.H.

This program is designed for Post-Nursing Master's prepared nurses making career moves from practice based employment to education programs and is part of an effort to expand the outreach and access to educational programming for the preparation of qualified Nurse Educators. The program consists of three seminar courses and one practicum consisting of 60-120 hours clinical experience in the student's own community.

#### Focus: Post-Nursing Master's Certificate - Nurse Practitioner 28 S.H. (ANP) 34 S.H. (FNP)

This program is designed to integrate the Post Nursing Master's students into the existing sequence of courses leading to preparation as an Adult Nurse Practitioner (ANP) or Family Nurse Practitioner (FNP). This option provides nurses that already have Master's degree preparation in another area of nursing the opportunity to acquire the education, skills, and abilities to seek certification and practice as an Advanced Practice Nurse (APN), Nurse Practitioner.

#### Focus: Post-Nursing Master's Certificate - Clinical Nurse Specialist - 9-36 S.H.

This program is designed to integrate the Post-Nursing Master's-students into some of the courses in the Clinical Nurse Specialist focus. This option provides nurses that already have Master's-degree preparation in another area of nursing the opportunity to acquire the education, skills, and abilities to seek certification and practice as an Advanced Practice Nurse (APN), Clinical Nurse Specialist. Some of the courses are offered using distance teaching strategies and one course has been developed to acquire the skills and education for prescriptive authority in Clinical Nurse Specialist practice.

#### Focus: Post-Nursing Master's Certificate Nurse Administrator 10-15 S.H.

This program is designed to provide Post-Nursing master's prepared nurses to gain the appropriate education and clinical skills to practice as a Master's prepared nurse administrator. This program is designed to integrate Post-Nursing Master's students

into the existing sequence of courses. Classroom, distance learning strategies, and a practicum experience are utilized throughout the program.

### ADVANCED PRACTICE NURSING CORE COURSES

- 506/406 Psychosocial Interventions in Family Care (2)
- 508/408 Advanced Role Seminar (2)
- 510/410 Theoretical Foundations & Research for Advanced Practice Nursing (4)
- 514/414 Health Care Policy and Finance (3)
- Stats 601 Statistical Methods (3)
- 698 Thesis I (2) or N688 Prof. Study I (2)
- 699 Thesis II (2) or N689 Prof. Study II (1)

### CLINICAL CORE COURSE

- 519/419 Advanced Health Promotion (3)

### FOCUS - CLINICAL NURSE SPECIALIST (CNS)

- 502/402 Clinical Pharmacology (3)
- 504/404 Advanced Pathophysiology (3)
- 620 Clinical Nurse Specialist Role I Seminar (1-3)
- 621 Clinical Nurse Specialist Role I Clinical (1-3)
- 623 Advanced Health Assessment Clinical (1-3)
- 624 Clinical Nurse Specialist Role II Seminar (1-3)
- 625 Clinical Nurse Specialist Role II Clinical (1-4)

Total Credits: 42-43 S.H.

### FOCUS - NURSE EDUCATOR (NE)

- 502/402 Clinical Pharmacology (3)
- 504/404 Advanced Pathophysiology (3)
- 626 Assessment Intervention: Care of the Ill Client Seminar (3)
- 627 Assessment Intervention: Care of the Ill Client Clinical (2)
- 669 Nursing Education: Theory and Research (1-3)
- 670 Nursing Education: Curricula and Program Design (1-3)
- 671 Nursing Education: Instruction and Evaluation Seminar (1-2)
- 672 Nursing Education: Instruction and Evaluation Practicum (1-2)

Total Credits: 41-42 S.H.

### FOCUS - NURSE ADMINISTRATOR (NA)

- 626 Assessment Intervention: Care of the Ill Client Seminar (3)
- 627 Assessment Intervention: Care of the Ill Client Clinical (1)
- 650 Nursing Information Management & Decision Making (1-3)
- 651 Organizational Concepts for Nursing Administration (3)
- 652 Resource Management in Nursing Services (1-3)
- 653 Human Resource Management (1-2)
- 654 Structure and Design of Nursing Services in Health Care Organizations (1-2)
- 655 Nursing Administration Practicum (elective) (2-3)

Total credits: 39-41 S.H.

### FOCUS - ADULT NURSE PRACTITIONER (ANP) or FAMILY NURSE PRACTITIONER (FNP)

- 502/402 Clinical Pharmacology (3)
- 504/404 Advanced Pathophysiology (3)
- 623 Advanced Health Assessment (3)
- 640 Primary Care of Adults I (3)
- 641 Primary Care Clinical I (2-3)
- 642 Primary Care of Children I (FNP only) (2)
- 643 Primary Care Clinical II (3-4)\*
- 644 Primary Care of Adults II (3)
- 645 Primary Care Internship (3)
- 646 Primary Care of Children II (FNP only) (2)

Total Credits: ANP: 43-44 S.H.

Total Credits: FNP: 49-50 S.H.

\*FNP takes larger number of credits

Clinical hours: (1 Credit = 4 Contact Hours)

Nurse Administrator: 240-300

Nurse Educator: 300

Clinical Nurse Specialist: 540

Adult Nurse Practitioner: 600

Family Nurse Practitioner: 720

## COURSE DESCRIPTIONS

### 502/402 Clinical Pharmacology 3 S.H.

This course includes principles of pharmacokinetics and pharmacodynamics as a foundation for the use of medications in the clinical management of diseases. Major classes of drugs will be discussed in terms of actions; therapeutic and other effects; adverse, allergic and idiosyncratic reactions; indications and contraindications. The importance of sound diagnostic reasoning in the selection of pharmacological interventions with attention to safety, cost, simplicity, acceptability and efficacy will be stressed. The responsibilities related to prescribing medications will be emphasized. Prerequisite: Admission to the graduate program in nursing or consent of instructor (contact Master's Program Secretary). Grade only.

### 504/404 Advanced Pathophysiology 3 S.H.

Advanced physiology and pathophysiology at the cellular, organic and systemic level will be explored as a basis for clinical assessment and management by advanced practice nurses. Integration of function among organ systems will be emphasized. The effect of psychosocial variables on physiologic function will be explored. Prerequisite: Admission to the graduate program in nursing or consent of instructor. Grade only.

### 506/406 Psychosocial Interventions in Family Care 2 S.H.

This course explores the role of the advanced practice nurse in addressing the psychosocial needs of the client and family. Focus will be on the development of counseling skills for advanced psychosocial assessment and on providing culturally sensitive guidance in caring for the client and family during health, crisis, and acute and chronic illness. Prerequisite: Admission to the graduate program in nursing or consent of instructor. Grade only.

### 508/408 Advanced Role Seminar 2 S.H.

This course will provide a forum for the explorations of advanced practice role behaviors including collaboration and leadership. Selected theories and frameworks relevant to the various roles will be evaluated. Ethics and diversity issues in nursing and health care will be discussed. Prerequisite: Admission to the graduate program in nursing or consent of instructor. Grade only.

510/410 Theoretical Foundations and Research for Advanced Nursing Practice 4 S.H.

The goal of this course is to provide students with the opportunity to critically analyze existing nursing theories and articulate a personal philosophy of nursing. Students will do an in-depth analysis of a concept. The student will analyze methods and techniques of research and interpret their usefulness for application in clinical practice. Theory and practice will be used to define nursing problems and develop a research proposal. Corequisite or prerequisite: STAT 601. Grade only.

### 514/414 Health Care Policy and Finance 3 S.H.

This course provides a base for nurse leaders and advanced practice nurses to enter and effectively shape health care policy in the workplace, organizations, community, and government at the state and federal level. Students will develop an understanding of health care financing in the delivery of health care. Prerequisite: Admission to the graduate program in nursing or consent of instructor. Grade only.

### 519/419 Advanced Health Promotion 3 S.H.

Concepts related to health promotion and maintenance are analyzed from theoretical and research based perspectives. Using principles of epidemiology, advanced practice nurses identify risk factors for specific populations and examine variables that influence wellness. Interventions for promotion of optimal health are designed with particular consideration for age and cultural differences. A community based practicum allows the student to explore possibilities for enacting the advanced practice role outside traditional biomedical settings and within the context of families and communities. (2 cr. seminar; 1 cr. clinical). Prerequisite: N510 and Admission to the graduate program in nursing or consent of instructor. Grade only.

### Stat 601 Statistical Methods for Health Care Professionals 3 S.H.

Application and interpretation of statistical techniques in the health professions. Prerequisite: Stat 110 or equivalent or consent of instructor. Grade only.

### 620 Clinical Nurse Specialist Role I Seminar - 1-3 S.H.

This course is designed to introduce students to the roles of the clinical Nurse Specialist. Nursing practice models will be explored. Assessment

and measurement of patient outcomes, cost containment, cost effectiveness, and evaluation will be emphasized. Use of a theoretical and research basis for effecting change to improve patient outcomes relevant to non disease-based etiologies of acute and chronic illnesses among adults is a major focus. Prerequisites or corequisites: N502, N504, N506, N510, N519, N623 (or equivalent courses approved by faculty). Must register for N621 at same time. Grade only.

### 621 Clinical Nurse Specialist Role I Clinical - 1-3 S.H.

This course is designed for students to practice the Clinical Nurse Specialist roles with a preceptor in the student's chosen clinical focus. Students do an in-depth study of non disease-based etiologies of acute and chronic illness among adults and apply advanced practice nursing interventions. Prerequisites or corequisites: N502, N504, N506, N510, N519, N623 (or equivalent courses approved by faculty). Must register for N620 at the same time. Grade only.

### 623 Advanced Health Assessment - 1-3 S.H.

This course builds on prerequisite knowledge of systematic and holistic health assessment of children and adults. Additional assessment tools for the advanced practice nurse are provided. Emphasis is on diagnostic reasoning and research based strategies for assessing health of individuals within the context of family and community. Special emphasis is placed on age, gender, and cultural variations. This course emphasizes diagnostic reasoning that guides the collection and interpretation of data to serve as a basis for advanced practice. (2 cr. seminar; 1 cr. clinical) Prerequisite: Undergraduate physical assessment course and/or N517 or equivalent; N504, N510, N519. Grade only.

### 624 Clinical Nurse Specialist Role II Seminar - 1-3 S.H.

This course builds on Clinical Nurse Specialist Role I Seminar and Clinical. An in-depth study of selected topics related to the assessment, diagnosis, and management of acute and chronic illnesses among adults will be completed. An analysis and synthesis of the literature with an emphasis on theory and research will be included. Effects of culturally specific beliefs on response to acute and chronic illness will be discussed. The roles of the CNS are synthesized. Prerequisites: N502, N504, N506, N510, N519, N620, N621, N623 (or equivalent courses approved by faculty). Corequisite: N625. Grade only.

### 625 Clinical Nurse Specialist Role II Clinical 1-4 S.H.

This course builds on Clinical Nurse Specialist Role I Seminar and Clinical. Assessment, measurement, and management of disease based and non disease based etiologies of acute and chronic illnesses among adults will be a major focus. Independent nursing interventions that aim to prevent, alleviate, and/or reduce symptoms, functional problems, or risk behaviors will be implemented. Integration of the Clinical Nurse Specialist roles will be achieved. Prerequisites: N502, N504, N506, N508, N510, N519, N620, N621, N623 (or equivalent courses approved by faculty). Corequisite: N624. Grade only.

### 626 Assessment and Intervention: Care of the Ill Client Seminar 3 S.H.

This course is for students selecting the NA and NE options. Concepts relevant to nursing focused on acute and chronic health deviations among individuals, families and groups in various settings are examined. Assessment and interventions (collaborative and independent) for each concept as relevant to the NE and NA advanced roles will be discussed. An analysis and synthesis of the literature with an emphasis on theory and research will be included. Effects of culturally specific beliefs on response to acute and chronic illness will be discussed. Prerequisites: N502, N504, N510. Corequisite: N627. Grade only.

### 627 Assessment and Intervention: Care of the Ill Client Clinical 1-3 S.H.

This course is for students selecting the NA and NE options and is the clinical application of N626. The health assessment of clients with chronic and acute conditions will serve as the basis for diagnosis and implementation of independent nursing interventions. Emphasis will be placed on the integration of theory and research into clinical practice. Effectiveness of therapeutic nursing interventions on patient outcomes will be assessed. Critical analysis of data sets and clinical instruments for decision making relevant to the role will be conducted. Prerequisites: N502, N504, N508, N510. Corequisite: N626. Grade only.

