



GRADUATE CATALOG  
2006 - 2008

P O BOX 5838 - WINONA, MN 55987-5838

1-800-DIAL-WSU (507) 457-5000

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The University reserves the right to make changes of an editorial nature to correct or amend the text of this catalog.



**From Minneapolis/St. Paul**

Take U.S. Hwy . 61 south into W inona. Stay on 61 to Huff f Street. Turn left on Huff; then take a right on Sar nia Street. Turn left onto Main Str eet at four-way stop. Cr oss the railr oad tracks, go one block, tur n left on Mark Street. **You are on campus.**

**From the west via Interstate 90**

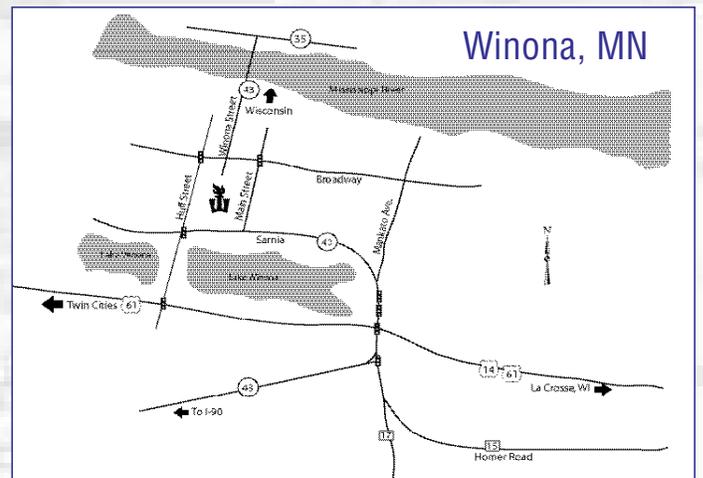
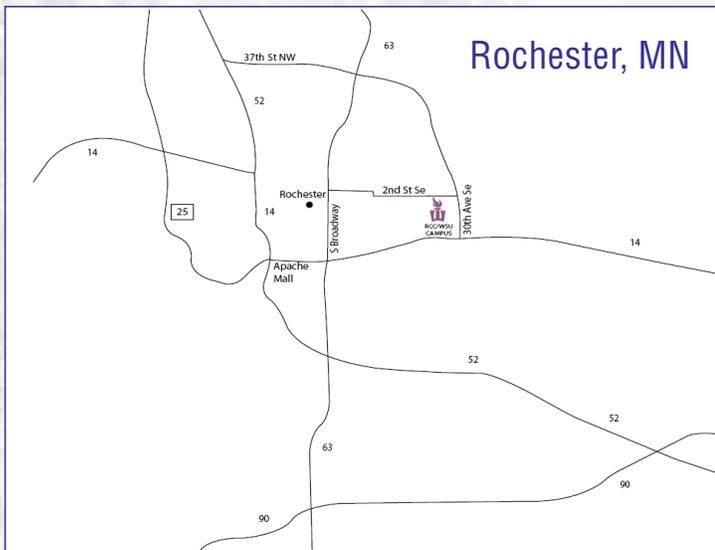
Take I-90 east to the Hwy . 43 Nor th exit (252). T urn left on Hwy . 43, which brings you into W inona. At the stop-light, take a left on Hwy . 17 (Homer Rd.) and go to the stoplights. T urn left on U.S. Hwy . 14/61. Follow 61 to Huff Street. T urn right on Huff f; then take a right on Sar nia Street at stop-light. T urn left on Main Str eet at four-way stop. Cr oss the railr oad tracks, go one block, tur n 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. T ake the “to W inona” exit on U.S. Hwy . 61 and follow into W inona. Stay on 61 to Huff f Street. T urn left on Huff f; then take a right on Sar nia Str eet. T urn left onto Main Str eet. at four-way stop. Cr oss the railroad tracks, go one block, tur n left on Mark Str eet. **You are on campus.**

**From Rochester, Owatonna, Mankato, and other communities via U.S. Hwy. 14**

Take U.S. Hwy . 14 east into W inona. Turn right on U.S. Hwy . 14/61. Follow 61 to Huff f Street. T urn left on Huff f; then take a right on Sar nia Str eet. T urn left on Main Str eet at four-way stop. Cross the railr oad tracks, go one block, turn left on Mark Str eet. **You are on campus.**

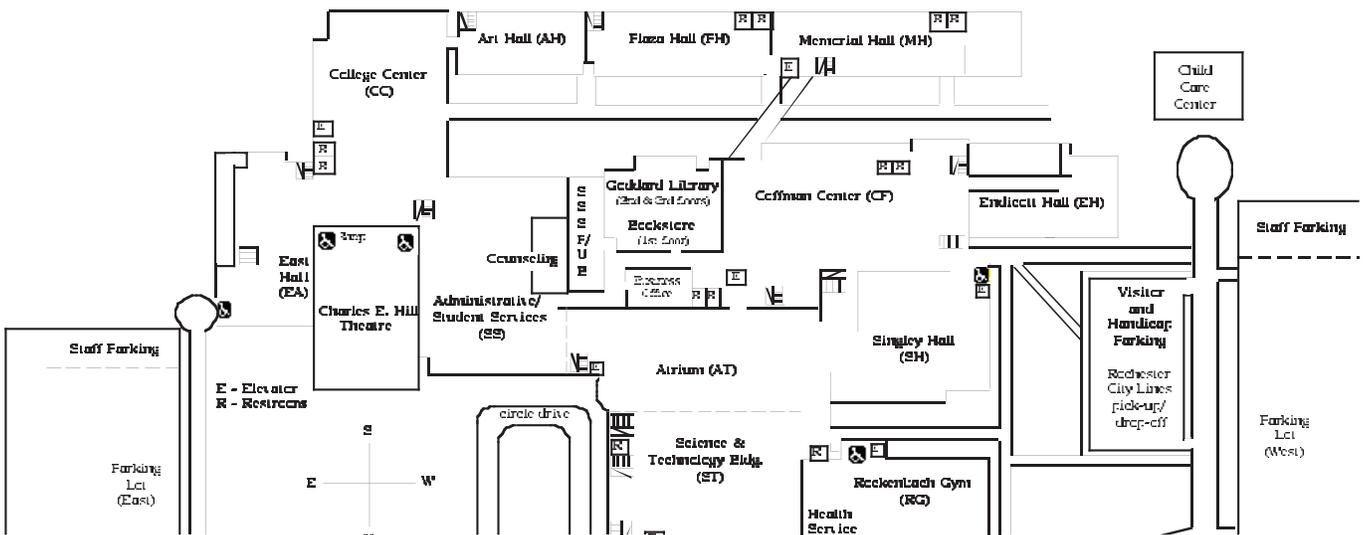


**Rochester Campus**

**University Center Rochester (UCR)**

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

Building Codes					
AH	Art Hall	EA	East Hall	FH	Flaza Hall
AT	Atrium	EH	Endicott Hall	RG	Rockwell Gym
CC	College Center	GL	Goddard Library	SH	Singley Hall
CF	Coffman Center	HT	Hill Theatre	SS	Administrative/Student Services
CH	Child Care Center	MH	Memorial Hall	ST	Science/Technology Hall I



Welcome to Winona State University!

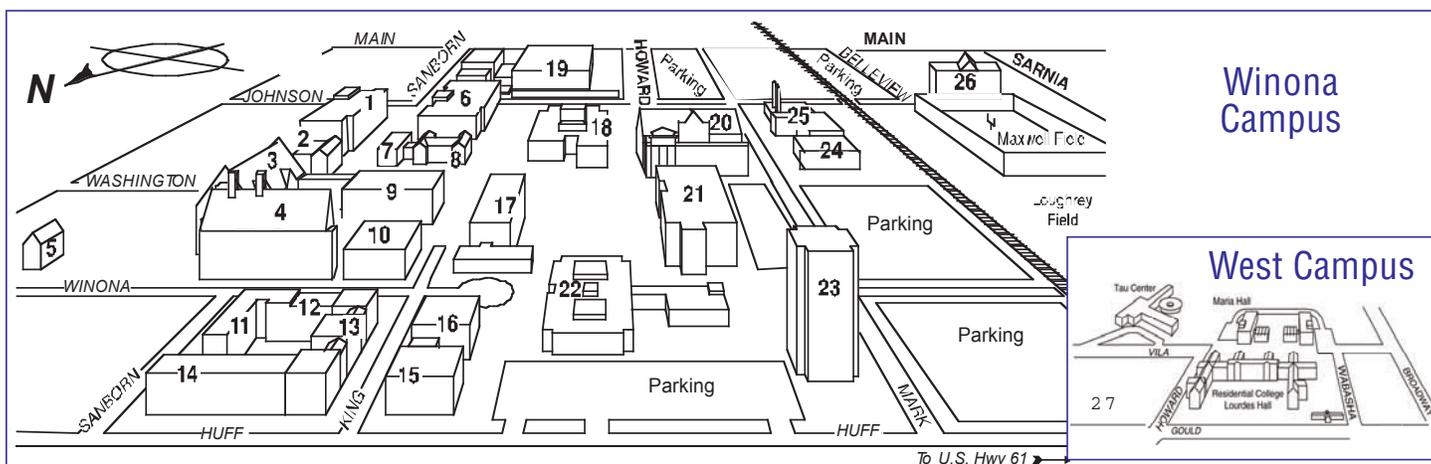
*This catalog will help you plan your educational path. You will learn about our history, our mission and our most important aspiration: to be a community of learners dedicated to improving our world. Explore our academic programs and student activities. See what it is like to be a student here and understand the very special sense of place that we enjoy in Winona, along the banks of the Upper Mississippi River, and in Rochester, a thriving and growing Minnesota community.*

*I think that you will be excited by the opportunities here. The University was founded in 1858 with high hopes for the future and a commitment, even then, to prepare students who would make the world a better place. We are serious about how we educate our students and hold ourselves to high standards as scholars and teachers. We also have high expectations for our students. We have made significant investments in our academic programs and student services to enhance your experience and create new ways for you to use what you learn in practical and meaningful ways.*

*The University emphasizes hands-on, collaborative education and research experiences that will prepare you for life and work in the 21st century. You will learn differently. You will learn in ways that expand your horizons. Most important to all of us, you will learn that you can make a difference in the lives of other people.*

Sincerely,

Judith A. Ramaley, President



1. Maxwell Hall: Fitness Center, Conference Center, and Children's Center
2. Student Health Services and University Archives
3. Stark Hall: College of Nursing and Health Sciences, College of Science and Engineering, Departments of Nursing and Engineering
4. Science Laboratory Center
5. Alumni House: Emeriti Center
6. Somsen Hall: College of Business and administrative offices.
7. Howell Hall: Student Support Services, television studio, Media Services, Disability Resource Center, and Interpreter Services
8. Phelps Hall: Mass Communication and Psychology
9. Pasteur Hall: Departments of Biology, Chemistry, Physics, and Geoscience
10. Watkins Hall: Departments of Computer Science and Art
11. Conway Hall: Women's residence hall
12. Shepard Hall: Co-ed residence hall
13. Morey Hall: Co-ed residence hall
14. Richards Hall: Co-ed residence hall
15. Lucas Hall: Women's residence hall
16. Prentiss Hall: Men's residence hall
17. Gildemeister Hall: College of Education
18. Performing Arts Center: Departments of Music, and Communication Studies, Theatre Arts and Dance
19. Memorial Hall: Departments of Health, Exercise & Rehabilitative Sciences, Physical Education and Recreation
20. Darrell W. Krueger Library
21. Minné Hall: College of Liberal Arts
22. Kryzsko Commons and Student Center
23. Sheehan Hall: Women's residence hall
24. Maintenance Building
25. Heating Plant
26. Maxwell Field at Midwest Wireless Stadium
27. West Campus
  - Lourdes Hall: Co-ed residence hall and Residential College
  - Maria Hall: Co-ed residence hall
  - Tau Center: Co-ed residence hall and conferencing facilityUniversity Apartments at East Lake (not pictured): Apartment style residence complex located at the corner of Franklin and Sarnia Streets in Winona.

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.

# CONTENTS

CAMPUS MAP . . . . .	iii	FINANCIAL INFORMATION. . . . .	1 0
WELCOME/CONTACT INFORMATION. . . . .	iii	Tuition	
2006-2008 ACADEMIC CALENDAR . . . . .	5 5	Fees	
THE UNIVERSITY . . . . .	2, 3	Refund Policy	
Mission		Resident Status	
Goals		FINANCIAL ASSISTANCE . . . . .	1 1
Mission of Graduate Education		Loans	
Goals for Graduate Education		Employment	
Expectations for Graduate Students		ACADEMIC POLICIES . . . . .	1 2
Accreditation and Memberships		Graduate Programs	
Location and Community		Undergraduate Students in Graduate Courses	
Campus Facilities		Graduate Special Students (Non-degree seeking)	
Adult, Continuing Education and Extension		Graduate Assistantships	
WSU-ROCHESTER CENTER . . . . .	5	ADMISSION POLICIES . . . . .	1 5
Degrees/Programs		Admission to Graduate Study	
Library		Admission to Graduate Degree Program	
Registration		M.S. AND M.A. DEGREE REQUIREMENTS . . . . .	1 6
Student Services		COLLEGES & GRADUATE PROGRAMS AND COURSES . . . . .	1 7
GRADUATE PROGRAMS, DEGREES, AND CERTIFICATES. . . . .	7	College of Education . . . . .	17
GENERAL INFORMATION . . . . .	8	College of Liberal Arts. . . . .	36
Affirmative Action Office		College of Nursing and Health Sciences. . . . .	44
Career Services		College of Science and Engineering . . . . .	51
Counseling Center		FACULTY, STAFF AND ADMINISTRATION. . . . .	5 9
Disability Resource Center		EMERITI . . . . .	6 5
International Services and Cultural Diversity			
Maxwell Children's Center			
Parking Services			
Security Services			
Student Conduct			
Student Health Service			
Veteran's Assistance			

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 and competent 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 leaders for success in the 21st century by fostering the ability to apply knowledge to find solutions to complex and ever-changing problems. Winona State University is a *community of learners dedicated to improving our world.*

## HISTORICAL VIEW

Winona State 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 Main 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 4-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; the Rochester campus focuses on non-traditional students, graduate programs, and the Institute for Lifelong Education.

## Winona State University- Rochester Center

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

On an annual basis, the WSU-Rochester Center serves 2,000 students. Approximately 40 resident faculty and an additional 20 Winona campus faculty are dedicated to the Rochester Center each academic term. Because of its Rochester location, UCR offers unique opportunities to collaborate with IBM Corporation, Mayo Clinic, and the Rochester School District, offering specialized programs in computer science, healthcare, and education.

## WSU CAMPUSES

Three campuses make up Winona State University: the original Main Campus in Winona, the West Campus in Winona, and the Rochester Center in 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. Most classrooms are equipped with data projection systems and a control station that gives instructors easy access to campus and Internet resources. As one element of the WSU Laptop Program, many classrooms also offer a data and power connection 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:

- Science Laboratory Center: Provides 118,000 square feet of space to support the sciences, engineering, nursing and allied health sciences, geographic information systems, and science teaching preparation. (Completed in 2004)
- Pasteur Hall: Extensive renovation to provide state-of-the-art dry laboratory, classroom, and office space to support the sciences. (To be completed Fall 2006)
- Darrell W. Krueger Library: Holds more than 248,000 volumes, nearly 2,000 journals, and over 1 million microfilm documents. It is one of three libraries designated as a "Hi-Tech Gateway" by the American Library Association. (Opened in 1999)
- Kryzsko Commons: Serves as the student center with dining facilities, lounge and recreation areas, and space for student organizations and meetings. It is currently undergoing an extensive

expansion and renovation to increase meeting room space and allow for additional food venues. (To be completed Fall 2006)

- Ten residence halls, including the University Apartments at East Lake, which is a 100-apartment complex. (Completed in 2003)

## 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.



The grand 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.

## Rochester Center Campus

The Rochester Campus offers modern classrooms and study spaces in the University Center Rochester (UCR) located on the eastern edge of the city of Rochester. Housed in a modern, integrated building with the University of Minnesota and Rochester Community and Technical College, UCR features modern classroom facilities, including several “smart” rooms. State-of-the-art computing capability links UCR students with the Winona campuses and the world.

WSU students have access to the UCR Goddard Library with 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 newly constructed fitness and recreation center with indoor courts and a running track.

## THE COMMUNITIES

### Winona

The city of Winona (population 29,000) is nestled among the bluffs of the beautiful Hiawatha Valley on the banks of the Mississippi River—one of the most scenic areas in Minnesota. 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 Center is located on the eastern edge of the city of Rochester. Located in a cosmopolitan city of over 100,000 residents, Rochester is consistently branded as one of “America’s most livable cities.” Rochester 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 UCR, several other institutions offer programs in Rochester, including Saint Mary’s University, 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 7,600 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 prompt 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, along with 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.

## ACCREDITATION AND MEMBERSHIPS

WSU is accredited by the following organizations:

- Higher Learning Commission of the North Central Association of Colleges and Schools (NCA) - for undergraduate and graduate programs
- National Council for the Accreditation of Teacher Education

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

**WSU is recognized by the following organizations:**

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

**WSU programs are approved by:**

- American Bar Association (Paralegal Program)
- American Chemical Society
- Minnesota Board of Teaching
- Minnesota Board of Nursing (undergraduate Nursing program)
- Minnesota Board of School Administrators (Department of Educational Leadership)
- Minnesota Board of Teaching

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

**ACADEMIC PROGRAMS**

WSU comprises five distinctive colleges:

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

Through these colleges, WSU offers 8 master's degree programs, 64 undergraduate degree programs, 12 pre-professional programs, and several licensure and specialist degree programs.

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

**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 CENTER

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

Office of the Director, WSU-Rochester,  
U.S. Highway 14 and 30th Ave. SE SS131 UCR (507-285-7100)

## GENERAL INFORMATION

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

WSU-Rochester Center supports the University's "commitment to community" evidenced by its relationships with IBM, the Mayo Clinic, the Rochester School District and many organizations and businesses, where students, faculty and staff engage not only in experiential learning activities, but also provide hours of community service.

For many years, WSU-Rochester Center has served the region with distinction. Numbers tell the story: Over 2000 different students are served each year; over 5000 bachelor's and master's degree candidates have graduated from the WSU-Rochester Center campus; and there are approximately 40 resident faculty serving WSU-RC, with an additional 20 WSU faculty dedicated to the Rochester Center each academic term.

WSU-Rochester Center facilitates student learning by offering both day and evening classes, and because it is located in the city of Rochester, UCR has unique opportunities to collaborate with IBM, Mayo Clinic, and the Rochester School District to offer specialized classes in computer science, the health professions, and education.

WSU has a formal 2 + 2 program with RCTC leading to twelve (12) baccalaureate degrees. There are also five (5) graduate degrees to include four (4) master's degrees with sixteen (16) different programs and an educational specialist degree offered by WSU in Rochester.

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

## DEGREES / PROGRAMS

### Undergraduate Programs (2 + 2)

WSU-Rochester cooperates with Rochester Community and Technical College to offer complete educational programs to the area. Through the 2 + 2 program, students can complete twelve (12) baccalaureate degree programs by transferring lower-division credits from RCTC and completing upper-level courses at WSU-Rochester. Students can also complete numerous undergraduate minors and five graduate degrees within sixteen (16) different graduate programs - all at the Rochester campus of WSU.

### Undergraduate Programs

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

### Graduate Programs

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

1. Specialist Degree in Educational Leadership (Ed.S.)
2. Master of Science in Counselor Education
  - Community Counseling
  - Professional Development
  - School Counseling
3. Master of Science in Education

### Graduate Induction Program

Master Teacher Learning Communities  
Traditional Master of Education Program

4. Master of Science in Educational Leadership
  - K-12 Principalship
  - Teacher Leadership (non-licensure program)
  - General School Leadership (non-licensure program)
5. Master of Science in Nursing
  - Adult/Family Nurse Practitioner
  - Clinical Nurse Specialist
  - Nurse Administrator
  - Nurse Educator
  - Collaborative Master's Program with University of Minnesota with emphasis in Public Health/Psych/Mental Health Nursing

### Nursing Certificates

- Post-nursing Master's certificates available in Adult/Family Nurse Practitioner, Nurse Educator, and Clinical Nurse Specialist focus areas.
- Post-Baccalaureate Secondary Licensure Program/Teacher Licensure Collaborative (TLC)

## NON-CREDIT PROGRAMS

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

## ADULT ENTRY PROGRAM

The Adult Entry Program is designed for mature students who have never attended college or are returning to college. Counselors are available in Rochester on a regular basis to assist adult students seeking a college education. Awarding college credit for life/work experience is possible under this program. (See Outreach and Continuing Education Section for more information.)

## FACULTY

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

## LIBRARY

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

## REGISTRATION

Students can enroll in WSU-Rochester classes without being formally admitted, although some programs do require official admittance) but graduate students not in a degree program need to enroll as a Graduate Special and provide proof of an undergraduate degree.

## STUDENT SERVICES

### Campus Visits

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

### Career Services

SS 125, Rochester (507-280-5079)  
110 Gildemeister Hall, Winona (507-457-5340)  
www.winona.edu/career

Career Services assists first and second year students seeking career direction; juniors and seniors seeking internships and seniors, graduate students and alumni seeking full-time employment. Graduate students are encouraged to register with Career Services to take advantage of the broad range of services offered.

Individual advising appointments may be scheduled to discuss career direction and questions related to the job search, to critique resumes and cover letters, and to provide tips on interviewing. A career counselor is available throughout the academic year to meet with students one-on-one or in small groups. Appointments may also be scheduled for mock interviews on our interview kiosk.

Career Services provides opportunities for students to interact with employers through career fairs, job fairs, and other special events. Employers have access to candidate resumes once they are uploaded into their Career Services online account. Students can update their resumes online and access job openings 24/7 on the Career Services website. Employment information and graduate follow-up results are also available for review online, in Career Services, and the Goddard Library.

### Counseling

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

### Financial Aid

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

### Housing and Dining

WSU-Rochester Center, along with its UCR partners, Rochester Community and Technical College (RCTC) and University of Minnesota-Rochester (UM-R) is considered a commuter campus. However, a variety of housing options are available in the Rochester

area, including furnished and unfurnished apartments, efficiencies, single room rentals and houses. RCTC has a listing of housing information for students. In addition, Professional Property Management is a local independent agency, which also provides information on housing for UCR students. Students may obtain housing information from both of these sources at the UCR Information Desk.

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

### Joint WSU/RCTC Services

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

### Parking Services

Students will be charged a \$3.25 parking fee per credit with a maximum parking fee of \$48.75 (subject to change) per semester. This fee will automatically be added to students' semester billing for tuition and fees. No parking permit will be issued. Student lots are designated.

### Student Disclosure Policy

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

# GRADUATE PROGRAMS, DEGREES, AND CERTIFICATES

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

## Educational Specialist Degree (Ed.S.)

K-12 Principal  
Superintendent

## Master of Arts in English (M.A.)

## Master of Science (M.S.)

Counselor Education  
Community Counseling  
Focus: Chemical Dependency Counseling  
School Counseling  
Professional Development

Education  
K-12 Education  
Special Education

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

English

Advanced Practice Nursing  
Adult or Family Nurse Practitioner  
Clinical Nurse Specialist  
Nurse Administrator  
Nurse Educator

## Advanced Licensure Programs

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

## Certificate Programs

Certificate Program in Training and Development  
Post-Master's Certificates in Nursing  
Clinical Nurse Specialist  
Nurse Educator  
Nurse Practitioner  
Nurse Administrator

## Office of Graduate Studies

Lee Gray, Director of Graduate Studies  
Gildemeister 132 (507) 457-5038  
[lgray@winona.edu](mailto:lgray@winona.edu)

Pat Cichosz, Office Manager  
Somsen 114 (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, 114 Somsen Hall. The Office reviews applications for admission, candidacy/programs, comprehensive examinations, graduation, and graduate assistantships, and maintains graduate student records.

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

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

# GENERAL INFORMATION

## AFFIRMATIVE ACTION OFFICE

Somsen Hall, Room 202B (507)457-5008 or (507)457-5013

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

## CAREER SERVICES

Gildemeister Hall, Room 110 (507)457-5340

Website: [www.winona.edu/career](http://www.winona.edu/career)

e-mail: [career@winona.edu](mailto:career@winona.edu)

Career Services assists first and second year students seeking career direction; juniors and seniors seeking internships and seniors, graduate students and alumni seeking full-time employment. Graduate students are encouraged to register with Career Services to take advantage of the broad range of services offered.

Individual advising appointments may be scheduled to discuss career direction and questions related to the job search, to critique resumes and cover letters, and to provide tips on interviewing. Appointments may also be scheduled for mock interviews on our interview kiosk. Assistance for developing content for the WINGS (Winona Graduate Skills) web-based portfolios is available from the WINGS Office, 126 Krueger Library. Appointments with WINGS assistants can be made by calling 507-457-2330 or emailing [wings@winona.edu](mailto:wings@winona.edu).

Career Services provides opportunities for students to interact with employers through career fairs, job fairs, and on-campus interviews. Employers have access to student resumes once they are uploaded into their Career Services online account. Students can update their resumes online and access job openings 24/7 on the Career Services website. Employment information and graduate follow-up results are also available for review online and in Career Services. Career Services is open Monday through Friday, 8:00 a.m. - 4:30 p.m. during the academic year and 7:30 a.m. to 4:00 p.m. during the summer.

## STUDENT ANSWER CENTER (SAC)

Kryzsko Commons, Lover 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 is the place to go when you need information about Winona State University and/or the surrounding community. The SAC is a one-stop resource; they are prepared to handle a variety of requests from students and guests to the University.

The SAC is open Monday - Thursday, from 8:00 a.m. until 6:00 p.m. and Friday from 8:00 a.m. until 4:30 p.m. during the school year. Over breaks and summers, the SAC is open Monday - Friday from 8:00 a.m. until 4:00 p.m. In addition to stopping by the SAC for assistance, students can access the list of frequently asked questions on the SAC website, submit questions via email, or call the SAC.

## COUNSELING CENTER

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

The Counseling Center provides short-term counseling to currently enrolled students who are experiencing difficulty in their personal lives. Common concerns may include adjustment to college, relationship issues, depression, anxiety, alcohol use/abuse, self-esteem grief, etc. Counselors can also assist with off-campus resources for the student's care.

In addition to personal counseling, the Counseling Center also offers career counseling which includes interests tests such as the STRONG and DISCOVER interest inventories. Outreach educational presentations are offered to the Winona State community, as well as to the community at large. Four professional counselors, a full-time office manager and graduate student interns staff the Center. Students should call the Counseling Center or stop by between 8:00 a.m. and 4:30 p.m. to schedule an appointment.

Services are provided at no cost to the student and information exchanged during the counseling process is confidential. Information

will be released with the student's written permission. Students are advised of their "client rights" and the exceptions to confidentiality.

## DISABILITY RESOURCE CENTER

Howell Hall, Room 136 (507)457-2391

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

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Winona State University endeavors to 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. The ADA Coordinator will respond to concerns about inequality of access or opportunity. 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, tape-recorded lectures, photocopying, writing/scribing assistance, lab assistance, adaptive equipment, priority registration, or taped textbooks.

A qualified person is one who has a disability and who meets the essential academic eligibility requirements for the WSU program or activity in which the individual seeks to participate. In order to receive academic accommodations, the person 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.
- 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 Bland and Dyslexic and the National Library Service.
- Certain accommodations, such as course modifications or substitutions, may take up to one semester to be provided.

Further 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/students/handbook.html](http://www.winona.edu/disabilityservices/handbooks/students/handbook.html).

## INTERNATIONAL SERVICES AND CULTURAL DIVERSITY

Kryzsko Commons, Room 128 (507)457-5303

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

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

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

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

A required orientation is held prior to the beginning of each semester for all in-coming international students. The University

requires that international students meet with a staff member of the International Student Office immediately after arrival to the University. At such time, updated information is provided on orientation dates and test times for the English screening exam.

#### SCHOLARSHIPS FOR INTERNATIONAL STUDENTS

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

#### MAXWELL CHILDREN'S CENTER

Maxwell Hall, Room 102 (507)457-2300

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

- Full service, affordable, educational and inclusive environment for all children.
- Valuable classroom setting for University students seeking a variety of Minnesota teaching licensures. Students participate as required for practicum/field placement assignments; they also serve as student staff.
- A model program for regional early childhood professionals.

The Center serves children aged six weeks to 12 years and is open Monday through Friday from 7:00 a.m. to 5:30 p.m., twelve months each year, 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 or afternoon 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.

#### PARKING SERVICES

Sheehan Residence Hall (507)-457-5062  
www.winona.edu/parking  
E-mail: parking@winona.edu

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

#### SECURITY SERVICES

Main Floor, Sheehan Residence Hall (507)457-5555  
www.winona.edu/security

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

#### CRIME AWARENESS AND CAMPUS SECURITY ACT

WSU Security Services  
Sheehan Hall (507)457-5555  
www.winona.edu/security/crime\_report\_wsu.html

Winona State University recognizes providing the safest environment possible is an integral element of the University's educational mission and annually publishes a Campus Security Report



that is available to everyone. This report provides statements of policy for a broad range of safety and security programs including crime prevention programs, personal safety, community relations, environmental safety, enforcement authority and response and a 3- year statistical review of designated crimes on campus. A printed copy of this report may be obtained at no charge from Winona State University Security Office: Sheehan Hall, Winona State University, Winona, MN 55987, phone (507)457-5555, or from the website above.

#### STUDENT CONDUCT

Office of Student Affairs, Conduct Officer  
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/studentaffairs](http://www.winona.edu/studentaffairs) or [www.winona.edu/handbook/](http://www.winona.edu/handbook/) (online Student Handbook) or in the Office of Student Affairs. Students are responsible for being aware of and complying with all WSU student policies and regulations.

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 Student Conduct Officer through the Office of Student Affairs.