### 629 Clinical Nurse Specialist Prescribing Clinical - 1-3 S.H.

This course is specifically designed for the post Master's CNS student who already holds national CNS certification and is seeking a

supervised clinical experience to become eligible for prescriptive authority. The course requirements are specifically designed to meet requirements established by the revised MN Nurse Practice Act in 1999; however, the course requirements also meet criteria in other state nurse practice acts (students are assessed on an individual basis). The course focuses on assessment, measurement, diagnosis and management of disease-based and non disease-based etiologies of acute and chronic illnesses among adults. Emphasis is placed on accurate and safe selection of specific pharmacologic and non-pharmacologic treatments under the supervision of a provider who is licensed to prescribe pharmacologic agents. Prerequisites: Earned Master's Degree in nursing with a CNS focus, N502, N623 (or equivalent courses approved by the CNS focus faculty). Grade only.

### 640 Primary Care of Adults I 3 S.H.

Focus is on the diagnosis and management of acute and episodic health related conditions and illnesses in the primary care setting. Epidemiology of problems is examined and emphasis is placed on health promotion and disease prevention. Prerequisites: N502, N506, N623; Corequisites: N519, N641. Grade only.

### 641 Primary Health Care Clinical I 2-3 S.H.

This course provides the opportunity to apply the knowledge and develop skills related to the role of the nurse practitioner in primary care. ANP students register for 2 S.H.; FNP students register for 3 S.H. Corequisite: N640, N642 (FNP only). Grade only.

### 642 Primary Care of Children I 2 S.H.

This course focuses on promotion of health of children and their families, and the diagnosis and management of acute and common health related conditions and illnesses in the primary care setting. Corequisites: N640 (FNP only). Grade Only.

### 643 Primary Care Clinical II - 3-4 S.H.

This course provides the opportunity to apply knowledge and develop skills related to the role of the nurse practitioner in management of clients/families with complex disease states and health related conditions. ANP students register for 3 S.H.; FNP students register for 4 S.H. Corequisites: N644, N646 (FNP only). Grade only.

### 644 Primary Care of Adults II - 3 S.H.

This course focuses on the diagnosis and management of chronic and comorbid health related conditions and illnesses in the primary care setting. Epidemiology of problems is examined and emphasis is placed on health promotion, health maintenance, and prevention of disability. Prerequisites: N640, N641, N642 (FNP only). Corequisites: N643, N646 (FNP only). Grade only.

### 645 Primary Care Internship 3 S.H.

A clinical preceptorship for nurse practitioner students that provides an opportunity to further enhance knowledge and the skill level related to primary care. The clinical preceptorship provides opportunities to apply theoretical and didactic knowledge in practice. The internship is an intensive immersion in a single practice setting with focus on continued development of the Nurse Practitioner role and in providing continuity of care. Asynchronous, Internet based course. Prerequisites: N502, N506, N508, N519, N623, N640, N641, N642, N643, N644, N646 (FNP only). Grade only.

### 646 Primary Care of Children II 2 S.H.

This course focuses on the role of the NP in the evaluation and management of chronic and complex health disorders of children in the primary care setting. The impact of chronic and complex disorders on children and families will be considered with an emphasis on strategies to promote wellness, optimize development, and facilitate adaptation in the child and family. Epidemiology of problems is examined. Prerequisites: N640, N641, N642. Corequisites: N643, N644. Grade only.

### 650 Nursing Information Management & Decision-Making Technology - 1-3 S.H.

This course provides a basis for the use of computerized records and data for delivering nursing care. Content includes areas such as nursing informatics, electronic patient records, taxonomies for diagnosis, interventions and outcomes, and decision support technology. Prerequisites: N510, N626, N627 or consent of instructor. Grade only.

### 651 Organizational Concepts for Nursing Administration - 3 S.H.

This course provides knowledge of organizational concepts in health care systems with emphasis on nursing care systems. Emphasis is on the interrelationships needed to provide nursing services in contemporary health care organizations focusing on both formal and informal systems, culture and structure. Prerequisite: N510, Mayo Nurse Anesthetist Students, consent of instructor. Grade only.

### 652 Resource Management in Nursing Services - 1-3 S.H.

This course focuses on the application of fiscal management principles, budgeting conventions, and human resource allocation methods as they are applied in the provision of nursing care within health care organizations. Prerequisites: N510, N651 or consent of instructor. Grade only.

### 653 Human Resource Management - 1-2 S.H.

This course focuses on personnel management and labor relations principles as they apply to the provision of nursing services within a health care organization. Prerequisites: N510, N651, and N626/627 (or concurrent). Grade only.

### 654 Structure and Design of Nursing Services in Health Care Organizations 1-2 S.H.

Course content related to health care organization structures with an emphasis on the design and delivery of nursing services. Prerequisites: N510, N626, N627, N650 (or concurrent) N651, N652, N653 or consent of instructor. Grade only.

### 655 Nursing Administration Practicum 2-3 S.H.

This guided practicum is designed to build on the student's previous experiences and to meet individual learning needs. Practicing nurse administrators are utilized as preceptors to enhance the application of principles. Prerequisites: N510, N626, N627, N651, N652, N653, and N650, N654 or concurrent. Grade only.

### 656 Organizational Concepts in Health Care and Nursing - 1-3 S.H.

This course provides knowledge of health care organization design and behavior. Focus is on nursing care systems as they relate to the organization, labor relations, and personnel principles as they apply to the provision of nursing services. Prerequisite: Admission to the graduate program or consent of instructor. Grade only.

### 669 Nursing Education: Theory and Research - 1-3 S.H.

This course provides a foundation for the nurse educator focus with the MS program in nursing. The course is an overview of the classic and contemporary philosophies, theories and research about teaching and learning in nursing. Teaching and learning in schools of nursing, practice settings for the professional development of nurses, and client (patient) education are primary foci of the course. Prerequisites: N508, N510, N626, N627 or consent of instructor. Grade only.

### 670 Nursing Education: Curricula and Program Design- 1-3 S.H.

This course is designed to introduce students to the components of educational program processes. Principles of program design and evaluation of nursing education and staff development are the key concepts explored in this class. Prerequisites: N510, N626, N627 or consent of instructor. Grade only.

### 671 Nursing Education: Instruction and Evaluation - 1-2 S.H.

A course for nurse educators designed to apply teaching and learning theories, research and strategies to teaching in schools of nursing or healthcare organization staff development programs. Content focuses on the practical application of a large variety of teaching and evaluation techniques available in the practice of nursing education. Prerequisites: N510, N624 and N625 or N626 and N627, N669, N670 or consent of instructor. Grade only.

### 672 Nursing Education: Instruction and Evaluation: Practicum 1-2 S.H.

This practicum, a companion course to N671, provides the student with a guided experience in the process of teaching. The practicum will focus on assessing learners; planning, developing, and implementing instruction; and the evaluation of learner achievement. Prerequisites: N510, N624 and N625 or N626 and N627, N669, N670 or consent of instructor. Grade only.

**688 Professional Study I 2 S.H.**

This course is an extension of the base knowledge acquired in the core courses of statistics and research in nursing that prepares students to undertake a faculty supervised investigation/project. This may include such projects as clinical investigations, case studies, evaluation projects, outcome studies on interventions or changes in interventions, or programmatic applied research. The intent of Professional Study I is to do the preliminary work to implement the project and may include planning, approval, and implementation phases of the project. Prerequisites: STAT 601, N510. Grade only.

**689 Professional Study II 1 S.H.**

This course is an extension of Professional Study I. The intent is to complete the investigation/project, prepare the scholarly written report, and make an oral presentation of the project. Prerequisite: permission of project advisor. Grade only.

**690 Continuing Thesis/Professional Study 1 S.H.**

Continuing enrollment for thesis or professional study when not registered for N698, N699, N688, or N689. This course is to be used for registration while actively working with thesis or professional study advisor when not enrolled in the above courses. May be repeated. Credits do not count for graduation. Prerequisite: permission of project advisor. Grade Only.

**698 Thesis I 2 S.H.**

This course is an extension of the base knowledge acquired in the core courses of statistics and research in nursing that prepares students to undertake a faculty supervised thesis. Investigation of a nursing research question using the research process and subsequent presentation of the research to the thesis committee is required for graduation. This course is taken during the proposal refinement and approval process phases of the research process. Prerequisites: STAT 601, N510. Prerequisite: permission of thesis advisor. Grade only.

**699 Thesis II 2 S.H.**

This course is an extension of the base knowledge acquired in the core courses of statistics and research in nursing that prepares students to undertake a faculty supervised thesis and involves completion of the nursing research process and presentation of the research to the thesis committee. Taken after Thesis I. Prerequisite: permission of thesis advisor. Grade only.

**ELECTIVE COURSES****516/416 Issues in Gerontology and Geriatrics for the 21st Century 1-3 S.H.**

This course is a series of three consecutive modules of content related to common issues in gerontology and geriatrics. A student may take one, two or all modules and each has as a prerequisite, the preceding module. The course is open to upper level undergraduate students, students enrolled in the RN to MS Program and Graduate Students in Nursing. Other students admitted by consent of instructor. The course will focus on normal aging, theories of aging, social gerontology and societal effects of an increasing population of older people. The geriatric content will focus on major geriatric syndromes such as immobility, incontinence, instability, iatrogenic illness and intellectual impairment. Emphasis will be placed on assessment and maintenance of individual competency, independence and physiological function across clinical settings. Grade only.

**517/417 Health Assessment Techniques 1 S.H.**

A guided study review of the basic components of physical assessment and an opportunity for performance evaluation at completion of course. Content relative to obtaining a complete health history and performing a physical examination, with appropriate documentation of each. Designed for advanced practice nursing students to ensure readiness for N623 Advanced

Health Assessment. Prerequisite: consent of instructor. Pass/No credit.

**518/418 Computer Applications in Nursing 2 S.H.**

This course is designed to provide knowledge of technological modalities presently used to assist in the diagnosis and treatment of patients, planning and monitoring of care, management of information, and data analysis. The application of nursing informatics in nursing research, administration, education, and practice will be explored. Emphasis in this course is on extensive hands on experience in Windows, word processing, spreadsheet and database applications, presentation software, the Internet, advanced online library searching, and other computer-related applications. Course meets admission requirement for computer literacy. Grade only.

**595/495 Seminar/Workshop in Nursing 1-3 S.H.**

This course provides in depth study of selected topics. Content arranged by Nursing Department and specified for each offering. May be repeated when offered with different content/title. Grade only.

**596/496 Feminist Perspectives in Nursing 2 S.H.**

This seminar explores the relationship of the feminist movement, feminist theory, and gender issues in nursing history and practice. Faculty and students will explore a feminist process for integrating feminist values into the classroom. Graduate students will be required to write a paper to meet course requirements. Nursing major or consent of instructor. Grade only.

**602 Health Care for Rural Americans 1-3 S.H.**

This course provides an overview of issues related to caring for rural individuals, families and communities. The course is divided into three modules: Rural Health Care Policy, Rural Health Clinical Application and Special Populations in Rural Health. Emphasis will be on the knowledge and skills needed by primary health care providers in rural settings. Students will have the opportunity to examine rural health issues from a variety of perspectives including health promotion/disease prevention with individuals, families and communities, disease management and issues affecting rural health care policy. Graduate nursing students in any option may register for 1 to 3 credits; each module is worth one credit. Grade only.

**610 Nutrition for Advanced Practice Nurses 2 S.H.**

This guided self-study provides an overview of nutrition theory and application for the advanced practice nurse. Content includes principles of nutritional health maintenance and health promotion. Designed for students who desire additional knowledge of nutrition. Prerequisite: consent of instructor. Grade only.

**611 Advanced Practice Nursing Clinical 1-3 S.H.**

This focused clinical experience provides opportunities to apply theoretical knowledge and clinical skills in the practice setting. Students will develop analytical and management skills related to advanced practice nursing. Emphasis will be on providing planned interventions of nursing care, health education, disease prevention, or risk reduction to a preselected patient population. Prerequisite: consent of instructor. Pass/No Credit.