#### STUDENT HEALTH SERVICE

West Wing of Maxwell Hall (507) 457-5160

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

The Health Service is located in the west wing of the former Maxwell Library. The facility is staffed by physicians, nurse practitioners, registered 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 some immunizations;
- Physical exams for sports, employment or travel'
- Allergy injections (you must supply your own serum);
- Contraceptive counseling and prescriptions;
- Health education materials including pamphlets, videos and consultation which enables students to develop a lifestyle that will reduce their risk of disease and injury.
- Smoking cessation program

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

#### VETERANS' ASSISTANCE

Veterans Assistance Office  
Somsen Hall, Room 106 (507-457-5109)

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



## FINANCIAL INFORMATION

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

### TUITION

All tuition is subject to change by the Minnesota State College and University Board. Current tuition rates can be found at [www.winona.edu/billing/FeeInformation.htm](http://www.winona.edu/billing/FeeInformation.htm).

### Estimated Fees

Possible fees an individual student may be charged are as follows. (NOTE: All fees are subject to change.)

#### Application Fee

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

#### Athletics Fee

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

#### Course Fees

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

#### Health Service Fee

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

#### Incidental Fees

Several small fees arise from other non-course related matters such as health service, credit by exam fees, ID card replacement fees, parking permits, and library fines.

#### Insurance

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

### Late Payment Fee

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

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

### MSUSA Fee

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

### Student Life Fee

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

### Technology Fee

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

### Union Facility Fee

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

### REFUND POLICY

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

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

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

**WSU TUITION REFUND SCHEDULES****TERMS AT LEAST 10 WEEKS IN LENGTH:**

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

**TERMS 3 TO 10 WEEKS IN LENGTH:**

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

**TERMS OF FEWER THAN 3 WEEKS IN LENGTH:**

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

**ENROLLMENT FOR A SINGLE 1, 2 OR 3 DAY SESSION OR LESS:**

<b>Withdrawal Day</b>	<b>Withdrawing</b>	<b>Credit Drops</b>
Prior to session beginning	100%	100%
After session has begun	None	None

**RESIDENT STATUS**

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

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

**Wisconsin, North Dakota, and South Dakota Tuition Reciprocity**

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

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

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

**FINANCIAL ASSISTANCE**

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

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

**LOANS**

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

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

**Federal Unsubsidized Stafford Loan:** Demonstrated financial need is not required for the Federal Unsubsidized Stafford Loan but a FAFSA

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

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

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

**EMPLOYMENT**

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

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

# ACADEMIC POLICIES

## 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, various advanced licensure programs are available.

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

### Undergraduate Students in Graduate Courses

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

### Graduate Special Students (Non-degree seeking)

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

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

## GRADUATE ASSISTANTSHIPS

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

Graduate assistantships are available to highly qualified graduate students. WSU Regulation 3-10 governs the requirements, responsibilities and hiring procedures for graduate assistants. In addition to a WSU contract, students must also sign the Condition of Employment for Graduate Assistants. Graduate assistants receive a stipend and tuition assistance. Applicants should submit applications for assistantships to the appropriate department chairperson/program director. Anyone who has been appointed to a graduate assistantship prior to the first day of classes shall be granted resident tuition status for the period of the appointment. 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 the seven (7) years prior to the awarding of the degree, except for the Specialist degree in Educational Leadership wherein the limitation is eight (8) years.

Under exceptional extenuating circumstances, a student may submit a petition 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

Two official copies of all transcripts must be sent to the Graduate Office, 114 Somsen, Winona State University, P.O. Box 5838, Winona, MN 55987. Ten (10) semester graduate credits of A, B, or Pass grades may be transferred if earned from regionally accredited graduate institutions and recorded as a graduate course on the official transcript. Acceptance is contingent upon the approval of the student's advisor, chairperson/program director of the student's major department and the Director of Graduate Studies. If graduate credits are being transferred from other Minnesota State Universities (Bemidji, Mankato, Metropolitan, Moorhead, St. Cloud, and Southwest) and/or the University of Minnesota, WSU may accept up to 16 semester hours. However, no more than a maximum total of 16 transfer credits will be accepted without special approval of the Graduate Council.

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

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

### Supplement to Candidacy/Program Form for Transfer of Graduate Credits

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

Only grades of A, B, or Pass will be accepted in transfer and will not be used for computation of the required WSU grade point average.

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

### GRADE POINT AVERAGE (GPA)

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

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

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

### Incompletes

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

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

### AUDITED COURSES

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

### PASS/NO CREDIT COURSES

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

A student may be allowed to count 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 Candidacy/Program. The P/NC limit for the Specialist degree is 16 credits. Consult the graduate departments for any additional restrictions.

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

### INDEPENDENT STUDY

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

### ARRANGED CLASSES

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

### INTERNSHIPS / 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, Graduate Studies, or Registrar's Office.

### DROP/ADD POLICY

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

### COURSE AND UNIVERSITY WITHDRAWAL

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

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

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

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

### TRANSCRIPT REQUESTS

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

### ACADEMIC AND BEHAVIORAL INTEGRITY

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

1. to uphold the highest standards of academic and behavioral integrity in the student's own work;
2. to 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:

1. 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.
2. 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.
3. MULTIPLE SUBMISSIONS: The submission of substantial portions of the same academic work (including oral reports), for credit more than once without authorization.
4. 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.
5. ABUSE OF ACADEMIC MATERIALS: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resources material.
6. COMPLICITY IN ACADEMIC DISHONESTY: Intentionally or knowingly helping, or attempting to help another to commit an act of academic dishonesty.
7. 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:

1. 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.
2. 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.

Student Advisor ↔ Department Chairperson ↔  
Dean of the College ↔ Director of Graduate Studies ↔  
Graduate Council ↔ Associate Vice President for Academic Affairs

## GRADUATION

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

## ADMISSION POLICIES

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

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

1. After admission to 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. 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, 114 Somsen, 507-457-5038. A registration hold will indicate when students have reached this level.
3. Following receipt of the departmental recommendation, the Office of Graduate Studies will notify the student of the action taken on the application.
4. Students unable to satisfy the departmental or above stated requirements will be allowed to continue to enroll in graduate level course work as a Graduate Special Student, not in a degree program.

### TEST REQUIREMENTS

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

### PREREQUISITES

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

### INTERNATIONAL STUDENTS

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

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

### 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 16-credit 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. (Two official copies 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 sign-off form must be received by the Graduate Studies Office before a degree can be granted.
6. Each candidate must submit to the Office of Graduate Studies a statement signed by the advisor or by the chairperson/program director of the major department certifying that the student has completed all departmental requirements for the master's degree at least ten days prior to the last day of the semester. The requirements listed above in 1 through 6 are general, all-university regulations. Students should consult their advisors to determine whether there are additional departmental requirements.

#### SPECIALIST DEGREE

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

# COLLEGE OF EDUCATION

135 Gildemeister Hall, 457-5570  
Cecilia Rokusek, Dean

## DEPARTMENTS

Counselor Education  
Education  
Educational Leadership  
Physical Education and Recreation  
Special Education

## DEGREES OFFERED

### **Educational Specialist**

K-12 Principalship  
General (Superintendency)

### **Master of Science**

Counselor Education  
Professional Development  
Community Counseling  
School Counseling  
Education  
Education (K-12)  
Education (Special Education)  
    Learning Disabilities Concentration  
    Developmental Disabilities Concentration  
Educational Leadership  
General School Leadership  
Teacher Leadership  
Outdoor Education/Adventure Based Leadership  
K-12 Principalship

### **Advanced Licensure Programs**

Developmental Disabilities  
Learning Disabilities  
Principal/Assistant Principal  
Superintendent/Assistant Superintendent  
Post-Baccalaureate Secondary Licensure Program/Teacher Licensure Collaborative (TLC)

### **Certificate Programs**

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: *Borror, Fawcett, T. Hatfield, Ruiz*

*Gaylia Borror*, Professor; B.S., Davis & Elkins College, M.S., West Virginia University, Ph.D., University of Iowa; 1989 -  
*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 -

## DEGREE OFFERED

Master of Science

## MAJORS

Community Counseling  
School Counseling  
Professional Development

## COUNSELOR EDUCATION DEPARTMENT MISSION

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

## COUNSELOR EDUCATION DEPARTMENT GOALS AND OBJECTIVES

Department Goals and Objectives are 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.

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 #2 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 March 1 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 can only result in your being provisionally admitted into the department because you are not yet eligible for admission to Graduate Study.
- 3. Notification of 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 660, 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.** Refer to the CE Department's "Recommended Sequence of Courses" in the *CE Department Student Handbook*.

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

## SUMMARY OF IMPORTANT ADMISSIONS/SCREENING DEADLINE DATES

### Written application materials deadlines:

- March 1 (for following Fall semester)
- September 1 (for following Spring semester)

### Required on-campus screening dates:

- Second Friday in April (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, #2).

### 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 601 - Foundations of Counseling (only Graduate Special students who have completed the CE admissions process), 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 must complete a one hundred fifty (150) clock hour practicum experience.
3. Students must complete a six hundred (600) clock hour internship experience.
4. Students must pass a final written comprehensive examination.
5. Students must complete a major capstone writing project in consultation with their advisor, to be presented as 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.

### 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 approved through fall, 2008.

### PROFESSIONAL DEVELOPMENT (A NON-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. The Professional Development program is not eligible for CACREP accreditation.

## 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 requirements also specify that students must complete Exceptional Children and Youth [SP ED 400/500, or other equivalent coursework]. Though not specifically required, the CE Department strongly recommends that all school counseling graduates also take at least an introductory course on chemical dependency issues and treatment. See the Counselor Education Department Student Handbook for detailed information regarding school counselor licensure in [Minnesota and Wisconsin](#).

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

(A non-counseling degree)

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

- 534 Human Relations & Diversity (3)
- 601 Foundations of Counseling (3)
- 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 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.

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

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

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

This course provides students with the basic theories, counseling techniques, and assessment tools used in career counseling. Through applied learning experiences students



will be able to complete a comprehensive career assessment and plan. Grade only.

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

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

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

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

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

This course introduces the 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. Prerequisite: CE 601 or permission of instructor. 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 microskills (e.g., rapport building, attending, paraphrasing, etc.) on a weekly basis. Prerequisite: Students must be admitted to the Counselor Education Department and have successfully completed (earned a letter grade of B or better) in CE 601. P/NC only

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

This course exposes students to theories of personality development and change, theories of counseling, and counseling techniques. Students practice application of counseling theories in a laboratory setting with simulated situations. Students are encouraged to identify and develop a tentative theory of personality as it relates to an effective counseling approach. A strong emphasis is placed on the ethical standards of the counseling profession and on multicultural issues. Prerequisite: CE 658 and 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. Grade only.

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

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

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

This course 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.

## EDUCATION

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

Chairperson: *Celeste Miller*

Graduate Faculty: *Bowman, Eckerson, Gustafson, Helble, Karjala, Leicester, Miller, Reap, Reineke, Rethlefsen, J. Sherman, T. Sherman, Tolmie, Walker, Warner, Williams, Winters*

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

*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*, Associate 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, 2000-2004

*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 -

*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 -

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 6-9 semester credits, the student must re-apply for admission through submission of a professional portfolio. (See graduate advisor for portfolio guidelines.) Re-application 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.
  7. Timeline to be followed:
    - a. Applications: File in the order listed.
      1. Graduate study application, including official transcripts - Office of Graduate Studies.
      2. Education Department Master's Program application - Education Office.
      3. WSU Master's Candidacy/Program Form - Office of Graduate Studies (after 6 and before 18 credits are completed, with advisor's approval).
      4. Registration for Research Project 699 (Thesis Option) one semester in advance of graduation.

5. Oral Examination of Thesis Option at least two weeks in advance of graduation.
6. Notification of Intent to take the Comprehensive Exam form must be received by the Office of Graduate Studies by midterm day of the semester preceding the semester the exam will be taken (see academic calendar for deadlines).
7. Application for Graduation - Office of Graduate Studies, 114 Somsen, (507) 457- 5038.
8. 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 K-6 in the Rochester (Minnesota) Public Schools. The program is designed to assist inexperienced teachers with challenges unique to entry into the field of education. Resident teachers receiving a fellowship complete a Master of Science in Education through a sequence of course work and field components. Open annually to selected, inexperienced, licensed elementary teachers. 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 Educational 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 LICENSURE PROGRAM TEACHER LICENSURE COLLABORATIVE (30 S.H.)

Winona State University and Public School Districts in Southeastern Minnesota are partners in a Teacher Licensure 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 year-long 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

\* Note post-baccalaureate candidates may opt to seek licensure in these fields for grades 9-12 only.

## ADMISSION REQUIREMENTS FOR INTERNS IN THE TEACHER LICENSURE 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 year-long 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 year-long practicum
- Complete a portfolio during the year-long 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 credits including field experience)

### Summer

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

### Fall Semester

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

### Spring Semester

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

Total credits for licensure program = 30 credits

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

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

Total credits required for Master's option 17 credits

Total credits for combined licensure 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)

## 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 focuses on critiquing existing multimedia works as well as designing and creating original pieces(s) for classroom use. Using technology in the classroom has evolved from teaching machines to interactive multi-sensory media. This course explores creating multimedia to engage all student in the learning process. Students will incorporate multiple media objects in their design of a multimedia artifact. In addition, students will identify the integration of this multimedia artifact in a discipline specific lesson and/or unit. 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 I - 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 561 Advanced Practicum in Kindergarten – 5 S.H.**  
Responsibilities for planning and conducting kindergarten activities under supervision. P/NC 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 exceptionalities. 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.

**EDUC 608 The Diverse Learner – 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 life long 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: ED 529, 600, 605. 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 K-12 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 K-12 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. 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. 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 multi-faceted dimensions of their students and enable groups to embrace diversity. The focus will be on developing a way to treat students equitably by recognizing each one's uniqueness and by structuring teaching methods accordingly. Offered **only** through the Master Teacher Program. Grade only.

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

This course is designed to allow students to explore in depth the current trends, issues and research related to curriculum, instructional design and methods, and assessment in designated content areas. Offered **only** through 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, multi-media 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 multi-media 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](http://www.winona.edu/educationalleadership)

Chairperson: *Dr. Lee Gray*

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

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

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

Faculty email: Gray ([lgray@winona.edu](mailto:lgray@winona.edu)), Guy ([mguy@winona.edu](mailto:mguy@winona.edu)), Nelson ([wnelson@winona.edu](mailto:wnelson@winona.edu))

### DEGREES OFFERED:

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

**Emphasis:**

- General School Leadership
- Teacher Leadership
- K-12 Principalship (Iowa student only)
- Outdoor Education/Adventure Based Leadership

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

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

- a. For the Master's degree: A G.P.A. of 2.50 on a 4.00 scale for all Bachelor's degree work. If the G.P.A. is less than 2.50, a minimum score of 900 on the verbal and quantitative portions of the Graduate Record Examination (GRE) is required.
- b. For Specialist degree: A G.P.A. of 3.25 on a 4-point scale for all Master's degree work. If the G.P.A. is less than 3.25, a minimum score of 900 on the verbal and quantitative portions of the Graduate Record Examination (GRE) is required. Although the Master's degree is recommended, some individuals may wish to enter the Specialist degree program with only a Bachelor's degree. For those individuals, an undergraduate G.P.A. of 3.25 and a score of 900 on the G.R.E. are required.
- c. A Written Statement for Both Degrees: First-time applicants to either of the educational leadership degree programs must submit a two (2) to five (5) page typewritten statement explaining their:
  1. vision of the purpose and role of education.
  2. qualifications and aptitude for leadership. Apply leadership to your particular area of program focus, such as K-12 building leadership, K-12 district leadership, athletic leadership, department leadership, higher education 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 online delivery and traditional class meetings (blended course offerings). For course listings offered in a blended format, visit the department web site at [www.winona.edu/educationalleadership](http://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.