**685 Individual Study in Nursing 1-3 S.H.**

This course provides an opportunity for the qualified graduate student in nursing to work independently under the direction of a graduate faculty member. Topics may include research, development of special skills or clinical experience, selected readings, or review of a nursing problem. May be repeated for a total of 6 (six) credit hours. Contract with learning objectives, plan for accomplishments, and criteria for evaluation is necessary. Offered each semester. Prerequisites: enrolled in the graduate nursing program and consent of instructor. Grade only

**Doctor of Nursing Practice Program**

Chairperson: Jo Stejskal

Director of Graduate Nursing: William McBreen (507) 285-7489, wmcmbreen@winona.edu, www.winona.edu/nursing.

Doctor of Nursing Practice Faculty: D. Forsyth, P. Gaspar, T. Gaspar, W. McBreen, C. Scherb.

*Diane Forsyth*, Associate Professor, Nursing; B.S.N., Winona State University; M.S., University of Wisconsin - Madison; Ph.D., University of Wisconsin - Milwaukee, 2006-

*Phyllis Gaspar*, Professor, Nursing; B.S.N., M.S.N., University of Nebraska Medical Center; Ph.D., Case Western Reserve University; 1995-  
*Timothy Gaspar*, Dean and Professor, College of Nursing and Health Sciences; B.S., South Dakota State University; M.S.N., University of Nebraska Medical Center; Ph.D., University of Utah; 1995-

*William McBreen*, Professor, Nursing; B.S.N., Mount Marty College Yankton, South Dakota; M.S.N., University of Nebraska Medical Center  
Omaha; Ph.D., University of Texas at Austin; 2000 -

*Cindy Scherb*, Associate Professor, Nursing; B.S.N., Mount Mercy College; M.S., University of Minnesota; Ph.D., University of Iowa, 2001-

**GRADUATE DEGREES OFFERED**

Doctor of Nursing Practice

**ACCREDITATION**

The Doctor of Nursing Practice program is not accredited. National accreditation standards have not yet been established for the Doctor of Nursing Practice degree. Accreditation will be applied for once the standards for accreditation are finalized and released by: Commission on Collegiate Nursing Education (CCNE) One Dupont Circle NW, Suite 530, Washington, DC 20036-1120. Phone: (202) 8876791; www.aacn.nche.edu

**LOCATION**

Doctor of Nursing Practice faculty offices are located at the WSU-Rochester campus. Courses for the Doctor of Nursing Practice are offered utilizing a variety of synchronous and asynchronous distance education methods including Internet, ITV, and Internet based conferencing.

**PURPOSE**

The DNP program provides masters prepared nurses with opportunities for practice-based doctoral education. The DNP Program is offered by Winona State University as part of a consortium of graduate nursing education programs in the Minnesota State Colleges and Universities (MnSCU) system. The program is taught by the graduate nursing faculty and advanced practice nurses and leaders from the associated clinical facilities of:

**Metropolitan State University  
Minnesota State University, Mankato  
Minnesota State University Moorhead  
Winona State University**

**The DNP Program features a plan of study that:**

- builds upon the previous masters education of nurses currently practicing in a variety of advanced roles (e.g., nurse administrator, nurse educator, clinical nurse specialist, nurse anesthetist, nurse practitioner, nurse midwife).
- emphasizes leadership in advanced practice, preparation for research utilization/translation of research to practice, and doctoral level clinical experiences in evidence-based practice, quality improvement, and organization/systems thinking.
- is structured around the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice, and focuses upon the development of skills and knowledge needed for increasingly complex roles in practice, teaching, and leadership.
- provides five semesters of doctoral level didactic and clinical coursework utilizing a variety of approaches, including distance learning technologies, that facilitate access for students in remote areas while providing opportunities for discussions and clinical experiences with advanced nursing leaders and experts throughout Minnesota and the nation.

**DNP STUDENT LEARNING OUTCOMES**

The learning outcomes are based on the AACN *Essentials of Doctoral Education for Advanced Nursing Practice (2006)* and reflect the ability of graduates to:

1. Evaluate scientific underpinnings that contribute to translation of nursing research to improve practice.
2. Evaluate nursing actions that influence health care outcomes for individuals, families, and populations.
3. Use knowledge gained through evaluation of nursing actions that influence health outcomes to improve care delivery, patient outcomes, and systems management.
4. Evaluate evidence pertaining to direct care of patients and management of care for individuals, families, systems, and populations.
5. Translate evidence gained through evaluation of direct care of patients and management of care for individuals, families, systems, and populations to improve practice and implement health policy.

**ADMISSION REQUIREMENTS**

1. Graduation with a minimum cumulative grade point average of 3.0 on a 4.0 scale, from a CCNE or NLNAC accredited Master's program in nursing.
2. Registered nurse licensure in the state where you expect to conduct your clinical practicum.
3. Eligibility for licensure in Minnesota.
4. Certification: Nurse practitioner, clinical nurse specialist, nurse anesthetist, and nurse midwife applicants must have the respective national certification needed for practice.
5. Professional references from two persons who can comment competently on the applicant's background and suitability for doctoral study. One reference should be from a supervisor and one from a peer in an advanced nursing role (e.g., nurse practitioner, nurse administrator, clinical nurse specialist, or nursing educator). (See reference form on web page).
6. Goal Statement (See guidelines).
7. Resume (See guidelines on web page).
8. An interview with DNP faculty may be requested following review of the application.

**Application Submission Requirements**

The applicant seeking admission is required to submit or show evidence of the following:

1. Completed Program Application for admission to the Doctor of Nursing Practice Program.
2. Official copies of transcript(s) from each institution attended for graduate study. NOTE: If the applicant has unofficial copies of graduate level transcripts, please include those in the application. They will help expedite application review until official transcripts are received.
3. Evidence of current unencumbered license as a Registered Nurse from the state(s) where clinical will be conducted.
4. References.
5. Goal Statement.

6. Resume.
7. Official copy of TOEFL score if international student.
8. A \$40 non-refundable application fee.

### PROGRAM REQUIREMENTS

The number of credits required for graduation from the DNP program includes:

1. 36 credits of doctoral course work completed as an admitted student in the DNP program.
2. a minimum of 36 credits of nursing-focus or role-specific course work transferred from the student's master's in nursing program. A minimum total of 72 credits are required for graduation.

In addition to completion of the required courses students are required to complete and successfully defend an evidence based capstone project.

### PLAN OF STUDY

The following is the sequence of coursework for the Doctor of Nursing Practice. Students are admitted with a cohort of students that progress through the program as outlined. If a student has to stop out of the program for academic, personal or professional reasons, the student must submit a written request to join another cohort. The written request must be submitted to the DNP Program Management Council Chairperson.

	Fall		Spring	
<b>Year 1</b>	<b>NURS 700:</b> Theoretical Foundations for Nursing Practice	4	<b>NURS 702:</b> Clinical Scholarship and Analytical Methods for Advanced Nursing Practice	4
	<b>NURS 701:</b> Applied Biostatistics	4	<b>NURS 740:</b> Clinical Scholarship I *	3
<b>Summer</b>	<b>NURS 704:</b> Clinical Prevention and Population Health	4		
	<b>NURS 750:</b> Clinical Scholarship II*	3		
<b>Year 2</b>	<b>NURS 706:</b> Organizational and Systems Leadership	4	Doctoral Level Practice Concentration Specialty Required Elective**	4
	<b>NURS 760:</b> Clinical Scholarship III*	3	<b>NURS 770:</b> Clinical Scholarship IV: Capstone*	3
<b>Credits</b>		22		14
<b>Credits in DNP</b>				36
<b>Credits Transferred in from Masters</b>				36
<b>Total Program Credits</b>				72

\*Includes 2 credits (100 hours) clinical and 1 credit seminar (25 hours)

\*\*Can be taken any semester

### COURSE DESCRIPTIONS

#### NURS 700, Theoretical Foundations for Nursing Practice

**Credits:** 4 semester credits  
**Prerequisite:** Admission to the DNP Program  
**Course Description:** This course focuses on theoretical perspectives and foundations for inquiry in the discipline. The structure of nursing knowledge (phenomena, concepts, and theories) will be evaluated for its relationship to practice. The interrelationship of theory, research, and practice will be analyzed.

#### NURS 701, Applied Biostatistics

**Credits:** 4 semester credits  
**Prerequisites:** Admission to the DNP Program; Graduate Level Statistics Course  
**Course Description:** The goals of this course are to develop statistical skills necessary to evaluate critically biomedical research using advanced quantitative methods, to identify appropriate techniques for interpretation of results of independent research, and for presentation of results to improve clinical practice.

#### NURS 702, Clinical Scholarship and Analytical Methods for Advanced Nursing Practice

**Credits:** 4 semester credits  
**Prerequisites:** Nurs 700 & Nurs 701  
**Corequisite:** Nurs 740  
**Course Description:** This course focuses on the conduct of clinical scholarship. Content includes transformational research approaches and evidence-based practice processes, including epidemiological methods. Evaluation methods of clinical practice change outcomes on individuals, groups, populations, and systems are addressed.

#### NURS 704, Clinical Prevention and Population Health

**Credits:** 4 semester credits  
**Prerequisite:** Nurs 700, Nurs 702, & Nurs 704  
**Corequisite:** Nurs 750  
**Course Description:** The conceptual foundations of culturally sensitive clinical prevention and population health in advanced nursing practice will be evaluated. A global perspective to clinical prevention and population health that bridges illness and preventive care models will be investigated and designed.

#### NURS 706, Organizational and Systems Leadership

**Credits:** 4 semester credits  
**Prerequisite:** Nurs 700, Nurs 702, Nurs 704, Nurs 740, & Nurs 750  
**Corequisite:** Nurs 760  
**Course Description:** Organizational and systems leadership skills critical for culturally sensitive nursing practice to improve healthcare and outcomes are enhanced. Focus is on transformational leadership, measurement of outcomes, data driven decision-making, and the business realities of leading within healthcare.

#### NURS 740, Clinical Scholarship I

**Credits:** 3 semester credits (1 credit seminar, 25 hrs; 2 credits clinical, 100 hrs.)  
**Prerequisite:** Nurs 700, Nurs 701  
**Corequisite:** Nurs 702  
**Course Description:** This clinical seminar focuses on collaboration of interprofessional teams and the roles of advanced practice nurses within this collaboration. Development of a framework for identifying, implementing, and evaluating a collaborative effort is emphasized.

#### NURS 750, Clinical Scholarship II

**Credits:** 3 semester credits (1 credit seminar, 25 hrs; 2 credits clinical 100 hrs.)  
**Prerequisite:** Nurs 700, Nurs 702, & Nurs 740  
**Corequisite:** Nurs 704  
**Course Description:** Develop, implement, and evaluate culturally-sensitive approaches to improve health status/access patterns and/or address gaps in care of populations within a community of focus whether locally, nationally, or globally.

#### NURS 760, Clinical Scholarship III

**Credits:** 3 semester credits (1 credit seminar, 25 hrs; 2 credits clinical, 100 hrs.)  
**Prerequisites:** Nurs 700, Nurs 702, Nurs 704, Nurs 740, & Nurs 750  
**Corequisite:** Nurs 706  
**Course Description:** This course focuses on development of consultative and leadership strategies for use in implementing a clinical practice approach to a clinical nursing practice problem. The inter-professional context along with various information technologies and information systems will be considered.

#### NURS 770, Clinical Scholarship IV: Capstone

**Credits:** 3 semester credits (1 credit seminar, 25 hrs; 2 credits clinical, 100 hrs.)  
**Prerequisites:** Nurs 700, Nurs 702, Nurs 704, Nurs 740, Nurs 750 & Nurs 760  
**Corequisite:** None  
**Course Description:** This seminar and practicum focuses on accountability for advancing the nursing profession and contributing to the developing body of nursing practice knowledge. Addresses advocacy at all levels of policy implementation. Culminates in a successful oral defense of the capstone project.

### Grades

A grade of B is the minimum passing grade for each course. If a student does not receive a minimum grade of a B in any DNP course, the student will not be allowed to progress to the next courses in the plan of study until the course is repeated and completed with a minimum grade of B. Students are allowed to repeat a course only once during the academic program. If a student is required to repeat a course for academic reasons, a formal request to repeat the course and to continue the program with a new cohort of students must be submitted to the PMC.

A grade of incomplete may be granted at the discretion of the lead instructor for the course. Students must submit a request for a grade of incomplete prior to the end of the respective course. The uncompleted coursework must be completed and a passing grade assigned by the instructor prior to the end of the following semester. The student may not progress into subsequent courses until a satisfactory grade is submitted by the lead instructor.

### Transfer Credits

Transfer of doctoral level courses into the student's program of study can include coursework that substitutes for required courses or meets the requirements of elective coursework. All coursework to be considered for transfer into the DNP program must be at the doctoral level from regionally accredited academic institutions and must be completed after the student is admitted into the MnSCU Consortium DNP program.

Students must submit a formal request for transfer of credits to the PMC after approval from student's academic advisor. The request must be submitted prior to enrollment in the course and include a course description and syllabus. Final approval of a course to be transferred into the student's plan of study will be made by the PMC. A maximum of 4 credits can be transferred into the student's plan of study.

### Time Limitation

All degree requirements including DNP Consortium credits, transfer credits, and all other program requirements must be completed with the five years prior to the awarding of the degree. Under exceptional extenuating circumstances, a student may submit a petition through their advisor and to the Program Management Council requesting an extension of the time limitation.

### Preliminary Examination/Capstone Proposal Defense

The student's defense of the capstone/evidence based project proposal serves as the preliminary examination for the DNP program. This examination is intended to determine if a student is prepared and qualified to begin work on the capstone project. To be eligible to take the preliminary examination and defend the capstone project proposal, a student must have an appointed doctoral advisory committee and have completed sufficient doctoral course work as specified by the plan of study.

The approval/disapproval of the project by the student's doctoral advisory committee will serve as documentation of the student's performance on the examination. If a student does not receive approval of the project proposal by the advisory committee, the student must correct any deficiencies and meet again with the advisory committee. Once the committee has approved the capstone project proposal, that student is considered to have passed the preliminary examination. The process for selection of the capstone project advisor and committee and for development and approval of the proposal is included in the capstone project guidelines.

### Comprehensive Examination/Final Capstone Project Defense

The final defense of the capstone project serves as the comprehensive examination for the DNP program. This examination serves to determine that the student has met all the requirements of the capstone project and has completed a project reflective of doctoral level academic and clinical work.

Approval of the final defense of the capstone project by the advisory committee serves as documentation that the student has met all project expectations and is eligible for graduation, once all academic and clinical requirements have been met. If a student does not receive approval of the capstone project by the advisory committee, the student must correct any deficiencies and meet again with the advisory committee. Please see the Capstone Project Guidelines for the guidelines for the capstone project and the final defense.

### Clinical Scholarship Courses

The clinical scholarship courses are a sequence of four courses designed to provide DNP students with 400 hours of clinical experience with a preceptor and a setting for development and implementation of the DNP Capstone Project.

**Clinical Preceptor:** Each DNP student will select, with the input of their DNP Academic Advisor or their DNP Capstone Advisor, a preceptor for their 400 hour clinical experience. The preceptor must be an expert in the clinical, educational, or administrative area in which the DNP student wishes to develop expertise. There are currently very few nurses prepared at the DNP level who can serve as the clinical preceptor for DNP students. Therefore, the clinical preceptor will not necessarily be a DNP-prepared advanced practice nurse. Examples of persons who might fill the position of clinical preceptor include an advanced practice nurse with a PhD; an advanced practice nurse with considerable experience and recognition as an expert in a particular clinical field; a MD with specialized training and experience; a nurse with an administrative position as the Director, Vice President, President, or CEO within a health care organization; a nurse educator; a nurse with a business or other degree; an advanced practice nurse in private practice; etc. The clinical preceptor must hold a position in the organization

where he/she can facilitate the DNP student's access to organizational information, decision makers, and other personnel in order to complete the development and implementation of the DNP student's clinical project over a year within the organization.

**Clinical Site:** The clinical site for the clinical scholarship courses is important to the development and implementation of the DNP Capstone Project. DNP students are encouraged to select a clinical site that can provide the facilities and expertise for their growth. The clinical site may be a hospital, a health care system, an insurance company, a public health agency, a school/college of nursing, a research institute, a nonprofit agency, or other organization. The home Consortium institution must have a contract with the clinical site. The DNP student should begin discussing possible clinical sites early in their program so that the contract can be in place before the student begins the second semester of study. The Initial DNP Academic Advisor and/or the DNP Capstone Project Advisor can assist with locating a suitable clinical site.

The student may choose to participate in the clinical scholarship courses within the organization where they are employed. However, the student must complete the 400 required clinical hours outside their current work setting. In large organizations, this means that the DNP student will be placed for the clinical scholarship courses outside the department or unit where they are employed. The line between current employment and clinical scholarship hours and project(s) must be clear to both the organization and the DNP student. When possible and practical, the DNP student is encouraged to select a clinical site outside of their current organization.

## COLLEGE OF SCIENCE AND ENGINEERING

Pasteur 101, 457-5585  
W. Harold Ornes, Dean

### DEPARTMENTS

Biology  
Chemistry  
Computer Science  
Engineering  
Geoscience  
Mathematics & Statistics  
Physics

The College of Science and Engineering offers undergraduate degree programs only.

### MISSION

The College of Science & Engineering is committed to contribution towards 21st century advances in science, technology, engineering, and mathematics (STEM) by inspiring the next generation of innovators and teachers and by promoting research and scholarship across STEM disciplines. Through a broad range of major, minor, and pre-professional programs, as well as through basic skills, interdisciplinary, and research-rich learning environments, the College strives to ensure the success of all students.

College curricula are intentionally designed with the goals of providing meaningful, challenging educational experiences and building deep connections between these experiences in STEM to disciplinary interests, career goals, and societal issues. Seamless integration of the curriculum with vital research conducted in Upper Mississippi River region environments, significant nearby healthcare centers, regional manufacturing and composites industries, state-of-the-art laboratory and computing facilities, and a wide variety of area school districts, to name only a few examples, builds both purpose and passion while furthering these goals.

In fulfilling its mission, the college provides high quality undergraduate curriculum in STEM leading to the Bachelor of Arts and Bachelor of Science degrees as well as pre-professional programs promoting student progression into a wide range of clinical, professional, and post-graduate studies at other institutions. Many graduate level courses are additionally offered to serve the continuing education needs of educators and other professionals within the service region of Winona State University.

## BIOLOGY

220 Pasteur, 457-5270

Chairperson: Edward Thompson

Graduate Faculty: Bates, Berg, Brako, Delong, Essar, Evenson, Mundahl, Ragsdale, Reuter, Richardson, Segal, Thompson, Wilson

*Kimberly M. Bates*, Professor, Biology; B.S., University of Massachusetts, Amhurst; M.S., Ph.D., University of Missouri, Columbia; 1997

*Steven Berg*, Professor, Biology; B.S., Pacific Lutheran University; Ph.D., Purdue University; 1986

*Emmanuel Brako*, Professor, Biology; B.S. Tuskegee University, M.S., Ph.D., Louisiana State University and A & M College; B.V.M., University of Nairobi; 1989

*Michael D. Delong*, Professor, Biology; B.S., University of Southern Mississippi; M.S., Memphis State University (TN); Ph.D., University of Idaho, Moscow; 1992

*David Essar*, Professor, Biology; B.S., Ferris State College (MI); M.S., Ph.D., University of Iowa; 1992

*Kimberly J. Evenson*, Professor, Biology; B.S., M.S., North Dakota State University Fargo; Ph.D., University of Minnesota Twin Cities; 1995

*Neal Mundahl*, Professor, Biology; B.A., Winona State University; M.S., Michigan Technological University; Ph.D., Miami University (Ohio); 1989

*Frances Ragsdale*, Professor, Biology; B.S., Eastern Oregon State; M.S., Southeastern Louisiana University; Ph.D., University of Idaho; 1992

*Lawrence Reuter*, Professor, Biology; B.A., Saint Mary's College of Minnesota; Ph.D., Princeton University; 1979

*Robin Richardson*, Professor, Biology; B.S., Michigan State University; M.S., Central Michigan University; Ph.D., University of Oklahoma; 1990

*Scott P. Segal*, Assistant Professor; B.S., University of Wisconsin; Ph.D. Northwestern University; 2006-

*Edward Thompson*, Professor, Biology; B.A., Macalester College, St. Paul; Ph.D., Medical College of Wisconsin, Milwaukee; 1992

*Edward (Ted) Wilson*, Assistant Professor; B.A., Luther College, Decorah, IA; M.S., Ph.D., Iowa State University, Ames; 2004-

### COURSE DESCRIPTIONS

#### 525/425 Animal Behavior - 3 S.H.

A study of how and why animals behave in the ways they do. Special attention is given to the observation and description of behavior and to the ensuing questions of immediate causation, development, evolution and function of behavior. Lecture and demonstration. Prerequisites: 308, 310, 312. Offered alternate years.

#### 545/445 Immunology - 3 S.H.

An introduction to the theory and practice of modern immunology. Emphasis on the immune response in humans. Prerequisites: 308, 310, Chem. 340. Offered yearly.

#### 560/460 General Parasitology - 3 S.H.

An introduction to the study of parasites of humans and domestic animals, and the etiology of associated pathologic states. Prerequisites: 308, 310 and Chem. 340. P/NC option for non-biology majors/minors only. Lecture and laboratory. Offered yearly.

#### 570/470 Histology - 4 S.H.

A microscopic study of animal cells, tissues, and organs and correlating structure and function. Emphasis is placed on the mammal. Laboratory includes microtechniques and histochemistry and the analysis of electromicrographs. Lecture and laboratory. Prerequisites: 308, 310, and Chem. 212, 213. Offered yearly.

# CHEMISTRY

320 Pasteur, 457-5290

www.winona.edu/chemistry

Chairperson: Charla Miertschin

Graduate Faculty: Engen, Franz, Hein, Kopitzke, Miertschin, Nalli, Ng, Svingen

*John C. Deming*, Assistant Professor, Chemical Education/Environmental Chemistry; B.S., Ph.D., University of Montana; 2006-  
*Mark A. Engen*, Professor, Environmental Chemistry; B.S., Bemidji State University; Ph.D., Montana State University; 1997-  
*Jeanne L. Franz*, Professor, Analytical Chemistry; B.A., Augustana College; Ph.D., University of Minnesota, Twin Cities; 1996-  
*Sara M. Hein*, Associate Professor, Bioorganic Chemistry; B.S., University of Wisconsin, La Crosse; Ph.D., University of Iowa; 2000-  
*Robert W. Kopitzke*, Associate Professor, Polymer Chemistry, B.S., M.S., Ph.D., Florida Institute of Technology; 1999-  
*Charla S. Miertschin*, Professor, Inorganic Chemistry; B.S., Abilene Christian University; Ph.D. Texas A&M University; 1995-  
*Thomas W. Nalli*, Professor, Physical Organic Chemistry; B.S., Union College, Schenectady N.Y.; M.S., Ph.D., University of Rochester; 1995-  
*C.B. William Ng*, Professor, Physical Chemistry; B.S., M.S., Ph.D., University of British Columbia; 1986-  
*Bruce A. Svingen*, Professor, Biochemistry; B.A., St. Olaf College; Ph.D., Michigan State University; 1987-

## COURSE DESCRIPTIONS

### 510/410 Polymer Chemistry - S.H.

An overview of polymer chemistry is presented. Major topics include polymerization reactions and kinetics, polymer morphology, polymer properties and polymer characterization. Prerequisites: CHEM 340 or CHEM 351 and CHEM 412 or ENGR 300. Offered yearly.

### 520/420 Topics in Industrial Chemistry - 2 S.H.

Applications of chemistry in industry. The chemistry and technology of selected industrial processes with emphasis on industrial organic chemistry. Prerequisites: CHEM 340 or CHEM 350. Offered every two or three years.

### 526/426 Analytical Chemistry II - 4 S.H.

A course stressing modern analytical chemistry. A study of the theory and practice of the quantitative examination of chemical systems. Covers the instrumental methods of: UVvis, emission, and AA spectroscopy, electrical methods, and gas and liquid chromatography. Prerequisites: CHEM 425 and CHEM 412. Offered yearly.