### MASTER OF SCIENCE DEGREE (M.S.) 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 or superintendent. Students who choose this option can prepare for leadership careers as an administrator in technical or community colleges or non-profit organizations. An individualized program of study can be tailored to meet the general requirements of leadership. The 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**

705 School-Community Partnerships (3)

**Teacher Leadership**

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

**K-12 School Emphasis**

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)

Choose one from: PER 633, PER 517, PER 613, CE 595, EL 600, EL 780/781

**Specialization (Required - Choose one area)**

**Outdoor Education/Adventure Based Leadership**

PER 514 Recreation Leadership (3)  
PER 641 Current Literature and Research in PE and Recreation (3)  
PER 601 Research Methods or PER 633 Admin Problems in PE and Rec (3)  
CE 615 Group Theory and Practice (3)  
CE 620 Tests, Measurements and Research Design (3)  
Choose one from: CE 595, EL 600, PER 613, PER 633, PER 517, EL 780/781

**Field Experience**

780/781 Practicum/Internship (3)

The practicum/internship is a capstone experience and required for individuals seeking licensure in Iowa. The field experience is optional for individuals who are not in a licensure program. As a guideline for registering for an internship, a minimum of 75% of program credits should be completed. Students planning to register for an internship should secure an information packet from the department. The Internship Agreement Form should be completed with a cooperating 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 meet minimum credit requirements for the degree.

**WRITING REQUIREMENTS WITHOUT THESIS**

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

**WRITING REQUIREMENTS WITH THESIS**

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

**EXAMINATIONS :**

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

**EDUCATIONAL SPECIALIST DEGREE (ED.S.)**

**EDUCATIONAL LEADERSHIP (30 S.H.)**

**MINIMUM OF 30 S.H. BEYOND THE**

**M.S.**

The Educational Specialist degree in Educational Leadership is designed for individuals who wish to achieve proficiency beyond the Master's degree level in 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 you that you:

- apply for admission into the Ed.S. degree program (earning the degree is optional)
- complete a minimum of 30 credits beyond the M.S.
- 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
- complete six semester credits of field experience (practicum or internship) as an administrative aide to an appropriately licensed educational administrator
- 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 (23 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 (3-6) (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**

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)**

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)

**PREREQUISITE FOR THE FIELD EXPERIENCE**

The internship/practicum is a capstone experience. For individuals seeking K-12 administrative licensure, the internship/practicum is served in the capacity of an administrative aide. As a guideline for when to register for an internship/practicum, a minimum of 75% of program credits should be completed. For individuals seeking careers in other settings, an internship/practicum can be arranged specific to

career aspirations or waived. Students planning to register for an internship/practicum should secure an information packet from the department. The internship/practicum agreement should be negotiated with a cooperating supervisor and returned to the internship/practicum coordinator before or during the first week of each semester.

## EXAMINATIONS

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.

The writing seminar (EL 789) prepares the student for the task of writing the field study. The class is designed to guide the student in writing the research proposal and annotated bibliography or literature review. 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/N.

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

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

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

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

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

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

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

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

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

Students will inquire into and reflect upon school leadership and conditions which produce a successful principalsip. 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.

This course offers an interdisciplinary approach to the ethics of administration and leadership with an international focus on worldviews, ethical decision-making, critical thinking concepts and tools. Individuals in leadership positions will be prepared through moral reasoning strategies to respond to ethical dilemmas in education, business, and non-profit settings in more reflective and principled ways. The course also provides a clear and vital connection and application between administrative ethics, successful modern economics, and good democratic governments in both industrialized and developing countries. This is a highly interactive-blended course where material is presented and discussed both in class and on the web with many assignments and discussions completed 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.

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

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

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

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

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

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

Successful partnerships connect schools to community, non-profit 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 RECREATION

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

Chairperson: *Doug Callahan*

Graduate Faculty: Callahan, Juare, Olson, Reidy, Riley, Wright

*Doug Callahan*, Associate Professor; B.S., M.A., University of Denver; Ph.D., University of Kansas; 2000-  
*Stephen Juare*, Professor; B.S., M.S., Winona State University; Ph.D., Florida State University; 1975 -  
*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/Gaulburn 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. 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-/off-season conditioning, practice sessions, and care and prevention of injuries relative to the designated sport. May be repeated for credit when offered with a different title. P/NC or letter grade.

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

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

**517/417 Special Topics in Physical Education, Recreation, Tourism 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.

**534/434 Developmental/Adapted Physical Education Practicum - 4 S.H.**

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

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

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

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

Fundamental concepts and skills essential to programming and adaptation of methods, materials, physical activities and facilities to meet the needs of physically, mentally and emotionally 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, Recreation, Tourism 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, Recreation, Tourism or Sport - 3 S.H.**

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

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

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

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

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

**633 Administrative Problems in Physical Education, Recreation, Tourism 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, recreation, tourism and sports tests. construction, selection, and interpretation of physical education tests. Offered on demand. Grade only.

**641 Current Literature and Research in Physical Education,**

**Recreation, Tourism or Sport - 3 S.H.**

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

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

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

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

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

## SPECIAL EDUCATION

Gildemeister Hall 221, (507)457-5535, Fax (507)457-2483

Chairperson: *Barbara Boseker*

Graduate Faculty: *Boseker, Long, Rocco*

*Barbara Boseker*, Professor; B.S., University of Wisconsin-Milwaukee; M.A., Ph.D., University of Wisconsin-Madison; 1995-  
*Carol A. Long*, Associate Professor; B.S., M.A., Ph.D., University of Missouri-Columbia; 1993-  
*Frank Rocco*, Professor; B.S., Clarion College; M.Ed., Boston College; Ph.D., Michigan State University; 1972-

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

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

### PROGRAMS AVAILABLE

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

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

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

### ADMISSION

**NOTE:** The Department reserves the right to limit enrollment due to space in the program. Early application may enhance a qualified student's opportunity for acceptance. Meeting established minimum criteria does not assure admission. THE APPLICATION FILE MUST BE COMPLETE BY THE BEGINNING OF ONE FULL SEMESTER PRIOR TO ENROLLMENT IN THE PROGRAM.

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

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

\*Graduate applications are included in the graduate catalog, and available in the Graduate Office and on the WSU website.

\*SPED Department applications are available by phone, email, or letter to:  
Special Education Department  
Graduate Application

Gildemeister 221  
Winona State University  
P.O. Box 5838  
Winona, MN 55987-5838

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

Each new student must have an Application for Admissions file in the SPED Department Office. THE APPLICATION FOR ADMISSION FILE MUST BE COMPLETED AT LEAST ONE FULL SEMESTER PRIOR TO BEING ADMITTED TO ANY PROGRAM. The student has responsibility for completing the file so that the SPED Department can make a timely decision on the applicant's admission status. Students with degrees in fields other than Education and without a teaching license must contact the SPED Department for special requirements and a special admission process.

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

#### MASTER'S DEGREE PROGRAMS

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

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

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

**NOTE:** The Department reserves the right to limit enrollment due to space in the program. Early application may enhance a qualified student's opportunity for acceptance. Meeting established minimum criteria does not assure admission. THE APPLICATION FILE MUST BE COMPLETE BY THE BEGINNING OF ONE FULL SEMESTER PRIOR TO ENROLLMENT IN THE PROGRAM.

#### LICENSURE ADMISSION

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

#### Admission File Requirements-Licensure Programs

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. Application Form for a particular licensure program (LD or DD).</li><li>2. Evidence of Minnesota Teaching License (see department if licensed in another state or if unlicensed).</li><li>3. Transcripts of all previous undergraduate coursework documenting an NCATE-accredited bachelor's degree (see GPA above).</li><li>4. Three letters of professional recommendation (obtain SPED Department forms).</li><li>5. Applications for Field Experience and Internship (obtain SPED Department forms).</li></ol> | <p>Undergraduate degree in teacher education or completion of WSU Professional Education Sequence (see undergraduate catalog)<br/>Persons without a valid teaching license must complete the Professional Education Sequence (see undergraduate catalog) and must complete HERS 204<br/><u>Reading Methods equivalent courses</u><br/><u>Math Methods equivalent courses</u><br/>500 Exceptional Children and Youth (3)* or equivalent<br/>505 Student Management Systems (3)* or equivalent</p> |
|---|--|

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

#### REGISTRATION FOR FIELD EXPERIENCES:

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

#### MASTER OF SCIENCE IN EDUCATION LEARNING DISABILITIES CONCENTRATION

44-46 S.H.

#### PREREQUISITES:

Certified for a valid teaching license required

#### CORE COURSES (IN LICENSURE SEQUENCE):

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

#### ADDITIONAL COURSE WORK:

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

#### RESEARCH REQUIREMENT:

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

#### OR

- 698 Professional Paper (2)

\*Enrollment permitted prior to admission to program



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

**PREREQUISITES:**

Certified for a valid teaching license required  
Undergraduate degree in teacher education or completion of  
WSU Professional Education Sequence (see undergraduate  
catalog)  
Persons without a valid teaching license must complete the  
Professional Education Sequence (see undergraduate catalog)  
and must complete HERS 204  
Reading Methods equivalent courses  
Math Methods equivalent courses  
500 Education of Exceptional Children/Youth (3)\* or equivalent  
505 Student Management Systems (3)\* or equivalent

**CORE COURSES (IN LICENSURE  
SEQUENCE) :**

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

**ADDITIONAL COURSE WORK:**

- ED 623 Foundations of Education (3) (from Education Department)
- 660 Collaborative Consultation (3)
- 661 Research Design (2)
- 662 Research Seminar (2)
- 600-level electives (2)

**RESEARCH REQUIREMENT:**

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

**OR**

698 Professional Paper (2)

\*Enrollment permitted prior to admission to program.

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

**PREREQUISITES:**

Certified for a valid teaching license required  
Undergraduate degree in teacher education or completion of  
WSU Professional Education Sequence (see undergraduate  
catalog)  
Persons without a valid teaching license must complete the  
Professional Education Sequence (see undergraduate catalog)  
and must complete HERS 204  
Reading Methods equivalent courses  
Math Methods equivalent courses

- 500 Education of Exceptional Children/Youth (3)\*
- 505 Student Management Systems (3)\*
- 510 Introduction to Assessment/Methods (3) (Recommended Prerequisites: Reading and Math Methods)
- 520 Special Education Administrative Procedures (3)\*
- 530 Characteristics of Students with Disabilities (3)\*
- 545 Assessment/Methods for Students with Learning Disabilities (3)
- 631 Field Experience (3)
- 655 Internship LD (15)

\* Enrollment permitted prior to admission to program

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

**PREREQUISITES:**

Certified for a valid teaching license required  
Undergraduate degree in teacher education or completion of  
WSU Professional Education Sequence (see undergraduate  
catalog)  
Persons without a valid teaching license must complete the

Professional Education Sequence (see undergraduate catalog) and must complete HERS 204

Reading Methods equivalent courses

Math Methods equivalent courses

- 500 Education of Exceptional Children/Youth (3)\*
- 505 Student Management Systems (3)\*
- 507 Management Techniques for Severe Developmental Disabilities(3)
- 508 Functional Skills Development (3)
- 509 Medical Aspects of Developmental Disabilities (3)
- 510 Introduction to Assessment/Methods (3)  
(Recommended Prerequisites: Reading and Math Methods)
- 520 Special Education Administrative Procedures (3)\*
- 530 Characteristics of Students with Disabilities (3)\*
- 531 Language/Sensory Stimulation (3)
- 540 Assessment/Methods for Students with Developmental Disabilities (3)
- 631 Field Experience (3)
- 655 Internship DD (15)

\* Enrollment permitted prior to admission to program

## GRADUATE RESEARCH AND WRITING REQUIREMENT

A data-based Thesis or a data-based Professional Paper is required of all Master's degree candidates. This thesis or paper is planned and carried out in close cooperation with the student's graduate advisor after completion of coursework in research design and statistical analysis. Candidates must have successfully passed all parts of the written comprehensive exam before formal writing of the Thesis or Professional Paper can begin.

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

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

## GRADUATE WRITTEN EXAMINATION REQUIREMENT

Consult the calendar in the Graduate Catalog or the Course Schedule for dates and application deadlines. After consultation with the advisor, essay examination questions (4) are solicited from professors in courses chosen in cooperation with the candidate's advisor, at least one month prior to the date of the examination. (Refer to Master of Science Requirements section.) The questions must come from core courses. The comprehensive exam is made up yearly by the department. Students are given a review guide in preparation for the exam.

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

## COURSE DESCRIPTIONS

### 500/400 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. Enrollees may choose to obtain certification from the National Crisis Prevention Institute as a result of course completion. Offered twice yearly and summer. Grade only.

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

Management of extremely challenging behavior problems (e.g., self-stimulation, self-injurious behavior, ritualistic behavior, severe attention deficits, etc.) Included are less severe behaviors that inhibit acquisition, maintenance, and generalization of newly learned skills. Offered summer only. This course is only offered in the summer at Camp Winnebago in Caledonia, Minnesota. It is part of a 12 credit co-requisite sequence with SPED 508, 509, and 531 requiring participation in the Camp Winnebago programs on a Monday-Friday, 8:00 a.m. – 5:00 p.m. basis. 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. Motor-physical mobility, self-help/care, independent living, self-sufficiency, pre-employment, and daily living skills are emphasized. Objective is to develop skills that may be used in self-care and assistive care environments. Offered summer only. This course is only offered in the summer at Camp Winnebago in Caledonia, Minnesota. It is part of a 12 credit co-requisite sequence with SPED 508, 509, and 507 requiring participation in the Camp Winnebago programs on a Monday-Friday, 8:00 a.m. – 5:00 p.m. basis. 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. This course is only offered in the summer at Camp Winnebago in Caledonia, Minnesota. It is part of a 12 credit co-requisite sequence with SPED 507, 508, and 531 requiring participation in the Camp Winnebago programs on a Monday-Friday, 8:00 a.m. – 5:00 p.m. basis. 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 two-course 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. This course is only offered in the summer at Camp Winnebago in Caledonia, Minnesota. It is part of a 12 credit co-requisite sequence with SPED 507, 508, and 509 requiring participation in the Camp Winnebago programs on a Monday-Friday, 8:00 a.m. – 5:00 p.m. basis. 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 – 15 S.H.**

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

**660 Collaborative Consultation – 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 data-based research projects and submit them for peer/faculty critical review. Prerequisite: SPED 661. Offered alternate years with SPED 661. Grade only.