### 527/427 Topics in Instrumental Chemistry - 2 S.H.

Selected topics from the principles and application of the instrumental methods of: IR, UVvis and AA spectroscopy; NMR and mass spectrometry; gas and liquid chromatography. Prerequisites: organic and analytical chemistry and instructor's permission. Offered every two or three years.

### 538/438 Medicinal Chemistry - 2 S.H.

An introductory course describing selected topics in the chemistry of synthetic and naturally occurring organic medicinals. Chemical

structure and its relationship to biological activity. Lecture and problem solving discussions. Prerequisites: CHEM 340 or CHEM 350. Offered every two or three years.

### 547/447 Advanced Organic Chemistry - 2 S.H.

A study of organic reaction mechanisms. The correlated acidity, basicity and general reactivity of organic compounds. Application of chemical kinetics, thermodynamics, stereochemical concepts and the use of isotopes. Lecture course. Prerequisites: CHEM 351 and CHEM 412. Offered every two or three years.

### 565/465 History of Chemistry - 1 S.H.

A chemistry course emphasizing the fascinating interplay of ideas during the development of the chemical body of knowledge. Prerequisite: one semester of organic chemistry. Offered on demand.

### 570/470 Isotope, Nuclear and Radiochemistry - 2 S.H.

Introduction and basic treatment of the nucleus with emphasis on concepts in chemistry. Interactions of radiation with matter. Nuclear structure, stabilities and associated radioactive decay processes. Applications in nuclear reactors, particle accelerators, and medical therapies. Prerequisite: CHEM 412. Offered every two or three years.

### 575/475 Seminar in Chemistry - 1 S.H.

Students are expected to make oral and poster presentations on literature or laboratory research. Exploration of presentations by persons outside the department is included. Additional outreach opportunities will be scheduled as permitted. Prerequisite: 20 semester hours of chemistry. Offered yearly.

# GEOSCIENCE

120 Pasteur, 457-5260

Chairperson: Toby Dogwiler

Graduate Faculty: Anderson, Allard, Dogwiler, Meyers, Summa

*Jennifer L.B. Anderson*, Assistant Professor, Geoscience; B.S., University of Minnesota; S.M., Ph.D. Brown University; 2005-  
*Stephen T. Allard*, Associate Professor, Geoscience; B.S., M.S., University of New Hampshire; Ph.D., University of Wyoming; 2002-  
*Toby Dogwiler*, Associate Professor, Geoscience; B.A., Wittenberg University; M.S., Mississippi State University; Ph.D., University of Missouri, Columbia; 2002-  
*James Meyers*, Professor, Geoscience; B.A., Franklin & Marshall College; M.S., Ph.D., Indiana University; 1980-  
*Catherine Summa*, Professor, Geoscience; B.A., Wellesley College; Ph.D., Massachusetts Institute of Technology; 1996-

## COURSE DESCRIPTIONS

### 500/400 Individual Research Problems - 13 S.H.

Independent study of a selected geologic field and/or laboratory problem with subsequent preparation of written report and oral seminar. May be repeated up to 6 credits. Admission by consent of instructor and department chairperson. Offered each semester.

### 505/405 Current Topics in Geoscience - 13 S.H.

An analysis of current topics and issues relevant to Geosciences.

Subject matter and prerequisites will be announced in advance by the department. May be repeated as topics change. Offered with sufficient demand.

### 580 Field Techniques in Geosciences for Teachers I - 2 S.H.

Field-based introduction to the techniques of data collection, analysis, and interpretation of field problems in the geosciences. Description, interpretation, and collection of data of geologic materials and features in the field. Use of tools and instruments including geologic and topographic maps, aerial photographs,

GPS, and geologic compass. Emphasis placed on basic geologic, hydrologic, and environmental problems. Prerequisite: Certification to teach science in Minnesota grades 5-12 or to teach mathematics in Minnesota for grades 5-12. Completion of one year of science in the content area in which licensure is being sought is preferred. Offered in the summer, subject to funding and sufficient student interest.

### 680 Field-based Research in Geosciences for Teachers - 2 S.H.

Advanced field techniques in the geosciences. Focus on the study of igneous and metamorphic rocks in the field. Identification, design, and completion of a field-based research project using primary

data. Prerequisite: Certification to teach science in Minnesota grades 5-12 or to teach mathematics in Minnesota for grades 5-12. Completion of one year of science in the content area in which licensure is being sought is preferred and completion of GEOS 580-Field Techniques in Geosciences for Teachers I. Offered in the summer, subject to funding and sufficient student interest.

# MATHEMATICS AND STATISTICS

322 Gildemeister Hall, (507) 457-5370

Chairperson: Brant Deppa

www.winona.edu/mathematics

www.winona.edu/statistics

Faculty: Anderson, Beseler, Bunce, Debnath, Deppa, Draskoci-Johnson, Errthum, Hooks, Jarvinen, Leonhardi, Malone, Pascual, Peratt, Price, Quella, Quinn-Nelson, Rand, Suman,

*Jeffrey Anderson*, Interim Dean, College of Science and Engineering; B.A., University of Minnesota, Morris; Ph.D., Iowa State University; 1992 –

*Susan Beseler*, Assistant Professor, B.S. Winona State University; M.E. University of Wisconsin-LaCrosse; 2005 –

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

*Joyati Debnath*, Professor; B.Sc., M.Sc., Jadavpur University; M.S., Ph.D., Iowa State University of Science and Technology; 1989 -

*Brant Deppa*, Professor; B.S., M.S., University of Minnesota, Duluth; Ph.D., University of Minnesota-Twin Cities; 1992 -

*Jeffrey Draskoci-Johnson*, Associate Professor; B.A., Ohio Wesleyan University; M.S., Ph.D., Ohio State University-Columbus; 1996 –

*Eric Errthum*, Assistant Professor; B.S., University of Iowa; Ph.D., University of Maryland; 2007 –

*Tisha Hooks*, Assistant Professor; B.S., University of Nebraska-Kearney; M.S., Ph.D., University of Nebraska-Lincoln; 2006 –

*Richard Jarvinen*, Professor; B.A., St. John's University; M.A.T., Vanderbilt University; Ph.D., Syracuse University; 1989 -

*Steven Leonhardi*, Professor; B.A., Concordia College, Moorhead (MN); M.A., Ph.D., University of Wisconsin-Madison; 1996 -

*Christopher Malone*, Assistant Professor; B.S., Winona State University; M.S., Ph.D., Kansas State University; 2002 -

*Felino G. Pascual*, Professor; B.S., Ateneo de Manila, Philippines; M.Sc., Ph.D., University of Minnesota-Twin Cities; 1992 -

*Barry Peratt*, Associate Professor; B.S., Moravian College; M.S., Ph.D., University of Delaware; 1996 -

*Terry M. Price*, Associate Professor; B.S., M.S., Lamar University-Beaumont; Ph.D., Washington State University; 1998 -

*Joyce Quella*, Associate Professor; B.S., University of Wisconsin-Madison; M.A., University of Illinois; 1987 -

*Cheryl Quinn Nelson*, Associate Professor; B.A., Luther College; M.S., Winona State University; 1986 –

*Daniel Rand*, Associate Professor; B.S., Purdue University; M.S., Ph.D., University of Minnesota-Twin Cities; 1998 -

*Kenneth A. Suman*, Professor; B.S., M.S., Clemson University; Ph.D., Pennsylvania State University; 1990 -

*David K. Urion*, Professor; B.A., Culver-Stockton College; M.S., Miami University; Ph.D., University of Maryland; 1982 –

*Aaron Wangberg*, Assistant Professor; B.A., Luther College; Ph.D., Oregon State University; 2007 -

*Nicole Williams*, Assistant Professor; B.S., University of Maine at Farmington; M.S., Illinois State; 2003 –

## COURSE DESCRIPTIONS

PREREQUISITES: Prerequisites may be satisfied by equivalent 589/489 Special Topics 13 S.H. coursework or by consent of instructor. Exposure to mathematics education topics not included in other courses. Prerequisite: Determined by topics.

## MATHEMATICS

### 510/410 History of Mathematics - 3 S.H.

General view of the historical development of the elementary branches of mathematics. Prerequisite: 160 and 210. Fall.

### 520/420 Numerical Analysis - 4 S.H.

Numerical solution of equations, numerical interpolation, differentiation, and integration, numerical linear algebra, numerical solution of differential equations with analysis and use of algorithms and related software. Prerequisite: CS 231 or 234 and Math 260. Fall.

### 530/430 Operations Research: Linear Programming - 3 S.H.

An introduction to linear programming, including the simplex method. Other topics chosen from duality, sensitivity analysis, and the transportation and assignment problems. Prerequisite: one calculus course. Recommended: one linear algebra course. Offered alternate years.

### 535/435 Operations Research: Modeling - 3 S.H.

This course emphasizes mathematical modeling; problem identification and model construction. Topics chosen from among network flow analysis, nonlinear mathematical programming, queuing theory, simulation, integer programming, and Markov chains. Prerequisite: one calculus course. Recommended: one course in probability and statistics, and more than one course in calculus. Offered alternate years.

### 580/480 Special Topics - 1-3 S.H.

Exposure to mathematical topics not included in other courses. Prerequisite: Determined by topics. Offered on demand.

### 600 Problems in Mathematics - 1-4 S.H.

Designed to allow post-baccalaureate students an opportunity to study mathematical topics in depth under the supervision of a faculty member. May be repeated to a total of 4 S.H. On demand.

## MATHEMATICS EDUCATION

### 589/489 Special Topics - 1-3 S.H.

Exposure to statistical topics not included in other courses. Prerequisite: Determined by topics.

### 600 Problems in Mathematics Education - 1-4 S.H.

Designed to allow post-baccalaureate students an opportunity to study mathematics education topics in depth under the





Vicki Decker, Director, Career Services; B.A., M.S., Winona State University; 1988 –  
 Michael D. DeLong, Professor, Biology; B.S., University of Southern Mississippi; M.S., Memphis State University; Ph.D., University of Idaho-Moscow; 1992 –  
 John C. Deming, Assistant Professor, Chemistry; B.S., Ph.D., University of Montana; 2006 –  
 Keith Dennehy, Professor, Engineering; B.S., Rensselaer Polytechnic Institute; M.S., Youngstown State University; M.B.A., University of Utah; Ph.D., Rensselaer Polytechnic Institute; 1990 –  
 Russell Dennison, Professor, Library; B.A., Central College; M.A.L.S., University of Wisconsin; 1980 –  
 Brant Deppa, Professor, Mathematics and Statistics; B.S., M.S., University of Minnesota, Duluth; Ph.D., University of Minnesota; 1992 –  
 Shashi Dewan, Professor, Business Administration; B.S., Malviya Regional Engineering College; M.B.A., Ph.D., Indian Institute of Technology; 1988 –  
 Richard A. Deyo, Professor, Psychology; B.S., Viterbo College; M.A., Ph.D., Bowling Green State University; 1990 –  
 Holly Dibert, Athletic Training; B.A., Winona State University; M.S., Iowa State University; 2004 –  
 Toby Dogwiler, Associate Professor, Geoscience; B.A., Wittenberg University; M.Sc., Mississippi State University; Ph.D., University of Missouri, Columbia; 2002 –  
 Darrell Downs, Professor, Political Science; B.A., B.S., Montana State University; M.S., Oregon State University; Ph.D., Colorado State University; 1992 –  
 Suzanne Rhodes Draayer, Professor, Music; B.M., Furman University; M.S., George Peabody College of Vanderbilt University; D.M.A., University of Maryland College Park, 1993 –  
 Jeffrey Draskoci-Johnson, Associate Professor, Mathematics and Statistics; B.A., Ohio Wesleyan University; M.S., Ph.D., Ohio State University; 1996 –  
 Nancy Dumke, Assistant Director/504 Coordinator, Advising and Retention Office; B.A., St. Olaf College; M.S., University of Notre Dame; 1989 –  
 Edward Duplaga, Professor, Management of Information Systems and Operations; B.S., Bowling Green State University; M.B.A., Ph.D., University of Iowa; 2001 –  
 Ann Durley, Camps and Conferences; B.A., M.A., St. Mary's University; 2007 –  
 Daniel Eastman, Professor, Residential College; B.A., Western Washington University; M.F.A., Wayne State University; M.F.A., Bard College; 1989 –  
 Nancy Ann Eckerson, Associate Professor, Education; B.S., M.S., Minnesota State University-Mankato; Ph.D., Iowa State University; 2000 –  
 Sue Eckerson, Admissions; B.S., University of Nebraska; 2004 –  
 Gary Eddy, Professor, English; B.A., State University of New York-Brockport; M.A., University of Texas at El Paso; M.F.A., University of Arizona; Ph.D., State University of New York-Binghamton; 1988 –  
 Ronald Elcombe, Director, Residential College; B.S., University of Minnesota; M.M., Mankato State University; Ph.D., The Union Institute; 1991 –

Scott Ellinghuysen, Acting Vice President for Finance and Administrative Services; B.S., Winona State University; M.B.A., University of Wisconsin; 1989 –  
 Mark A. Engen, Professor, Chemistry; B.S., Bemidji State University; Ph.D., Montana State University; 1997 –  
 Mark J. Eriksen, Assistant Professor, Library; B.A., Ohio State University; M.L.S., Kent State University; M.S., South Dakota State University; 1998 –  
 Eric Errthum, Assistant Professor, Mathematics and Statistics; B.S., University of Iowa; Ph.D., University of Maryland; 2007 –  
 Maryam Eslamloo-Grami, Professor, Engineering; B.S., M.S., Shiraz University, Iran; Ph.D., University of California, 1993 –  
 David Essar, Professor, Biology; B.S., Ferris State College; M.S., Ph.D., University of Iowa; 1992 –  
 Kimberly J. Evenson, Professor, Biology; B.S., M.S., North Dakota State University, Fargo; Ph.D., University of Minnesota; 1995 –  
 Emilie Falc, Assistant Professor, Communication Studies; B.A., University of Illinois; M.A., Ph.D., Ohio University; 2001 –  
 Cathy Jo Faruque, Associate Professor, Social Work; B.S., Winona State University; M.S.W., San Diego State University; Ph.D., North Central University; 1997 –  
 Mary Fawcett, Associate Professor, Counselor Education; B.A., University of North Carolina; M.A., Appalachian State University; Ph.D., University of South Carolina; 1999 –  
 John Ferden, Director, Auxiliary Enterprises; B.A., Luther College; 1974 –  
 Patricia Ferden, Professor, Counseling Center; B.S., M.S., Winona State University; 1988 –  
 Juan Fernandez Iglesias, Assistant Professor, Foreign Languages; B.A., Universidad de Santiago de Compostela; M.A., Ph.D., University of Kansas, 2004 –  
 Andrew Ferstl, Associate Professor, Physics; B.S., University of Wisconsin; Ph.D., University of Minnesota; 2000 –  
 Joseph Foegen, Professor, Business Administration; B.B.A., M.B.A., Ph.D., University of Wisconsin; 1958 –  
 Jane Foote, Executive Director for Healthforce Minnesota; B.S., St. Olaf College; M.S., University of Cincinnati; 2007 –  
 Diane Forsyth, Associate Professor, Nursing; B.S., Winona State University; M.S., University of Wisconsin-Madison; Ph.D., University of Wisconsin-Milwaukee; 2004 –  
 Ruth Forsythe, Professor, English; B.A., St. Olaf College; M.A., Ph.D., University of Minnesota; 1977 –  
 Joan Francioni, Professor, Computer Science; B.S., University of New Orleans; M.S., Ph.D., Florida State University; 1998 –  
 Jeanne Franz, Professor, Chemistry; B.A., Augustana College; Ph.D., University of Minnesota; 1996 –  
 Carrie Fried, Associate Professor, Psychology; B.S., Iowa State University; M.S., Ph.D., University of California; 1999 –  
 Timothy Frisk, Associate Professor, Foreign Languages; B.A., M.A., Ph.D., University of Minnesota; 1990 –  
 Vivian Fusillo, Professor, Theatre and Dance; B.A., Marymount College; M.A., Stephen F. Austin State University; 1968 –

Carol Galbus, Associate Professor, English; B.S., Edgewood College; M.A.T., St. Mary's College of Minnesota; 1986 –  
 Alejandro Gallegos, Professor, Economics; B.A., Instituto Tecnológico y de Estudios Superiores de Monterrey; M.A., Ph.D., University of Wisconsin; 1988 –  
 Karen L. Gardner, Professor, Nursing; B.S.N., Florida State University; M.S.N., Texas Woman's University; 1985 –  
 Phyllis Gaspar, Professor, Nursing; B.S.N., M.S.N., University of Nebraska; Ph.D., Case Western Reserve University; 1995 –  
 Timothy Gaspar, Professor; Dean, College of Nursing and Health Sciences; B.S., South Dakota State University; M.S.N., University of Nebraska Medical Center; Ph.D., University of Utah; 1995 –  
 Tim Gegg-Harrison, Professor, Computer Science; B.A., University of Missouri - Columbia; M.S., Ohio State University; Ph.D., Duke University; 1992 –  
 Jerry Gerlach, Professor, Geography; B.A., M.A., University of Nebraska; Ph.D., University of Oklahoma; 1988 –  
 Judy M. Gernander, Professor, Business Administration; B.A., Minnesota State University-Mankato; J.D., University of Minnesota; 1970 –  
 Lisa Glueck, Associate Professor, Communication Studies; B.A., M.A., Washington State University; Ph.D., University of Wisconsin; 1993 –  
 Armando Gonzalez, Associate Professor, Foreign Languages; B.A., M.A., Ph.D., University of Iowa; 2004 –  
 Connie Gores, Vice President for Student Life and Development; B.A., North Dakota State University; M.Ed., Colorado State University; Ph.D., University of Washington; 2007 –  
 Ken Graetz, Director, E-Learning Center; B.S., University of Wisconsin; M.A., Ph.D., University of North Carolina at Chapel Hill; 2002 –  
 David Gresham, Acting Associate Vice President, Academic Affairs—Chief Information Officer; B.S., Winona State University; 1992 –  
 Tom Grier, Assistant Professor, Mass Communication; B.A., M.A., Winona State University; Ed.D., University of Minnesota; 1989 –  
 Gail Grimm, Professor, Health, Exercise and Rehabilitative Sciences; B.S., M.S., University of Wisconsin; Ph.D., University of Arkansas-Fayetteville; 1989 –  
 Cynthia Groth, Counselor, Financial Aid; B.A., Winona State University; 1984 –  
 Yogesh Grover, Professor, Political Science; B.A., M.A., University of Delhi (India); Ph.D., University of Missouri; 1988 –  
 Edward Guernica, Assistant Professor, Political Science; B.A., San Jose State University; M.A., Ph.D., Tulane University; 2004 –  
 John Gustafson, Associate Professor, Education; B.A., Bemidji State University; M.A., California State University; Ed.D., University of South Dakota; 1998 –  
 Mary Guy, Professor, Educational Leadership; B.A., George Washington University; M.A., Longwood College; Ph.D., Virginia Polytechnic Institute; 1993 –  
 William Hacker, Assistant Professor, English; B.A., Brown University; M.A., Ph.D., Cornell University; 2006 –

David E. Hamerski, Professor, Physics; B.S., St. Mary's University of Minnesota; M.S., University of Minnesota; Ph.D., Washington University; 1961 –  
 Elizabeth Harrison, Associate Professor, Nursing; B.S., University of Wisconsin-La Crosse; A.A., Rochester Community College; B.S., Marquette University; M.S., Ph.D., University of Wisconsin-Milwaukee; 2005 –  
 Susan Hatfield, Professor, Communication Studies/Assessment; B.S., M.A., Miami University; Ph.D., University of Minnesota; 1981 –  
 Tim Hatfield, Professor, Counselor Education; B.A., Harvard University; M.Ed., Harvard Graduate School of Education; Ph.D., University of Minnesota; 1980 –  
 Jacqueline Hatlevig, Professor, Nursing; B.S.N., Winona State University; M.S.N., Ph.D., University of Wisconsin; 1987 –  
 Linda Heath, Associate Professor, Nursing; B.S., M.S.N., University of Wisconsin; Ph.D., Walden University; 1993 –  
 Jennifer Hegland, Career Services; B.S., M.S., Minnesota State University, Mankato; 2006 –  
 Sara Hein, Associate Professor, Chemistry; B.S., University of Wisconsin-La Crosse; Ph.D., University of Iowa; 2000 –  
 Donna Helble, Professor, Education; B.A., Simpson College, Iowa; M.S., Winona State University; Ed.D., University of Northern Colorado; 1984 –  
 Peter V. N. Henderson, Professor, History; B.A., J.D., Vanderbilt University; M.A., Ph.D., University of Nebraska-Lincoln; 1989 –  
 Amy Hermodson, Associate Professor, Communication Studies; B.A., Concordia College; M.A., Michigan State University; Ph.D., University of Denver; 2000 –  
 April Herndon, Assistant Professor, English; B.A., M.A., Radford University; Ph.D., Michigan State University; 2006 –  
 Kelly Herold, Associate Professor, Communication Studies; B.C.S., Dickinson State University; M.A., University of Northern Colorado, Greeley; Ph.D., University of Southern Mississippi; 1996 –  
 Michael Herzberg, Sports Information Director; B.A., Winona State University; 1992 –  
 Alexander Hines, Director, Cultural Diversity; B.S., University of Maryland; M.Ed., Clemson University; 2005 –  
 Margaret Hoody, Assistant Professor, Education; B.S., University of St. Thomas; M.S., Minnesota State University-Mankato; 2007 –  
 Tisha Hooks, Assistant Professor, Mathematics and Statistics; B.S., University of Nebraska-Kearney; M.S., Ph.D., University of Nebraska-Lincoln; 2006 –  
 Kurt Hohenstein, Assistant Professor, History; B.A., J.D., M.A., University of Nebraska; Ph.D., University of Virginia; 2005 –  
 Drake Hokanson, Associate Professor, Mass Communication; B.A., M.A., University of Iowa; 1997 –  
 Larry Holstad, Director of Athletics; B.S., Winona State University; M.A., Mankato State University; 1997 –  
 Karen Holte, Infant Teacher, Maxwell Children's Center; B.S., Winona State University; 1991 –  
 Judy Hovelson, Associate Professor, Nursing; B.S.N., University of Vermont;

M.S.N., University of Minnesota; F.N.P., Winona State University; 1984 –  
 James F. Hurlley, Associate Professor, Accounting; B.S., M.A., Ph.D., University of Nebraska; 1983 –  
 Matthew Hyle, Professor, Economics; B.A., Indiana University; Ph.D., University of Maryland; 1988 –  
 Colette Hyman, Professor, History; B.A., Brown University; M.A., Ph.D., University of Minnesota; 1990 –  
 Frederic Ihrke, Professor, Accounting; B.S., Bemidji State University; M.B.T., University of Minnesota; J.D., William Mitchell College of Law; Certified Public Accountant (CPA) Minnesota; 1981 –  
 Sudharsan Iyengar, Professor, Computer Science; B.E., Burdwan University; M.S., Ph.D., Louisiana State University and A & M College; 1989 –  
 Nicholas Jaeger, Athletic Development; B.A., M.S., Winona State University; 2006 –  
 Joe Jackson, Associate Professor, Library; B.A., University of Minnesota; B.A., University of Lyon (France); M.S., Simmons College; M.A., Arizona State University; 1997 –  
 Nancy O. Jannik, Acting Associate Vice President for Research, Graduate Affairs, and Assessment; B.S., College of William & Mary; M.S., Rutgers University; Ph.D., New Mexico Institute of Mining & Technology; 1986 –  
 Richard Jarvinen, Professor, Mathematics and Statistics; B.A., St. John's University; M.A.T., Vanderbilt University; Ph.D., Syracuse University; 1989 –  
 Jennifer Jepson, Associate Athletic Director; B.S., Winona State University; 2006 –  
 John Johanson, Associate Professor, Psychology; B.S., University of South Dakota; M.A., Ph.D., University of Nebraska at Omaha; 1999 –  
 Craig Johnson, Director, WSU-Rochester; B.S., University of Wisconsin; M.A., Tulane University; M.A., University of Minnesota; 2007 –  
 Goldie Johnson, Associate Professor, English; B.S., M.S., University of Wisconsin-Superior; 1988 –  
 Karen Johnson, Acting Dean, Student Life and Development; B.A., University of Saskatchewan; M.A., University of Northern Colorado; Ph.D., University of Southern Mississippi; 1998 –  
 J. Paul Johnson, Professor, English; B.S., Valley City State University; M.A., University of North Dakota; Ph.D., University of Minnesota; 1987 –  
 Lola Johnson, Professor, Nursing; B.S.N., Minnesota State University-Mankato; M.S.N., Washington University; Ph.D., Rush University; 1989 –  
 Sally Johnstone, Vice President for Academic Affairs; B.S., M.S., Virginia Polytechnic Institute and State University; Ph.D., University of North Carolina; 2006 –  
 Cynthia Jokela, Director of Annual Fund; B.A., Yale University; 2007 –  
 Stephen Juare, Professor, Physical Education and Sport Science; B.S., M.S., Winona State University; Ph.D., Florida State University; 1975 –  
 Jeanette Karjala, Professor, Education; B.A., Western Washington University, Bellingham; Fifth Year and M.A., Western Washington University, Bellingham; Ph.D., University of