**690 Independent Study – 1-3 S.H.**

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

**695 Workshop – 1-3 S.H.**

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

**698 Professional Paper – 2 S.H.**

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

**699 Master's Thesis – 4 S.H.**

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

## COLLEGE OF LIBERAL ARTS

206 Minné Hall, 457-5017

Troy Paino, Dean

### 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: Dominic Ricciotti

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 -

## COURSE DESCRIPTIONS

### 502/402 The Psychology of Art and Art Education - 3 S.H.

Exploration of topics related to human behavior and the production and appreciation of visual art forms. The prospective art teachers' understanding of the subject of art and effective instruction for K-12 learners are further concerns. Theories of perception, learning and the creative processes are examined as they pertain to: visual thinking, aesthetic perception and 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 Multi-media Crafts for the Classroom - 3 S.H.

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

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

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

### 603 Implementing Visual Arts Learning in the Elementary Classroom - 2 S.H.

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

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

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

## COMMUNICATION STUDIES

215 Performing Arts Center, 457-5230

Chairperson: Daniel Lintin

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*, Assistant Professor; B.A., M.A., Washington State University; Ph.D., University of Wisconsin-Madison; 1993 -

*Susan Hatfield*, Professor, Communication Studies; B.S., M.S., Miami University (Ohio); Ph.D., University of Minnesota-Twin Cities; 1981 -

*Amy Hermodson*, Associate Professor, Communication Studies; B.A., Concordia College; M.A., Michigan State University; Ph.D., University of Denver; 2000-

*Kelly Herold*, Assistant Professor, Communication Studies; B.C.S., Dickinson State University (ND); M.A., University of Northern Colorado; Ph.D., University of Southern Mississippi; 1996-

*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*, Assistant 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 - 1- 6 S.H.

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

## ENGLISH

302 Minné Hall, (507) 457-5440

[www.winona.edu/english/Graduate](http://www.winona.edu/english/Graduate)

Chairperson: *Ruth Forsythe*

Director of Graduate Studies: *Douglas Hayes*

Graduate Faculty: *Armstrong, Brault, Buttram, Carducci, Cumberland, Eddy, Forsythe, Hayes, Johnson, Krase, Larsen, Michlitsch, Oness, Shi.*

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

*Rob Brault*, Assistant 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; M.A., Ph.D., University of Nevada-Reno; 1992 -

*Debra Cumberland*, Assistant 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 -

*Douglas Hayes*, Associate Professor; B.A. (Hons.), M.A., University of Alberta; Ph.D., University of Toronto; 2001-

*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., Aalborg University; M.A., St. Cloud State University; Ph.D., University of Minnesota; 2003-

*Gretchen Michlitsch*, Assistant Professor; B.A., Gustavus Adolphus College; M.A., Ph.D., University of Wisconsin-Madison; 2005-

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

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

#### 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:

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).

Official TOEFL Score: An official TOEFL score should be sent to Chairperson Ruth Forsythe, English Department, 3<sup>rd</sup> 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 (3<sup>rd</sup> 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, 3<sup>rd</sup> 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. Formal Admission to English Graduate Program:

After 6, but before 12, graduate English credit hours have been completed, students must submit the Formal Admittance to English Graduate Program form, which may be downloaded from [www.winona.edu/english/Graduate](http://www.winona.edu/english/Graduate), to the Director of Graduate Studies in English. No more than 12 credits towards the graduate degree will be granted unless a student has been *formally* admitted to the program after his or her initial acceptance. Graduate transfer credits from other institutions or WSU Graduate Special Student coursework are not part of these 6-12 credits.

### 2. 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.

### 3. 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.

### 4. Comprehensive Examination:

All graduate students must pass either the literature or the TESOL version of the Comprehensive Exam. These exams are administered in late March 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 will be given in the fall following the exam.

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.

### 5. Thesis / Non-Thesis 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 full-time 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.

### 6. 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 these 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 full-time 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.

### 7. 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 the writing and revising of creative nonfiction, with an emphasis on the development of the student's individual style. Examples of topics include nature writing, spiritual memoir, travel writing, etc. Permission of instructor required. Grade only.

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

*The Canterbury Tales*. Offered yearly. Grade only.

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

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

#### 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.

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

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

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

**570/470 – Seminar in American Literature – 3 S.H.**

Advanced study of a period, genre, or figure in American Literature. The course will focus on critical methodologies and student research. Grade only.

**571/471 – Seminar in British Literature – 3 S.H.**

Advanced study of a period, genre, or figure in British Literature. The course will focus on critical methodologies and student research. Grade only.

**572/472 Seminar in Language and Discourse – 3 S.H.**

Advanced study of topics in linguistics or applied linguistics/TESOL. Variable content depends on the discretion of the instructor. Topics may include history of the English language, sociolinguistics, psycholinguistics, language and social context, contrastive rhetoric, pragmatics, and language and culture. 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.**

Examines the structural features of English as they apply to the teaching and learning of English as a second or foreign language.

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.

**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.

## HISTORY

212 Minne Hall, 457-5400

Chairperson: *Marianna Byman*

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

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

*Seymour Byman*, Professor, History; B.A., University of Illinois; M.A., Roosevelt University; Ph.D., Northwestern University, 1970 -  
*John Campbell*, Assistant Professor, History, B.A., Wesleyan University; M.A., Ph.D., University of Minnesota-Twin Cities; 1996 -

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

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

*Gregory G. Schmidt*, Associate Professor, History; B.A., M.A., Ph.D.,

The primary focus is on explaining grammatical concepts within pedagogical contexts. Prior experience in the formal study of English grammar is necessary background for the course. Grade only.

**584/484 ESL Materials, Resources, and Assessment - 3 S.H.**

The major focuses of this course will be on preparing and assessing ESL materials and resources and on language testing and evaluation. Students examine principles guiding successful ESL material development and test creation, analyze existing ESL resources, develop course materials, evaluate materials for their suitability in a sample lesson, and prepare exams 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, on-line 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

University of Illinois-Urbana; 1984

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

## COURSE DESCRIPTIONS

**501/401 Ancient Rome - 3 S.H.**

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

**503/403 Middle Ages - 3 S.H.**

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

**508/408 Renaissance - 3 S.H.**

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

**509/409 Reformation - 3 S.H.**

A study of the religious background of sixteenth century Europe. The rise of Lutherism, Calvinism, Anabaptism, and Anglicanism.

The Catholic Counter-Reformation. Offered as needed. Grade only.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**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. Offered as needed. Grade only.

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

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

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

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

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

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

**615 Seminar in European History - 3 S.H.**

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

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

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

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

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

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

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

**699 Thesis - 3 or 6 S.H.**

Thesis research and writing. Credit to be arranged in consultation with the thesis advisor. Prerequisite: Permission of the student's



only.

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

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

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

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

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

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

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

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

departmental M.S. program committee. The committee will judge whether and when the thesis is acceptable. The thesis advisor will assign the grade for this course. The course may be repeated for credit with thesis advisor permission. Grade only.

# MUSIC

145 Performing Arts Center, 457-5250

Chairperson: Catherine Schmidt

Graduate Faculty: Draayer, Hoch, Mechell, Schmidt

*Suzanne Collier Draayer*, Professor, Music; B.M. Furman University; M.S. Vanderbilt University; D.M.A. University of Maryland College Park; 1993 -

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

*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

instructor. Offered alternate years.

### 522/422 Music Seminar on Choral Techniques and Materials - 2 S.H.

Criteria for selection of vocal music, examination of representative music suitable for groups at various levels of development, principals of programming, rehearsal techniques and organizations. Offered alternate years.

### 535/435 Wind Instrument Repair - 2. S.H.

Care, maintenance, and repair of woodwind and brass instruments. Offered occasionally.

### 540/440 American Art Music - 3 S.H.

Music in America from the time of the Puritans to the present day. Historical, biographical material and record listening, for the general student as well as for music majors and minors. Prerequisite: Music 109 or equivalent. Offered occasionally.

### 545/445 Art Music of the Twentieth Century - 3 S.H.

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

### 590/490 Music for Today's Schools: New Ideas in Music Education - 1-3 S.H.

The objectives of this workshop are to offer new ideas or theories, elaborate on new trends, and offer guidelines for improvement of public school programs. Course content changes each year. May be repeated for credit.

# POLITICAL SCIENCE

120 Minne, 457-5500

Chairperson: Darrell Downs

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

*Matt Bosworth*, Associate 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

### 510/410 Music Supervision and Administration - 3 S.H.

Problems of supervision and administration in public school music programs. Prerequisite: 298. Not applicable toward the B.A. degree. Offered every three years.

### 520/420 Multicultural Music in the Elementary School - 2 S.H.

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

### 521/421 Music in Early Childhood Education - 2 S.H.

Advanced study of musical development in children from birth to nine years. Development and application of materials and methods for successfully teaching music to young children. Prerequisite: Music 320, 322 or equivalent or consent of

University; 1992 -

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

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

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

## COURSE DESCRIPTIONS

### 510/410 Political Research II - Primary - 3 S.H.

Capstone experience that allows students to do original primary research utilizing the various primary research tools and approaches used in the study of practical phenomena and processes. Emphasis is placed on problem solving and critical thinking. Students will have a capstone experience in which they will apply knowledge gained in this and other courses to an original research problem. Survey research techniques will be studied and a practical survey project will be undertaken. 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: *Kerry G. Williams*

Graduate Faculty: Deyo, Fried, Johanson, Kesler, Lane, Marmolejo, Miene, Sefkow, Schreiber, J. Williams, K. Williams

*Richard A. Deyo*, Professor, Psychology; B.S., Viterbo College; M.A., Ph.D., Bowling Green State University; 1990 -

*Carrie Fried*, Assistant Professor, Psychology; B.S., Iowa State University; M.S., Ph.D., University of California, Santa Cruz; 1994 -  
*John Johanson*, 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 -

*Janette P. Williams*, Professor, Psychology; B.A., Northwestern

University; M.A., Ph.D., University of Illinois; 1987 -  
*Kerry G. Williams*, Professor, Psychology; B.Sc., University of Washington; M.A., Ph.D., University of Illinois; 1981 -

### 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, life-span related disorders, substance use disorders, organic disorders, psychological aspects of illness, and prevention. Prerequisite: 210 and 3 additional semester hour credits in psychology. Offered each semester.

#### 521/421 Cognitive Behavior Therapy - 3 S.H.

Current principles, research methods, and therapeutic interventions for behavior change are discussed as applied to the behavior of individuals and groups in mental health settings,

schools, hospitals, and interpersonal situations. Prerequisite: 210. 420/520. Offered yearly.

#### 523/423 Psychopathology of Childhood - 3 S.H.

Examines classification of disorders of children and adolescents. Core topics include mood, anxiety, and psychotic disorders. Selected topics: eating disorders, psychosomatic disorders, autism, psychosis, phobias, developmental deviations. Therapeutic issues will be discussed. Prerequisites: 210, 250 and 420/520. Offered yearly.

#### 524/424 Women and Mental Health - 3 S.H.

Diagnosis and treatment will be discussed with mood disorders as a central focus followed by themes in therapy selected from topics such as: anger, autonomy, identity, integration of marriage and career, lesbianism, poverty, consciousness raising and gender role development. Traditional and alternative therapeutic approaches will be discussed in light of socioeconomic factors affecting women. Current issues related to needs of women will be addressed. Prerequisites: 210 and 6 semester hour credits in psychology, 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, 457-5420

Chairperson: *Helen N. Dachelet*

Graduate Faculty: Aldrich, Bublitz, Dachelet, Gerlach, Norman, Schwartz

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

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

Utah; 1970 -

*Helen Dachelet*, Associate Professor, Sociology; B.A., B.S., M.S., Winona State University; Psy.D., University of St. Thomas; 1996 -  
*Jerry Gerlach*, Professor, Geography; B.A., M.A., University of Nebraska; Ph.D., University of Oklahoma; 1988 -

*J. Mark Norman*, Associate Professor, Sociology/Criminal Justice; B.A., M.S., St. Cloud State University; Ph.D., South Dakota State University; 1996 -

*R. Stephen Schwartz*, Professor, Sociology; B.S., M.S., University of Oklahoma; Post-graduate Certificate, University of Zambia (University of London, external); Ph.D., The University of Iowa; 1973 -

### COURSE DESCRIPTIONS

#### 505/405 Models and Strategies of Intervention - 3. S.H.

An in-depth study of therapeutic methodologies and skills used in correctional services. Special emphasis is on reality therapy to assist individual clients and small groups with behavioral and cognitive changes. Prerequisites: 210 or permission of instructor. Limited to 20 students. Offered each semester.

#### 512/412 Sexuality in American Society - 3 S.H.

An extensive review of recent research in the area with specific emphasis on behavioral and cultural aspects of sexuality. Prerequisite: 150. Offered yearly.

#### 523/423 Race Relations and Minority Groups - 3 S.H.

This course examines race and ethnic relations. It explores the concepts pertaining to such relations, e.g., discrimination, minorities, prejudice. It looks at the theories, which attempt to explain prejudice and discrimination. It looks at the various minority groups from both current and historical perspectives. Finally, the course looks at oppression and the impact of oppression on people's lives.

Prerequisite: 150. Offered twice yearly.

**531/431 Social Class and Power - 3 S.H.**

Social classes, their membership, and their use of social, economic and political power. Prerequisite: 150. Offered periodically.

**534/434 Medical Sociology - 3 S.H.**

Social factors associated with the incidence and treatment of illness and the social organization of medical institutions and distribution of medical services. Prerequisite: 150. Offered yearly.

**535/435 Family Roles and Relationships - 3 S.H.**

Specific study of family roles, communication patterns, decision-making, and interpersonal relationships. Prerequisites: 150, 212. Offered yearly.

**537/437 The Sociology of Organizations - 3 S.H.**

Analysis of patterns, regularities, design and behavior of organizations in different environments and societies. Prerequisite: 150. Offered yearly.

**550/450 Sociology of Aging - 3 S.H.**

Gerontology is the analytical examination of the aging process. Using a sociological perspective, this course studies the changing roles of the aged, problems confronting the aged, and other important issues. Prerequisite: 150. Offered yearly.

**580/480 Variable Topics in Sociology - 1-3 S.H.**

A seminar course that analyzes selected topics and problems from the sociological perspective (subject to be chosen by instructor and announced before registration). Prerequisite: 12 hours of sociology or consent of instructor. Offered on demand. Grade only.

## COLLEGE OF NURSING AND HEALTH SCIENCES

EA249 Rochester Center, (507) 285-7473

138 Stark Hall, (507) 457-5122

Timothy Gaspar, Dean

### DEPARTMENTS

Health and Human Performance

Nursing

### MISSION

The College provides quality undergraduate and graduate programs in nursing and the health sciences. These programs are designed to graduate caring, ethical, competent and progressive professionals who are sensitive to diversity and prepared to work with clients through health promotion, prevention of health problems and care during illness. In addition to its professional programs, the College seeks to promote health awareness at WSU. The College's educational environment supports life-long wellness in the individual, the University, the community, and global society

### EXERCISE AND REHABILITATIVE SCIENCES

122 Memorial Hall, (507) 457-2600; FAX 457-5606

Chairperson:

Graduate Faculty: Anderson, Appicelli, Grimm, Kastello, Miller

*Dawn Anderson*, Associate Professor, Health and Human Performance; B.A., University of Minnesota; M.S., Iowa State University; Ph.D., Ball State

University; 1992 -

*Phillip A. Appicelli*, Assistant Professor, Health and Human Performance; B.A., College of St. Scholastica; M.A., Ph.D., Kent State University; 1998 -

*Gail Grimm*, Associate Professor, Health and Human Performance; B.S., University of Wisconsin-Platteville; M.S., University of Wisconsin-Madison;

Ph.D., University of Arkansas; 1996-

*Gary M. Kastello*, Assistant Professor, Health and Human Performance; B.S., University of Wisconsin-LaCrosse; M.A., Ball State University; Ph.D., University of

Wisconsin-Milwaukee; 1997 -

### COURSE DESCRIPTIONS

**501 Research Methods in Health Education - 3 S.H.**

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

**503/403 Epidemiology - 3 S.H.**

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

**530/430 Public Health - 4 S.H.**

Explores the foundations of public health practices, including health organization/agency structures, and specific public health concerns of the target populations. The course will have a component similar to a practicum — working with a health-related organization throughout the semester — 2 hours per week minimum. Topics covered in this course could be environmental health, community crisis health and/or public service health. Prerequisites: HHP 204, HHP 288 and HHP 410. Recommended prerequisites: HHP 403 and STAT 110. Offered yearly. Grade only.

**531/431 Health Problems Workshop - 1-3 S.H.**

Explores recent and relevant issues, trends and programming developments in health education/promotion. Designed for teachers, school nurses, school administrators, undergraduates and/or graduate students. Junior or Senior standing. May be repeated for credit. Offered upon demand.

**602 Critical Issues in Health Education - 1-3 S.H.**

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

**604 Health Curriculum in Elementary and Secondary Schools - 3 S.H.**

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

**605 Decision-Making Processing in Health Education - 3 S.H.**

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

**616 Laboratory Techniques in Human Performance - 3 S.H.**

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

Offered on demand.

## MASTER'S PROGRAM IN NURSING

Chairperson: *Jo Stejskal*

Master's Program Director: *William McBreen* (507)285-7473

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

Graduate Faculty: *Forsyth, P. Gaspar, T. Gaspar, Hatlevig, McBreen, Olsen, Ponto, Pilon-Kacir, , 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 -

*Christine E. Pilon-Kacir*, Professor, Nursing; B.S., Mercy College of Detroit; M.S., University of Michigan - Ann Arbor; Ph.D., University of Missouri-Columbia; 1994 -

*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) 887-6791  
[www.aacn.nche.edu](http://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:

1. Value caring as the basis of nursing in the human health experience.
2. Synthesize theories from nursing science and related disciplines to guide advanced nursing practice.
3. Demonstrate advanced level of clinical expertise in nursing care of clients.
4. Integrate the roles of the advanced practice nurse in various settings.
5. Use a process of scholarly inquiry in advanced practice nursing.
6. Analyze the effects of historical, cultural, economic, ethical, legal, and political influences on nursing and health care delivery.
7. Manage resources within a health care delivery system through collaboration with other health care providers, community, and clients.
8. Contribute to the continuing professional development of self and others.

### DESCRIPTION OF PROGRAM

The Master's Program is grounded in the belief that all advanced practice nurses share a common core of knowledge. Through the foundational core courses, students further develop their ability to integrate theory, research, and practice. Courses within the selected focus of Nurse Administrator, Clinical Nurse Specialist, Nurse Educator, Adult Nurse Practitioner, or Family Nurse Practitioner, provide specialized knowledge and practice opportunities in each advanced nursing role. The domains of advanced practice nursing include client health status management; the nurse/client relationship; teaching/coaching; professional roles; managing and negotiating health care delivery systems; and monitoring and ensuring quality of health care practice.

### Focus: Nurse Administrator

Students who elect the Nurse Administrator focus will be prepared for administrative positions in a health care setting. In addition to the core courses, content focuses on elements of a nursing care system, the responsibilities of the Nurse Administrator in research, education, and clinical practice, human resource management, fiscal accountability of the Nurse Administrator, the functions of the

Nurse Administrator in the organization, and on issues and trends in Nursing Administration. Clinical practica 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 practica 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 clinicals);
9. Three professional and/or academic references;
10. Statement of professional goals;
11. Background check (clinical requiremen 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	or	Office of Graduate Studies
WSU-Rochester Center		Winona State University
859 30th Avenue SE		PO Box 5838
Rochester, MN 55904		Winona, MN 55987
(507) 285-7473 or 1-800-366-5418 x7473		(507) 457-5038 or 1-800-342-5978 x5038

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-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 above-mentioned 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 three post-nursing master's certificate programs for nurses interested in post-nursing master's education. The post-master's certificate programs are in the areas of nurse practitioner, clinical nurse specialist, nurse educator, and nurse administrator.

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

## 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. Co-requisite or prerequisite: STAT 601. Grade only.

### 514/414 Health Care Policy and Finance - 3 S.H.

This course provides a base for nurse leaders and advanced practice nurses to enter and effectively shape health care policy in the workplace, organizations, community, and government at the state and federal level. Students will develop an understanding of health care financing in the delivery of health care. Prerequisite: Admission to the graduate program in nursing or consent of instructor. 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 co-requisites: N502, N504, N506, N510, N519, N623 (or equivalent courses approved by faculty). Must register for N621 at same time. Grade only.

### 621 Clinical Nurse Specialist Role I Clinical - 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 co-requisites: N502, N504, N506, N510, N519, N623 (or equivalent courses approved by faculty). Must register for N620 at the same time. Grade only.

### 623 Advanced Health Assessment - 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). Co-requisite: N625. Grade only.

### 625 Clinical Nurse Specialist Role II Clinical - 1-4 S.H.

This course builds on Clinical Nurse Specialist Role I Seminar and Clinical. Assessment, measurement, and management of disease-based and non disease-based etiologies of acute and chronic illnesses among adults will be a major focus. Independent nursing interventions that aim to prevent, alleviate, and/or reduce symptoms, functional problems, or risk behaviors will be implemented. Integration of the Clinical Nurse Specialist roles will be achieved. Prerequisites: N502, N504, N506, N508, N510, N519, N620, N621, N623 (or equivalent courses approved by faculty). Co-requisite: N624. Grade only.

### 626 Assessment and Intervention: Care of the Ill Client Seminar - 3 S.H.

This course is for students selecting the NA and NE options. Concepts relevant to nursing focused on acute and chronic health deviations among individuals, families and groups in various settings are examined. Assessment and interventions (collaborative and independent) for each concept as relevant to the NE and NA advanced roles will be discussed. An analysis and synthesis of the literature with an emphasis on theory and research will be included. Effects of culturally specific beliefs on response to acute and chronic illness will be discussed. Prerequisites: N502, N504, N510. Co-requisite: N627. Grade only.

### 627 Assessment and Intervention: Care of the Ill Client Clinical - 1-3 S.H.

This course is for students selecting the NA and NE options and is the clinical application of N626. The health assessment of clients with chronic and acute conditions will serve as the basis for diagnosis and implementation of independent nursing interventions. Emphasis will be placed on the integration of theory and research into clinical practice. Effectiveness of therapeutic nursing interventions on patient outcomes will be assessed. Critical analysis of data sets and clinical instruments for decision making relevant to the role will be conducted. Prerequisites: N502, N504, N508, N510. Co-requisite: N626. Grade only.

### 629 Clinical Nurse Specialist Prescribing Clinical - 1-3 S.H.

This course is specifically designed for the post-master's CNS student who already holds national CNS certification and is seeking a supervised clinical experience to become eligible for prescriptive authority. The course requirements are specifically designed to meet requirements established by the revised MN Nurse Practice Act in 1999; however, the course requirements also

meet criteria in other state nurse practice acts (students are assessed on an individual basis). The course focuses on assessment, measurement, diagnosis and management of disease-based and non-disease-based etiologies of acute and chronic illnesses among adults. Emphasis is placed on accurate and safe selection of specific pharmacologic and non-pharmacologic treatments under the supervision of a provider who is licensed to prescribe pharmacologic agents. Prerequisites: Earned Master's Degree in nursing with a CNS focus, N502, N623 (or equivalent courses approved by the CNS focus faculty). Grade only.

**640 Primary Care of Adults I - 3 S.H.**

Focus is on the diagnosis and management of acute and episodic health related conditions and illnesses in the primary care setting. Epidemiology of problems is examined and emphasis is placed on health promotion and disease prevention. Prerequisites: N502, N506, N623; Co-requisites: N519, N641. Grade only.

**641 Primary Health Care Clinical I - 2-3 S.H.**

This course provides the opportunity to apply the knowledge and develop skills related to the role of the nurse practitioner in primary care. ANP students register for 2 S.H.; FNP students register for 3 S.H. Co-requisite: N640, N642 (FNP only). Grade only.

**642 Primary Care of Children I - 2 S.H.**

This course focuses on promotion of health of children and their families, and the diagnosis and management of acute and common health related conditions and illnesses in the primary care setting. Co-requisites: N640 (FNP only). Grade Only.

**643 Primary Care Clinical II - 3-4 S.H.**

This course provides the opportunity to apply knowledge and develop skills related to the role of the nurse practitioner in management of clients/families with complex disease states and health related conditions. ANP students register for 3 S.H.; FNP students register for 4 S.H. Co-requisites: N644, N646 (FNP only). Grade only.

**644 Primary Care of Adults II - 3 S.H.**

This course focuses on the diagnosis and management of chronic and co-morbid health related conditions and illnesses in the primary care setting. Epidemiology of problems is examined and emphasis is placed on health promotion, health maintenance, and prevention of disability. Prerequisites: N640, N641, N642 (FNP only). Co-requisites: N643, N646 (FNP only). Grade only.

**645 Primary Care Internship - 3 S.H.**

A clinical preceptorship for nurse practitioner students that provides an opportunity to further enhance knowledge and the skill level related to primary care. The clinical preceptorship provides opportunities to apply theoretical and didactic knowledge in practice. The internship is an intensive immersion in a single practice setting with focus on continued development of the Nurse Practitioner role and in providing continuity of care. Asynchronous, Internet based course. Prerequisites: N502, N506, N508, N519, N623, N640, N641, 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. Co-requisites: 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 I-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 pre-selected patient population.

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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.

## COLLEGE OF SCIENCE AND ENGINEERING

201 Stark Hall, 457-5585

Nancy O. Jannik, Dean

### DEPARTMENTS

Biology  
Chemistry  
Computer Science  
Engineering  
Geoscience  
Mathematics & Statistics  
Physics

The College of Science and Engineering offers undergraduate degree programs and one Master's program in Software Technology that will begin in Fall 2001.

### MISSION

The mission of the College of Science and Engineering is to provide high quality undergraduate education and degrees in science, engineering, and mathematics in order to meet the needs of WSU students. In fulfilling that mission, the College offers four-year curricula leading to the Bachelor of Arts, Bachelor of Science or Bachelor of Engineering degrees. The College also serves students intending to transfer to other institutions for professional programs or post-graduate study after meeting some or all of their pre-professional requirements at WSU. In addition, many graduate-level courses are offered to serve the continuing education needs of educators and other professionals within the service region of Winona State University.

Chairperson: *Lawrence Reuter*

Graduate Faculty: *Bates, Berg, Brako, Dapkus, Delong, Essar, Evanson, Jefferson, Mundahl, Ragsdale, Reuter, Richardson, Thompson*

*Kimberly M. Bates*, Associate Professor, Biology; B.S., University of Massachusetts-Amherst; M.S., Ph.D., University of Missouri-Columbia; 1997-

*Steven Berg*, Professor, Biology; B.S., Pacific Lutheran University; Ph.D., Purdue University; 1986 -

*Emmanuel Brako*, Professor, Biology; B.S. Tuskegee University, M.S., Ph.D., Louisiana State University and A & M College; B.V.M., University of Nairobi; 1989 -

## BIOLOGY

215 Pasteur, 457-5270

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*David Dapkus*, Professor, Biology; B.S., M.S., Ph.D., University of Minnesota-Twin Cities; 1974 -  
*Michael D. Delong*, Professor, Biology; B.S., University of Southern Mississippi; M.S., Memphis State University (TN); Ph.D., University of Idaho, Moscow; 1992 -  
*David Essar*, 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-  
*Carol Jefferson*, Professor, Biology; B.A., St. Olaf College; Ph.D., Oregon State University; 1976 -  
*Neal Mundahl*, Professor, Biology; B.A., Winona State University; M.S., Michigan Technological University; Ph.D., Miami University (Ohio); 1989 -  
*Frances Ragsdale*, 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 -  
*Edward Thompson*, Professor, Biology; B.A., Macalester College, St. Paul; Ph.D., Medical College of Wisconsin, Milwaukee; 1992 -

## COURSE DESCRIPTIONS

### 525/425 Animal Behavior - 3 S.H.

A study of how and why animals behave in the ways they do. Special attention is given to the observation and description of behavior and to the ensuing questions of immediate causation, development, evolution and function of behavior. Lecture and demonstration. Prerequisites: 308, 310, 312. Offered alternate years.

### 545/445 Immunology - 3 S.H.

An introduction to the theory and practice of modern immunology. Emphasis on the immune response in humans. Prerequisites: 308, 310, Chem. 340. Offered yearly.

### 560/460 General Parasitology - 3 S.H.

An introduction to the study of parasites of humans and domestic animals, and the etiology of associated pathologic states. Prerequisites: 308,310 and Chem. 340. P/NC option for non-biology majors/minors only. Lecture and laboratory. Offered yearly.

### 570/470 Histology - 4 S.H.

A microscopic study of animal cells, tissues, and organs and correlating structure and function. Emphasis is placed on the mammal. Laboratory includes microtechniques and histochemistry and the analysis of electromicrographs. Lecture and laboratory. Prerequisites: 308, 310, and Chem. 212, 213. Offered yearly.

## CHEMISTRY

340 Pasteur, 457-5290  
www.winona.edu/chemistry

Chairperson: *Charla Miertschin*

Graduate Faculty: *Engen, Franz, Hein, Kopitzke, Miertschin, Nalli, Ng, Schneider, Svingen*

*Mark A. Engen*, Associate Professor, Environmental Chemistry;

B.S., Bemidji State University; Ph.D., Montana State University; 1997-

*Jeanne L. Franz*, 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-LaCrosse; 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 -

*Jamie L. Schneider*, Associate Professor, Chemical Education; B.S., Winona State University; Ph.D., University of Minnesota-Twin Cities;

2000 -

*Bruce A. Svingen*, Professor, Biochemistry; B.A., St. Olaf College; Ph.D., Michigan State University; 1987

## COURSE DESCRIPTIONS

### 510/410 Polymer Chemistry - 3 S.H.

An overview of polymer chemistry is presented. Major topics

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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: UV-vis, 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, UV-vis and AA spectroscopy; NMR and mass spectrometry; gas and liquid chromatography. Prerequisites: organic and analytical chemistry and instructor's permission. Offered every two or three years.

### 538/438 Medicinal Chemistry - 2 S.H.

An introductory course describing selected topics in the chemistry of synthetic and naturally-occurring organic medicinals. Chemical structure and its relationship to biological activity. Lecture and problem-solving discussions. Prerequisites: 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.**

Group discussions and papers presented in the field of chemistry. Prerequisite: 20 semester hours of chemistry. Offered yearly.