North Dakota, Grand Forks; 1992 –  
 Gary Kastello, Professor, Health, Exercise and Rehabilitative Sciences; B.S., University of Wisconsin-La Crosse; M.A., Ball State University; Ph.D., University of Wisconsin-Milwaukee; 1997 –  
 Daniel E. Kauffman, Professor, Economics; B.A., St. Cloud State University; M.A., Ph.D., University of Nebraska-Lincoln; 1983 –  
 David W. Kesler, Professor, Finance; B.S., Pacific Lutheran University; M.B.A., University of Kansas; Ph.D., University of Wisconsin-Milwaukee; 1984 –  
 Mary S. Kesler, Professor, Psychology; B.M.Ed., M.A., Ph.D., University of Kansas-Lawrence; 1987 –  
 Cindy Killion, Professor, Mass Communication; B.J., University of Missouri; M.A., University of Oklahoma; Ph.D., University of Oregon; 1992 –  
 Chan-Wung Kim, Professor, Finance; B.A., SungKyunKwan University; M.B.A., Seoul National University; Ph.D., University of Iowa; 2002 –  
 Kihyun Kim, Assistant Professor, Management of Information Systems and Operations; B.B.A., M.B.A., Korea University; M.A., Ph.D., University of Nebraska; 2004 –  
 Sang-Min Kim, Assistant Professor, Health, Exercise and Rehabilitative Sciences; B.A., M.A., Ed.D., University of Northern Iowa; 2005 –  
 James Kobolt, Associate Professor, Sociology; B.A., M.P.A., Park College; 2000 –  
 Robert Kopitzke, Associate Professor, Chemistry; B.S., M.S., Ph.D., Florida Institute of Technology; 1999 –  
 Ethan Krase, Assistant Professor, English; B.A., M.A., Illinois State University; Ph.D., University of Tennessee; 2004 –  
 Charlene Kreuzer, Counselor, Financial Aid; B.S., Winona State University; 1991 –  
 Chee-Khei Kwai, Assistant Director, International Students and Cultural Outreach; B.S., M.B.A., Winona State University; 1997 –  
 Kathryn Lammers, Assistant Professor, Nursing; B.S., Kent State University; M.S.N., Winona State University; 2001 –  
 Kristi Lane, Professor; B.A., University of North Carolina; M.A., Ph.D., George Peabody College of Vanderbilt University; 1980 –  
 Barbara Larsen, Training Coordinator; B.S., Viterbo University; M.S., University of Wisconsin, Stout; 2002 –  
 Ditlev Larsen, Assistant Professor, English; B.A., University of Aalborg, Denmark; M.A., St. Cloud University; Ph.D., University of Minnesota-Twin Cities; 2003 –  
 Kendall Larson, Associate Professor, Library; B.A., Gustavus Adolphus College, M.A., University of Wisconsin-Madison; 2001 –  
 Jason LaSuzzo, Assistant Professor, Health, Exercise and Rehabilitative Sciences; B.S., M.Ed., University of Louisiana-Monroe; Ph.D., University of Alabama, Tuscaloosa; 2007 –  
 Michael Leaf, Associate Professor, Physical Education and Sport Science; B.A., St. Mary's College of Minnesota; B.S., M.A., M.S., Winona State University; 1987 –  
 Frederick Lee, Professor, Political Science; B.A., University of New Orleans; M.A., Ph.D., University of Michigan; 1992 –  
 H. Vernon Leighton, Professor, Library; B.A., Bucknell University; M.S., University of Illinois; 1990 –

Steven Leonhardi, Professor, Mathematics and Statistics; B.A., Concordia College, M.A., Ph.D., University of Wisconsin; 1996 –  
 Angie Lepsch, Preschool Teacher, Maxwell Children's Center; B.S., Winona State University; 1998 –  
 Chi-Cheng Lin, Professor, Computer Science; B.S., National Chiao-Tung University; M.S., University of Minnesota-Duluth; Ph.D., University of Pittsburgh; 1997 –  
 Kara Lindaman, Assistant Professor, Political Science; B.A., M.A., University of Northern Iowa; Ph.D., University of Kansas; 2006 –  
 Matthew Lindaman, Associate Professor, History; B.A., M.A., University of Northern Iowa; Ph.D., University of Kansas, 2002 –  
 Daniel Lintin, Associate Professor, Communication Studies; B.A., Buena Vista University; M.A., Ph.D., University of Minnesota; 1994 –  
 Mari Livingston, Counselor, Financial Aid; B.A., College of St. Thomas; 2000 –  
 Cathie Logan, Retiree Center; B.A., M.S., Winona State University; 1989 –  
 Carol A. Long, Associate Professor, Special Education; B.S., M.A., Ph.D., University of Missouri; 1993 –  
 Alyssa Lopez, Residence Hall Director; B.A., M.A., Lee University; 2007 –  
 Donald Lovejoy, Associate Professor, Music; B.S., Asbury College; M.M., University of Regina; M.M., Northwestern University; D.M.A., University of Wisconsin; 2000 –  
 Eugene Lundak, Associate Professor, Computer Science; B.S., M.S., Winona State University; M.S., University of Evansville; 1985 –  
 Matthew Lungerhausen, Assistant Professor, History; B.A., University of California, Santa Cruz; M.A., Binghamton University SUNY; Ph.D., University of Minnesota, 2004 –  
 Ann MacDonald, Coordinator, Customized Training; Outreach and Continuing Education; B.S., Northeast Missouri State University; M.S., Winona State University; 1998 –  
 R. Richard MacDonald, Professor, Music; B.A., M.M.E., University of North Texas; D.A., University of Northern Colorado; 1996 –  
 Carole Madland, Professor, Social Work; M.S.S.W., University of Tennessee; B.A., Ph.D., Washington University; 1991 –  
 Carmen Mahlum, Cultural Diversity; B.A., Winona State University; 2005 –  
 Christopher Malone, Assistant Professor, Mathematics and Statistics; B.S., Winona State University; M.S., Ph.D., Kansas State University; 2002 –  
 Gabriel Manrique, Acting Director, Outreach and Continuing Education; Professor, Economics; B.A., Ateneo De Manila University; M.A., Ohio University; M.A., Ph.D., University of Notre Dame; 1989 –  
 Sharon Mansur, Assistant Professor, Theatre and Dance; B.A., Connecticut College; M.F.A., George Mason University; C.M.A., Laban/Bartenieff Institute of Movement Studies; 2005 –  
 Terri Markos, Director, International Services; B.A., M.S., University of Wisconsin; 1971 –

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 Dennis Martin, Outreach and Continuing Education; B.A., Eureka College; M.S., Illinois State University; 1975 –  
 Ronald M. Mazur, Professor, Foreign Languages; B.A., University of Detroit; M.A., Ph.D., University of Michigan; 1978 –  
 William McBreen, Professor, Nursing; B.S.N., Mount Marty College; M.S.N., University of Nebraska Medical Center; Ph.D., University of Texas; 2000 –  
 Kelli McClintick, Health Educator; B.E.S., University of Minnesota; M.P.H., Oregon School of Massage; 2007 –  
 Patty McCutcheon, Coordinator, Sign Language/Interpreter Services; B.S., Cardinal Stritch College; 1995 –  
 Gloria McVay, Associate Professor, Accounting; B.S., M.B.A., Minnesota State University-Mankato; Ph.D., University of Kentucky; 2000 –  
 Harry Mechell, Professor, Music; B.Mus., M.M., Temple University; D.M.A., University of Illinois; 1989 –  
 Tamara Merkouris, Residence Hall Director; B.A., Concordia University; 2006 –  
 Connie Mettelle, Assistant Professor, Health, Exercise and Rehabilitative Sciences; B.S., Winona State University; M.S., University of Wyoming; 2001 –  
 James H. Meyers, Professor, Geoscience; B.A., Franklin & Marshall College, Ph.D., Indiana University; 1980 –  
 Gretchen Michlitsch, Assistant Professor, English; B.A., Gustavus Adolphus; M.A., Ph.D., University of Wisconsin-Madison; 2005 –  
 Peter K. Miene, Professor, Psychology; B.A., University of Kansas; Ph.D., University of Minnesota; 1992 –  
 Charla S. Miertschin, Professor, Chemistry; B.S., Abilene Christian University; Ph.D., Texas A & M University; 1993 –  
 Andrea Mikkelsen, Public Information Director; B.A., Truman State University; 2006 –  
 Carl Miller, Major Gifts Director; Ed.D., University of North Texas; 2006 –  
 Celeste Miller, Professor, Education; B.A., University of Arizona; M.A., University of Maryland; Ed.D., Pennsylvania State University; 1997 –  
 Deanne Mohr, Associate Professor, Music; B. Mus., University of Regina; M.Mus., D.M.A., Universite de Montreal; 2002 –  
 Nathan Moore, Assistant Professor, Physics; B.S., Grove City College; 2005 –  
 John D. Morgan, Associate Professor, Accounting; B.A., University of Iowa; M.S., Arizona State University; Ph.D., University of Nebraska, Lincoln; Certified Public Accountant (CPA); Certified Management Accountant (CMA); 2006 –  
 George Morrow, Associate Professor, B.A. Iowa State University; M.A. Teachers College, Columbia University; Ed.D. Teachers College, Columbia University; 2008 –  
 Joe Mount, Assistant Professor, Library; B.A., Wake Forest University; M.A., Ohio University; M.L.S., Indiana University; 1994 –  
 Jane Mrozek, Assistant Professor, Nursing; B.S.N., Viterbo College; M.S.N., University of Wisconsin; 2006 –  
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 Paul Munson, Associate Professor, Sociology; B.A., Augustana; M.A., University of Denver; J.D., University of Denver; 1999 –  
 J. William Murphy, Dean, College of Business; B.S.Ed., M.S.Ed., Arkansas State University; Ed.D., University of Memphis; 1989 –  
 Michael Murray, Professor, Economics/Finance; B.A., University of South Florida; M.A., Ph.D., University of Notre Dame; 1986 –  
 Barbara Nagel, Assistant Director, Maxwell Children's Center; B.A., College of St. Teresa; 1988 –  
 Thomas W. Nalli, Professor, Chemistry; B.S., Union College; M.S., Ph.D., University of Rochester; 1995 –  
 Cheryl Quinn Nelson, Associate Professor, Mathematics and Statistics; B.A., Luther College; M.S., Winona State University; 1986 –  
 Shellie Nelson, Professor, Health, Exercise and Rehabilitative Sciences; B.S., Winona State University; M.S., University of Wisconsin; Ed.D., Saint Mary's University of Minnesota; 1988 –  
 Wade Nelson, Professor, Educational Administration; B.A., Coe College; M.A., Ph.D., University of Iowa; 1989 –  
 C. Robert Newberry, Professor, Marketing; B.S., M.B.A., University of Wisconsin-La Crosse; Ph.D., University of Wisconsin-Milwaukee; 1992 –  
 Shirley Newberry, Associate Professor, Nursing; B.S., University of Dubuque; M.S., Winona State University; Ph.D., Rush University; 1994 –  
 C.B. William Ng, Professor, Chemistry; B.S., M.S., Ph.D., University of British Columbia; 1986 –  
 J. Mark Norman, Professor, Sociology; B.A., M.S., St. Cloud State University; Ph.D., South Dakota State University; 1996 –  
 Catherine Nosek, Associate Professor, Nursing; A.D., Inver Hills Community College; B.S., M.S., University of Wisconsin; Ph.D., University of Wisconsin-Madison; 1997 –  
 Robin O'Callaghan, Assistant Professor, Mass Communication; B.A., M.S., Winona State University; 2005 –  
 Barbara Oertel, Director, Advising and Retention; B.A., M.A., Winona State University; Ed.D., University of Minnesota; 1985 –  
 Sarah Olcott, Residential College Program Coordinator; B.A., E.D.M., SUNY; 2003 –  
 Gayle P. Olsen, Professor, Nursing; B.S., College of Saint Teresa; M.S.N., University of California; 1980 –  
 Ann Olson, Associate Professor, Nursing; B.S., Winona State University; M.A., St. Mary's University of Minnesota; M.S., Winona State University; 2007 –  
 Lorene Olson, Professor, Recreation, Tourism, and Therapeutic Recreation; B.S., M.S., University of Wisconsin; Ph.D., University of New Mexico; 1989 –  
 Paula O'Malley, Teacher Education Admissions Coordinator; B.S., University of Wisconsin, La Crosse; 2005 –  
 Elizabeth Oness, Associate Professor, English; B.A., James Madison University; M.F.A., University of Maryland; Ph.D., University of Missouri; 2001 –