**GEOSCIENCE**

114 Pasteur, 457-5260 Chairperson: *Catherine Summa*  
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*, Assistant Professor, Geoscience; B.S., M.S., University of New Hampshire; Ph.D., University of Wyoming; 2002-  
*Toby Dogwiler*, Assistant 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 - 1-3 S.H.**

Independent study of a selected geologic field and/or laboratory problem with subsequent preparation of written report and oral seminar. May be repeated up to 6 credits. Admission by consent of instructor and department chairperson. Offered each semester.

**505/405 Current Topics in Geoscience - 1-3 S.H.**

An analysis of current topics and issues relevant to Geosciences. Subject matter and prerequisites will be announced in advance by the department. May be repeated as topics change. Offered with sufficient demand.

**MATHEMATICS AND STATISTICS**

320 Gildemeister Hall, Room 322 (507) 457-5370  
Chairperson: *Jeffrey Anderson*

*Anderson, Blumberg, Bunce, Debnath, Deppa, Draskoci-Johnson, Jarvinen, Leonhardi, Pascual, Peratt, Price, Quella, Rand, Smith, Suman, Urion*

*Jeffrey Anderson*, Professor, Mathematics/Statistics; B.A., University of Minnesota - Morris; Ph.D., Iowa State University; 1992 -

*Carol Joyce Blumberg*, Professor, Mathematics and Statistics; A.B., A.M., University of Michigan; M.S., Ph.D., Michigan State University; 1987 -

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

*Joyati Debnath*, Professor, Mathematics/Statistics; B.Sc., M.Sc., Jadavpur University; M.S., Ph.D., Iowa State University; 1989 -

*Brant Deppa*, Professor; B.S., M.S., University of Minnesota - Duluth; Ph.D., University of Minnesota - Twin Cities; 1992 -

*Jeffrey Draskoci-Johnson*, Associate Professor; B.A., Ohio Wesleyan University; M.S., Ph.D., Ohio State University-Columbus; 1996 -

*Richard Jarvinen*, Professor, Mathematics/Statistics; B.A., St. John's University; M.A.T., Vanderbilt University; Ph.D., Syracuse University; 1989 -

*Steve Leonhardi*, Associate Professor, B.A., Concordia College; M.S., Ph.D., University of Wisconsin -Madison; 1996 -

*Felino G. Pascual*, Associate Professor, Mathematics/Statistics; B.A., Ateneo de Manila, Philippines; M.Sc., Ph.D., University of Minnesota-Twin Cities; 1992 -

*Barry Peratt*, Associate Professor; B.S., Moravian College; M.S., Ph.D., University of Delaware; 1996 -

*Terry Price*, Assistant Professor; B.S., M.S., Lamar University; Ph.D., Washington State University; 1998

*Joyce Quella*, Assistant Professor; B.S., University of Wisconsin -Madison; A.M., University of Illinois; M.S., University of Iowa; 1987 -

*Daniel Rand*, Assistant Professor; B.S., M.S., Purdue University; M.S., Ph.D., University of Minnesota; 1998 -

*Martyn N. Smith*, Professor, Mathematics/Statistics; B.S.,

Montclair State College; M.Ph., Ph.D., Yale University; 1989 -  
*Ken A. Suman*, Professor; B.S., M.S., Clemson University; Ph.D., Pennsylvania State University; 1990 -  
*David K. Urion*, Professor, Mathematics and Statistics; B.A., Culver-Stockton College; M.S., Miami University; Ph.D., University of Maryland; 1982 -

**COURSE DESCRIPTIONS**

PREREQUISITES: Prerequisites may be satisfied by equivalent coursework or by consent of instructor.

**MATHEMATICS**

**510/410 History of Mathematics - 3 S.H.**

General view of the historical development of the elementary branches of mathematics. Prerequisite: 160 and 210. Fall.

**520/420 Numerical Analysis - 4 S.H.**

Numerical solution of equations, numerical interpolation, differentiation, and integration, numerical linear algebra, numerical solution of differential equations with analysis and use of algorithms and related software. Prerequisite: CS 231 or 234 and Math 260. Fall.

**530/430 Operations Research: Linear Programming - 3 S.H.**

An introduction to linear programming, including the simplex method. Other topics chosen from duality, sensitivity analysis, and the transportation and assignment problems. Prerequisite: one calculus course. Recommended: one linear algebra course. Offered alternate years.

**535/435 Operations Research: Modeling - 3 S.H.**

This course emphasizes mathematical modeling: problem identification and model construction. Topics chosen from among network flow analysis, nonlinear mathematical programming, queuing theory, simulation, integer programming, and Markov chains. Prerequisite: one calculus course. Recommended: one course in probability and statistics, and more than one course in calculus. Offered alternate years.

**580/480 Special Topics - 1-3 S.H.**

Exposure to mathematical topics not included in other courses. Prerequisite: Determined by topics. Offered on demand.

**600 Problems in Mathematics - 1-4 S.H.**

Designed to allow post-baccalaureate students an opportunity to study mathematical topics in depth under the supervision of a faculty member. May be repeated to a total of 4 S.H. On demand.

## MATHEMATICS EDUCATION

### 589/489 Special Topics - 1-3 S.H.

Exposure to mathematics education topics not included in other courses. Prerequisite: Determined by topics.

### 600 Problems in Mathematics Education - 1-4 S.H.

Designed to allow post-baccalaureate students an opportunity to study mathematics education topics in depth under the supervision of a faculty member. May be repeated to a total of 4 S.H. On demand.

## STATISTICS

### 525/425 Statistical Computing - 3 S.H.

An introduction to the use of the computer as a powerful tool in data analysis. Topics will include statistical graphics, advanced regression techniques, curve fitting and smoothing, generalized additive models, CART, multivariate techniques, cross-validation and the bootstrap. Additional topics that may be covered are random number generation, regression trees and Monte Carlo simulation methods. Prerequisite: Math 165 and Stat 360.

Offered alternate years.

### 540/440 Epidemiology - 3 S.H.

A general introduction to the concepts and methods of epidemiology as they are applied in a variety of disease situations. Topics include modeling the disease process in a population; retrospective, prospective and observational studies; rates, ratios and data interpretation; and evaluation of epidemiological information. Prerequisite: An introductory statistics course. Offered alternate years.

### 589/489 Special Topics - 1-3 S.H.

Exposure to statistical topics not included in other courses. Prerequisite: Determined by topics. Offered on demand.

### 600 Problems in Statistics - 1-4 S.H.

Designed to allow post-baccalaureate students an opportunity to study statistical topics in depth under the supervision of a faculty member. May be repeated to a total of 4 S.H. On demand.

### 601 Statistical Methods for Health Care Research - 3 S.H.

Application and interpretation of statistical techniques in the health profession. Prerequisites: Stat 110 or equivalent and

registration in a graduate nursing degree program. Offered yearly.

## PHYSICS

114 Pasteur Hall, 457-5260

Chairperson: Richard Shields

Graduate Faculty: Bolon, Bloom, Ferstl, Hamerski, Otto, Shields

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

*Andrew Ferstl*, Associate Professor, Physics; B.S., University of Wisconsin; Ph.D., University of Minnesota-Twin Cities; 2000 -

*David E. Hamerski*, Professor, Physics; B.S., St. Mary's College of Minnesota; M.S., University of Minnesota-Twin Cities; Ph.D., Washington

University (Missouri); 1961 -

*Frederick Otto*, Professor, Physics; B.A., B.S., Humboldt State University; Ph.D., University of California-Berkeley; 1990 -

*Richard H. Shields*, Professor, Physics; B.S., M.S., Eastern Illinois University; Ph.D., University of Missouri-Rolla; 1973 -

## COURSE DESCRIPTIONS

### 500/400 Seminars - 1-4 S.H.

## 2006 - 2007 ACADEMIC CALENDAR

## SUMMER TERM - 2006

Summer term classes begin and end at various times between Commencement (Friday, May 5, 2006)

and the beginning of Fall Semester 2006 (Monday, August 28, 2006). Check course listings to find out when classes begin and end.

Summer registration begins.....	Monday, March 20, 2006
Last day to apply for admission or file "Intent to Return" for Summer 2006.....	Monday, May 1, 2006
Summer 2006 term begins .....	Monday, June 5, 2006
<b>Note:</b> Some classes begin before this date. Check online schedule for course begin and end dates.	
Last day to apply for arranged classes, internships, or independent studies .....	Wednesday, June 7, 2006
Last day to add courses that begin on June 5-6 .....	Wednesday, June 7, 2006
Last day to drop full term or first 5-week session courses with 100% refund.....	Wednesday, June 7, 2006
Fourth of July holiday (no classes).....	Tuesday, July 4, 2006
Last day to notify the Office of Graduate Studies of intent to take Fall 2006 Comprehensive Examinations.....	Monday, July 24, 2006
Last day to apply for Spring 2007 graduation .....	Monday, July 31, 2006
Official end of Summer Term .....	Friday, Aug. 11, 2006
<ul style="list-style-type: none"> <li>• Final examinations are held during the last scheduled class meeting.</li> <li>• Last day to withdraw ('W' indicator on transcript) is determined by start date of course.</li> </ul>	

## FALL SEMESTER - 2006

Registration begins.....	Tuesday, April 11, 2006
Last day to apply or file "Intent to Return" for Fall 2006.....	Monday, July 31, 2006
Last day to apply for Spring 2007 graduation .....	Monday, July 31, 2006
Faculty orientation/development/non-class faculty duty days .....	Monday-Friday, Aug. 21-25, 2006
New student orientation/registration .....	Wednesday-Friday, Aug. 23-25, 2006
Classes begin .....	Monday, Aug. 28, 2006
Last day to add courses without instructor approval.....	Wednesday, Aug. 30, 2006
Last day to add courses.....	Friday, Sept. 1, 2006
Last day to drop courses with tuition refund.....	Friday, Sept. 1, 2006
Fall Semester 2006 tuition due .....	Friday, Sept. 1, 2006
Last day to apply for arranged courses or independent studies .....	Friday, Sept. 1, 2006
Labor Day holiday (no classes/offices closed) .....	Monday, Sept. 4, 2006
Financial aid disbursement .....	Friday, Sept. 8, 2006
Student fall break day/non-class faculty duty day (no classes/offices open) .....	Friday, Oct 13, 2006
† Primary Election day (no special events 6-8 P.M./regular classes held as scheduled) .....	Tuesday, Sept. 12, 2006
Midterm (Last day to make up incompletes from Spring & Summer 2006) .....	Monday, Oct 16, 2006
Last day to notify the Office of Graduate Studies of intent to take Spring Semester Comprehensive Examinations .....	Monday, Oct. 16, 2006
† Election Day (no special events 6-8 P.M./regular classes held as scheduled) .....	Tuesday, Nov. 7, 2006
Last day to withdraw from courses ("W" indicator on transcript) .....	Thursday, Nov. 9, 2006
Veterans' Day holiday (no classes/offices closed) .....	Friday, Nov. 10, 2006
Thanksgiving break (no classes W-F/offices closed Th-F).....	Wednesday-Friday, Nov. 22-24, 2006
Non-class faculty duty day.....	Wednesday, Nov. 22, 2006
Classes resume .....	Monday, Nov. 27, 2006
Registration for Spring 2007 begins.....	Monday, Nov. 27, 2006
Last day to apply for Fall 2007 graduation .....	Friday, Dec. 8, 2006
Final examinations.....	Monday-Thursday, Dec. 11-14, 2006
Fall 2006 Commencement.....	Friday, Dec. 15, 2006
Grading period/non-class faculty duty days.....	Monday-Wednesday, Dec. 18-20, 2006
Grades due, 9:00 A.M.....	Wednesday, Dec. 20, 2006

## SPRING SEMESTER - 2007

Registration begins.....	Monday, Nov. 27, 2006
Last day to apply or file "Intent to Return" for Spring 2007 .....	Monday, Dec. 4, 2006
Last day to apply for Fall 2007 graduation .....	Friday, Dec. 8, 2006
Faculty orientation/development/non-class faculty duty days.....	Monday-Friday, Jan. 8-12, 2007
New student orientation/registration.....	Friday, Jan. 12, 2007
Martin Luther King holiday (no classes/offices closed) .....	Monday, Jan. 15, 2007
Classes begin.....	Tuesday, Jan. 16, 2007
Last day to add courses without instructor approval .....	Thursday, Jan. 18, 2007
Last day to add courses.....	Monday, Jan. 22, 2007
Last day to drop courses with tuition refund.....	Monday, Jan. 22, 2007
Spring Semester 2007 tuition due .....	Monday, Jan. 22, 2007
Last day to apply for arranged courses or independent studies.....	Monday, Jan. 22, 2007
Financial aid disbursement .....	Friday, Jan. 26, 2007
All University Assessment Day (no classes/offices open) .....	Tuesday, Feb. 13, 2007
Spring Break (no classes/offices open March 5-9).....	March 3-11, 2007
Midterm (Last day for undergraduates to make up incompletes from Fall 2006) .....	Monday, March 12, 2007
Last day to notify the Office of Graduate Studies of intent to take Summer Comprehensive Examinations .....	Monday, March 12, 2007
Classes resume .....	Monday, March 12, 2007
Last day to withdraw from courses.....	Thursday, April 5, 2007
Student spring break day/non-class faculty duty day (no classes/offices open) .....	Friday, April 6, 2007
Registration for Summer & Fall 2007 begins .....	Monday, April 16, 2007
Final examinations.....	Monday-Thursday, April 30- May 3, 2007
Spring 2007 Commencement .....	Friday, May 4, 2007
Grading period/non-class faculty duty days .....	Monday-Wednesday, May 7-11, 2007
Grades Due, 9:00 A.M. ....	Wednesday, May 9, 2007

SUMMER TERM - 2007

Summer term classes begin and end at various times between Commencement (Friday, May 4, 2007) and the beginning of Fall Semester 2007 (Monday, August 27, 2007). Check course listings to find out when classes begin and end.

Summer registration opens.....	Monday, March 19, 2007
Last day to apply for admission or file "Intent to Return" for Summer 2007.....	Tuesday, May 1, 2007
Summer 2007 term begins .....	Monday, June 4, 2007

**Note:** Some classes begin before this date. Check online schedule for course begin and end dates.

Last day to apply for arranged classes, internships, or independent studies .....	Wednesday, June 6, 2007
Last day to add courses that begin on June 4-5 .....	Wednesday, June 6, 2007
Last day to drop full term or first 5-week session courses with 100% refund.....	Wednesday, June 6, 2007
Fourth of July holiday (no classes/offices closed), .....	Wednesday, July 4, 2007
Last day to notify the Office of Graduate Studies of intent to take Fall 2007 Comprehensive Examinations.....	Monday, July 23, 2007
Last day to apply for Spring 2008 graduation .....	Monday, July 30, 2007
Summer term ends.....	Friday, Aug. 10, 2007

- Final Examinations are held during the last scheduled class meeting.
- Last day to withdraw ("W" indicator on transcript) is determined by start date of course.