William Ortega, Associate Professor; Accounting; B.B.A., University of Iowa; M.B.A., Indiana University; Ph.D., Florida State University; Certified Management Accountant (CMA); 2003 –  
 Kathy S. Orth, Professor, Nursing; A.A., Austin Community College; B.S.N., College of Saint Teresa; M.S., University of Minnesota; 1983 –  
 Frederick Otto, Professor, Physics; B.A., B.S., Humboldt State University; Ph.D., University of California; 1990 –  
 Hugh F. Ouellette, Professor, Computer Science; B.S., Western Montana College; M.A., University of Illinois; M.A., Ball State University; Ed.D., University of Northern Colorado; 1972 –  
 Todd Paddock, Assistant Professor, Sociology; B.S., University of Michigan; M.S., Cornell University; Ph.D., Indiana University; 2004 –  
 Diane Palm, Director, Student Health Services; B.S., Viterbo College; M.S., Winona State University; 1997 –  
 Robert Jay Palmer, Assistant Professor, Social Work; B.S., California State University Fullerton; M.S.W., California State University Long Beach; 2007 –  
 Hyesung Park, Institutional Research; M.A., University of Maryland; Ph.D., University of Nebraska; 2004 –  
 Seho Park, Professor, Art; M.A.T., Whitworth College; M.F.A., Ph.D., University of Minnesota; 1988 –  
 Fariborz Parsi, Professor, Engineering; B.S., M.S., Ph.D., University of South Carolina; 1991 –  
 Felino G. Pascual, Professor, Mathematics and Statistics; B.S., Ateneo de Manila, Philippines; M.Sc., Ph.D., University of Minnesota; 1992 –  
 Kathleen Patterson, Toddler Teacher, Maxwell Children's Center; B.S., Winona State University; 1999 –  
 Patrick Paulson, Associate Professor, Management of Information Systems and Operations; B.S., M.S., Illinois Institute of Technology; J.D., Indiana University; 2000 –  
 Barry Peratt, Associate Professor, Mathematics and Statistics; B.S., Moravian College; M.S., Ph.D., University of Delaware; 1996 –  
 Glenn Petersen, Registrar; B.A., B.S., University of Wisconsin; 2004 –  
 Greg Peterson, Director, Financial Aid; B.S., M.S., University of Wisconsin; 1987 –  
 Nancy Kay Peterson, Director, Grants and Sponsored Projects; B.S., Southern Illinois University-Carbondale; M.P.A., Indiana State University; 1990 –  
 Mary Ann Pevas, Professor, Economics; B.A., Dominican College; M.A., Manhattan College; M.A., Ph.D., University of Notre Dame; 1990 –  
 Christine E. Pilon-Kacir, Professor, Nursing; B.S.N., Mercy College of Detroit; M.S., University of Michigan; Ph.D., University of Missouri; 1992 –  
 Anne Scott Plummer, Professor, Art; B.F.A., Rhode Island School of Design; M.F.A., Claremont Graduate School; 1990 –  
 Julie Ponto, Associate Professor, Nursing; B.S., University of Minnesota; M.S., University of California-San Francisco; 2004 –  
 Kyle Pooock, Assistant Professor, Baseball Coach; Health, Exercise and Rehabilitative

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 Kevin Possin, Professor, Philosophy; B.A., Southwest State University; Ph.D., University of Wisconsin; 1990 –  
 Terry Price, Associate Professor, Mathematics and Statistics; B.S., M.S., Lamar University; Ph.D., Washington State University; 1998 –  
 Allison Quam, Assistant Professor, Library; B.A., University of Wisconsin-La Crosse; M.F.A., M.L.S., University of Maryland; 2006 –  
 Jillian Quandt, Student Support Services; B.A., Winona State University; M.A., University of Wisconsin-Milwaukee; 1996 –  
 Joyce Quella, Associate Professor, Mathematics and Statistics; B.S., University of Wisconsin; M.A., University of Illinois; 1987 –  
 Christine Quinn, Associate Vice President, Academic Affairs; B.S., M.S., University of Wisconsin; Ph.D., University of Minnesota; 2000 –  
 Nancee Quinn, Assistant Professor, Nursing; B.S.N., South Dakota State University; M.S., Winona State University; 2006 –  
 Frances Ragsdale, Professor, Biology; B.S., Eastern Oregon State; M.S., Southeastern Louisiana University; Ph.D., University of Idaho; 1993 –  
 Tracy Rahim, Residence Hall Director; B.A., Winona State University; 2000 –  
 Rita Rahoi-Gilchrest, Associate Professor, Communication Studies; B.A., University of Wisconsin; M.A., Ph.D., Ohio University; 2000 –  
 Judith Ramaley, President; B.A., Swarthmore College; Ph.D., University of California, Los Angeles; 2005 –  
 Lilian Ramos, Associate Professor, Foreign Languages; B.A., Seattle University; M.A., Ph.D., University of Washington; 1992 –  
 Daniel Rand, Associate Professor, Mathematics and Statistics; B.S., M.S., Purdue University; M.S., Ph.D., University of Minnesota; 1998 –  
 Kathryn Ready, Professor, Business Administration; B.A., M.B.A., University of Wisconsin-La Crosse; Ph.D., University of Iowa; 2006 –  
 Melanie Reap, Associate Professor, Education; B.S., M.S., Texas A & M University; Ph.D., University of Oklahoma; 1999 –  
 Alicia Reed, Admissions; B.A., Universidad De Buenos Aires; M.A., Purdue University; 2002 –  
 Joseph Reed, Director, Student Union and Student Activities; B.S., St. Mary's University; M.S., University of Wisconsin; 1989 -  
 James Reidy, Associate Professor, Recreation, Tourism, and Therapeutic Recreation; B.S., M.S., Ed.D., Oklahoma State University; 2000 –  
 Edward Reilly, Associate Professor, Communication Studies; B.A., Northern Illinois University; M.A., University of Maine; Ph.D., Louisiana State University; 1997 –  
 Jeffrey Reinardy, Director, Fitness and Wellness Center; B.S., Winona State University; M.S., University of Wisconsin; 2000 –  
 Melinda Reinardy, School Age Program Teacher, Maxwell Children's Center; B.S., Winona State University; 2001 –

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 June Reineke, Maxwell Children's Center Director; B.S., University of Wisconsin; M.S., Winona State University; 1996 –  
 Amy Reitmaier, Assistant Professor, Nursing; B.S., M.S., Winona State University; 2006 –  
 J. Ann Rethlefsen, Associate Professor, Education; B.A., Colby College; M.S., University of Wisconsin-Milwaukee; Ed.D., Saint Mary's University of Minnesota; 2004 –  
 Lawrence Reuter, Professor, Biology; B.A., Saint Mary's College of Minnesota; Ph.D., Princeton University; 1979 –  
 Robin K. Richardson, Professor, Biology; A.A.S., Delta College; B.S., Michigan State University; M.S., Central Michigan University; Ph.D., University of Oklahoma, Norman; 1992 –  
 Stacey Rierson, Assistant Professor, Education; B.A., University of Wisconsin-Madison; M.S., University of Wisconsin-Milwaukee; Ph.D., The Ohio State University; 2006 –  
 Roger Riley, Professor, Recreation, Tourism, and Therapeutic Recreation; B.S., M.S., University of Wisconsin; Ph.D., Texas A & M; 2000 –  
 Wayne Ripley, Assistant Professor, English; B.A., Michigan State University; M.A., University of Tennessee; Ph.D., University of Rochester; 2006 –  
 Sandra Roraff, Associate Director, Financial Aid; B.A., College of St. Teresa; 1976 –  
 Nicholas Ruiz, Professor, Counselor Education; B.A., Ph.D., University of Minnesota; 1989 –  
 Vartan Safarian, Professor, Business Administration; B.S., Pahlavi University; M.S., M.B.A., Indiana University; 1983 –  
 Larry Sallee, Professor, Accounting; B.S., University of Wisconsin-Superior; M.B.A., University of Wisconsin-La Crosse; D.B.A., U.S. International University; Certified Public Accountant (CPA); Certified Management Accountant (CMA); 1985 –  
 Donald M. Salyards, Professor, Economics; B.A., Graceland College; M.A., Ph.D., Kansas State University; 1975 –  
 Peggy Sannerud, Assistant Professor, Theatre and Dance; B.S., Northwestern University; M.F.A., University of Minnesota-Twin Cities; 2003 –  
 Daniel Sauers, Professor, Business Administration; B.S., Slippery Rock State University; M.B.A., Ph.D., Florida State University; 2002 –  
 Tom Sawyer, Associate Professor, Physical Education and Sport Science, Football Coach; B.S., M.S., Winona State University; 1996 –  
 Martha Scheckel, Assistant Professor, Nursing; B.S.N., Graceland University; M.S.N., Clarke College; Ph.D., University of Wisconsin-Madison; 2005 –  
 Paula Scheevel, Residence Life Director; B.S., Winona State University; 2004 –  
 Don E. Scheid, Professor, Philosophy; B.A., Colorado College; M.A., J.D., University of Utah; Ph.D., New York University; 1986 –  
 Cindy Scherb, Professor, Nursing; B.S., Mount Mercy College; M.S., University of Minnesota; Ph.D., University of Iowa, 2002 –

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- Catherine Schmidt, Professor, Music; B.S., M.S., University of Illinois; Ph.D., University of Wisconsin, Madison; 1991 –
- Gregory G. Schmidt, Professor, History; B.A., M.A., Ph.D., University of Illinois; 1984 –
- James Schmidt, Vice President, University Advancement; B.A., Winona State University; M.B.A., University of St. Thomas; Ed.D., University of Minnesota; 1998 –
- Tania Schmidt, Registrar's Office; B.S., M.S., Winona State University; 2000 –
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- Charles Schreiber, Assistant Professor, Psychology; B.A., Pitzer College; Ph.D., University of California, Berkeley; 2005 –
- Paul Schumacher, Associate Professor, Computer Science; B.A., M.Ed., St. Mary's College of Minnesota; M.A.T., Stanford University; 1988 –
- R. Stephen Schwartz, Professor, Sociology; B.S., M.S., University of Oklahoma; Post-Graduate Certificate, University of Zambia (University of London, external); Ph.D., University of Iowa; 1973 –
- Susan B. Sefkow, Professor, Psychology; B.A., Yale University; M.S., Ph.D., University of Massachusetts-Amherst; 1978 –
- Scott P. Segal, Assistant Professor, Biology; B.S., University of Wisconsin; Ph.D., Northwestern University; 2006 –
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- Richard H. Shields, Professor, Physics; B.S., M.S., Eastern Illinois University; Ph.D., University of Missouri; 1973 –
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