2007-2008 ACADEMIC CALENDAR

FALL SEMESTER - 2007

Registration begins.....	Tuesday, April 10, 2007
Last day to apply or file "Intent to Return" for Fall 2007.....	Monday, July 30, 2007
Last day to apply for Spring 2008 graduation .....	Monday, July 30, 2007
Faculty orientation/development/non-class faculty duty days.....	Monday-Friday, Aug. 20-24, 2007
New student orientation/registration .....	Wednesday-Friday, Aug. 22-24, 2007
Classes begin .....	Monday, Aug. 27, 2007
Last day to add courses without instructor approval.....	Wednesday, Aug. 29, 2007
Last day to add courses.....	Friday, Aug. 31, 2007
Last day to drop courses with tuition refund.....	Friday, Aug. 31, 2007
Fall Semester 2007 tuition due .....	Friday, Aug. 31, 2007
Last day to apply for arranged courses or independent studies .....	Friday, Aug. 31, 2007
Labor Day holiday (no classes/offices closed) .....	Monday, Sept. 3, 2007
Financial aid disbursement.....	Friday, Sept. 7, 2007
Student fall break day/non-class faculty duty day (no classes/offices open) .....	Friday, Oct 12, 2007
Midterm (Last day to make up incompletes from Spring & Summer 2007) .....	Monday, Oct 15, 2007
Last day to notify the Office of Graduate Studies of intent to take Spring Semester Comprehensive Examinations .....	Monday, Oct. 15, 2007
Last day to withdraw from courses ("W" indicator on transcript) .....	Thursday, Nov. 8, 2007
Veterans' Day holiday (no classes/offices closed) .....	Monday, Nov. 12, 2007
Thanksgiving break (no classes W-F/offices closed Th-F).....	Wednesday-Friday, Nov. 21-23, 2006
Non-class faculty duty day, .....	Wednesday, Nov. 21, 2007
Classes resume .....	Monday, Nov. 26, 2007
Registration for Spring 2008 begins .....	Monday, Nov. 26, 2007
Last day to apply for Fall 2008 graduation .....	Friday, Dec. 7, 2007
Final examinations.....	Monday-Thursday, Dec. 10-13, 2007
Fall 2007 Commencement.....	Friday, Dec. 14, 2007
Grading period/non-class faculty duty days.....	Monday-Wednesday, Dec. 17-19, 2007
Grades due, 9:00 A.M.....	Wednesday, Dec. 19, 2007

SPRING SEMESTER - 2008

Registration begins.....	Monday, Nov. 26, 2007
Last day to apply or file "Intent to Return" for Spring 2008 .....	Monday, Dec. 3, 2007
Last day to apply for Fall 2008 graduation .....	Friday, Dec. 7, 2007
Faculty orientation/development/non-class faculty duty days.....	Monday-Friday, Jan. 7-11, 2008
New student orientation/registration.....	Friday, Jan. 11, 2008
Classes begin.....	Monday, Jan. 14, 2008
Last day to add courses without instructor approval.....	Wednesday, Jan. 16, 2008
Last day to add courses.....	Friday, Jan. 18, 2008
Last day to drop courses with tuition refund.....	Friday, Jan. 18, 2008
Spring Semester 2008 tuition due .....	Friday, Jan. 18, 2008
Last day to apply for arranged courses or independent studies .....	Friday, Jan. 18, 2008
Martin Luther King holiday (no classes/offices closed) .....	Monday, Jan. 21, 2008
Financial aid disbursement.....	Friday, Jan. 25, 2008
All University Assessment Day (no classes/offices open) .....	Tuesday, Feb. 5, 2008
Spring Break (no classes/offices open March 3-7).....	March 1-9, 2008
† Precinct Caucus Day (no special events 6-8 p.m./regular classes held as scheduled) .....	Tuesday, March 4, 2008
Midterm (Last day for undergraduates to make up incompletes from Fall 2007) .....	Monday, March 10, 2008
Last day to notify the Office of Graduate Studies of intent to take Summer Comprehensive Examinations .....	Monday, March 10, 2008
Classes resume.....	Monday, March 10, 2008
Last day to withdraw from courses .....	Wednesday, April 3, 2008
Student spring break day/non-class faculty duty day (no classes/offices open) .....	Friday, April 4, 2008
Registration for Fall 2008 begins .....	Monday, April 14, 2008
Final examinations.....	Monday-Thursday, April 28-30, May 1, 2008
Spring 2007 Commencement.....	Friday, May 2, 2008
Grading period/non-class faculty duty days .....	Monday-Wednesday, May 5-7, 2008
Grades due, 9:00 A.M.....	Wednesday, May 7, 2008

## SUMMER TERM - 2008

Summer term classes begin and end at various times between Commencement (Friday, May 2, 2008)

and the beginning of Fall Semester 2008 (Monday, August 25, 2008). Check course listings to find out when classes begin and end.

Summer registration opens .....	Monday, March 17, 2008
Last day to apply for admission or file "Intent to Return" for Summer 2008.....	Thursday, May 1, 2008
Summer 2008 term begins .....	Monday, June 2, 2008

**Note:** Some classes begin before this date. Check online schedule for course begin and end dates.

Last day to apply for arranged classes, internships, or independent studies .....	Wednesday, June 4, 2008
Last day to add courses that begin June 9-10 .....	Wednesday, June 4, 2008
Last day to drop full term or first 5 week session courses with 100% refund .....	Wednesday, June 4, 2008
Fourth of July holiday (no classes) .....	Friday, July 4, 2008
Last day to notify the Office of Graduate Studies of intent to take Fall Comprehensive Examinations .....	Monday, July 21, 2008
Last day to apply for Spring 2009 graduation .....	Monday, July 28, 2008
Summer term ends .....	Friday, Aug. 8, 2008

- Final Examinations are held during the last scheduled class meeting.
- Last day to withdraw ('W' indicator on transcript) is determined by start date of course

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

†Excerpt: 204C.03 Public meetings prohibited on election day. Subd. 2. State colleges and universities. Except for regularly scheduled classes, no Minnesota state college or university shall schedule an event between 6:00 P.M. and 8:00 P.M. on the day that an election is held in any political subdivision in which the university or college is located. Copyright 2005 by the Office of Revisor of Statutes, State of Minnesota.



## FACULTY

- Beckry Abdel-Magid*, Professor, Engineering; B.S., University of Khartoum; M.S., Ph.D., University of Wisconsin; 1990 -
- Brian Aldrich*, Professor, Sociology; A.B., Lewis and Clark College; M.S., Ph.D., University of Wisconsin; 1976 -
- Stephen T. Allard*, Assistant Professor, Geoscience; B.S., M.S., University of New Hampshire; Ph.D., University of Wyoming; 2002 -
- Dawn Anderson*, Professor, Health, Exercise and Rehabilitative Sciences; B.A., University of Minnesota; M.S., Iowa State University; Ph.D., Ball State University, Muncie (IN); 1992 -
- Jeffrey Anderson*, Professor, Mathematics and Statistics; B.A., University of Minnesota, Morris; Ph.D., Iowa State University; 1992 -
- Phillip Appicelli*, Associate Professor, Health, Exercise and Rehabilitative Sciences; B.A., College of St. Scholastica; M.A., Ph.D., Kent State University; 1998 -
- James Armstrong*, Associate Professor, English; B.A., Northwestern University; M.F.A., Western Michigan University; Ph.D., Boston University; 1999 -
- Theresa Arrick-Kruger*, Vice President for University Affairs; B.S., Fort Wright College; J.D., St. Mary's School of Law; M.B.A., Winona State University; 1988 -
- Marzié Astani*, Professor, Management of Information Systems and Operations; B.A., Tehran University; M.S., Ph.D., Iowa State University of Science and Technology; M.B.A., Central Michigan University; 1987 -
- Susan Ballard*, Professor, Nursing; B.S.N., University of Illinois; M.S.N., University of Minnesota; 1984 -
- Mark Bambenek*, Intramural Director; B.S., M.S., University of Wisconsin; 1988 -
- Christine Barajas*, Associate Vice President, Academic Affairs; B.S., M.S., University of Wisconsin; Ph.D., University of Minnesota; 2000 -
- Sara Barbor*, Professor, Business Administration; B.A., Earlham College; M.A., Ball State University; M.B.A., Ph.D., University of Kansas; 1988 -
- Kimberly M. Bates*, Associate Professor, Biology; A.A., Berkshire Community College; B.S., University of Massachusetts; M.S., Ph.D., University of Missouri; 1997 -
- Sandra Benning*, Assistant Registrar; B.S., Winona State University; 1985 -
- Steven Berg*, Professor; Biology; B.S., Pacific Lutheran University; Ph.D., Purdue University; 1986 -
- Tamara Berg*, Associate Professor; Women's & Gender Studies; B.A., University of Wisconsin; M.A., Ph.D., Indiana University, Bloomington; 1995 -
- J. Lawrence Bergin*, Professor, Accounting; B.S., M.B.A., Northeastern University; 1981 -
- Lori Beseler*, Associate Registrar; B.A., University of Wisconsin; 2004 -
- JoEll W. Bjorke*, Professor, Business Administration; B.S., St. Cloud State University; J.D., William Mitchell College of Law; 1981 -
- George Bolon*, Professor, Physics; B.S., M.S., Oregon State University; Ph.D., University of Utah; 1968 -
- Cynthia Bork*, Associate Professor, Nursing; B.S.N., College of St. Teresa; M.S., Winona State University; Ed.D., St. Mary's University of Minnesota; 1993 -
- Gaylia Borrer*, Professor, Counselor Education; B.S., Davis & Elkins College; M.S., West Virginia University; Ph.D., University of Iowa; 1989 -
- Borsari, Bruno*, Assistant Professor, Biology; D.Ag.Sci., University of Bologna (Italy); Ph.D., University of New Orleans; 2005 -
- Barbara Boseker*, Professor, Special Education; B.S., M.A., Ph.D., University of Wisconsin; 1995 -
- Matthew Bosworth*, Associate Professor, Political Science; B.A., Johns Hopkins University; M.A., Ph.D., University of Wisconsin; 1997 -
- Richard Bowman*, Professor, Education; B.S.Ed., M.S.Ed., Ohio University; Ph.D., University of Toledo; 1995 -
- Emmanuel Brako*, Professor, Biology; B.V.M., University of Nairobi (Kenya) B.S., Tuskegee University, M.S., Ph.D., Louisiana State University and A & M College; 1989 -
- David Bratt*, Professor, Theatre and Dance; B.A., Calvin College; M.A., University of Iowa; Ph.D., University of California; 1976 -
- Rob Brault*, Assistant Professor, English; B.A., Macalester College; Ph.D., University of Minnesota; 2000 -
- Lynna Brenner*, Residence Hall Director, Residence Life; B.S., M.S., South Dakota State University; 2001 -
- Lynda Brzezinski*, Associate Professor, Counseling Center; B.A., University of Wisconsin; M.S., Ph.D., University of Utah; 2000 -
- Ervin G. Bublitz*, Professor, Sociology; B.A., St. Mary's College (Minnesota); B.S., M.S., Winona State University; Ph.D., University of Utah; 1970 -
- Gary Bunce*, Professor, Computer Science/Mathematics and Statistics; B.S., North Dakota State University; M.A., Ph.D., University of New Mexico; 1971 -
- John E. Burdick*, Professor, Social Work; B.A., Allegeny College; M.S.W., State University of New York; 1984 -
- Elizabeth Burke*, Professor, Counseling Center; B.A., St. Norbert College; M.A., St. Mary's University of Minnesota; 1979 -
- Chris Buttram*, Associate Professor, English; B.A., Emory University; M.A., M.Phil., Ph.D., Columbia University; 2000 -
- Marianna Westbrook 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 -
- Douglas Callahan*, Associate Professor, Physical Education and Recreation; B.S., M.A., University of Denver; Ph.D., University of Kansas, 2000 -
- John Campbell*, Associate Professor, History; B.A., Wesleyan University; M.A., Ph.D., University of Minnesota; 1996 -
- Jane Carducci*, Professor, English; B.A., Colorado College; M.A., Ph.D., University of Nevada-Reno; 1992 -
- Arlen Carey*, Assistant Professor, Social Work; B.A., M.A., Ph.D., University of Texas-Austin; M.S.W., University of Central Florida, Orlando; 2004 -
- Eve Caudill*, Assistant Professor, Marketing; B.S., DePaul University; Ph.D., University of Illinois at Urbana/Champaign; 2005 -
- Ruth Charles*, Associate Professor, Social Work; Ph.D., Syracuse University; 1997 -
- Gerald W. Cichanowski*, Professor, Computer Science; B.A., Winona State University; M.S., University of Minnesota; Ph.D., Michigan State University; 1983 -
- Gretchen Cohenour*, Professor, Theatre and Dance; B.A., Rockford College; M.F.A., University of Wisconsin; 1989 -
- John W. Collins*, Associate Professor, Social Work; B.A., Tarkio College, M.S., University of Minnesota; Ph.D., Saint Louis University; 1993 -
- Karen Csajko*, Associate Professor, Political Science; B.A., M.A., Portland State University; Ph.D., University of California; 1996 -
- Debra Cumberland*, Assistant Professor, English; B.A., Carleton College; M.A., Ph.D., University of Nebraska-Lincoln; 2002 -
- Sarah Curtin*, Admissions Counselor; B.A., Winona State University; 1999 -
- Linda D'Amico*, Associate Professor, Residential College; B.S., M.A., Ph.D., Indiana University; 2000 -
- Helen Dachelet*, Associate Professor, Sociology; B.A., B.S., M.S., Winona State University; Psy.D., University of St. Thomas; 1996 -
- Ajit Daniel*, Professor, Mass Communications; B.A., St. Stephen's College, Delhi University, India; B.S., M.S. Southern Illinois University; Ph.D., The Union Institute; 1982 -
- Richard Davis*, Director, Publications and Print Shop; B.S., Winona State University; 1971 -
- Joyati Debnath*, Professor, Mathematics and Statistics; B.Sc., M.Sc., Jadavpur University; M.S., Ph.D., Iowa State University; 1989 -
- Narayan Debnath*, Professor, Computer Science; B.S., M.Phil., Calcutta University; M.S., Visva Bharati University; M.S., East Carolina University; M.S., Ohio State University; Ph.D., D.Sc., Jadavpur University; 1989 -
- 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 -
- 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; 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 -
- Toby Dogwiler*, Assistant 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 -
- 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 -
- Gary Eddy*, Professor, English; B.A., State University of New York-Brockport; M.A., University of Texas at El Paso; M.F.A., University of Arizona; Ph.D., State University of New York-Binghamton; 1988 -
- Ahmed El-Afandi*, Professor, Political Science; B.Com., University of Alexandria; M.A., Ph.D., University of Missouri; 1968 -
- Ronald Elcombe*, Director, Residential College; B.S., University of Minnesota; M.M., Mankato State University; Ph.D., The Union Institute; 1991 -

- Scott Ellinghuysen*, Comptroller/Chief Financial Officer; B.S., Winona State University; M.B.A., University of Wisconsin; 1989 -
- Mark A. Engen*, Associate Professor, Chemistry; B.S., Bemidji State University; Ph.D., Montana State University; 1997 -
- Mark J. Eriksen*, Assistant Professor, Library; B.A., Ohio State University; M.L.S., Kent State University; M.S., South Dakota State University; 1998 -
- Maryam Eslamloo-Grami*, 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 -
- Amber Evans*, Admissions Counselor, Admissions; B.S., University of Wisconsin; 1999 -
- 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 -
- 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 -
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