Hello and Welcome!

We’re really happy that you are interested in Valley City State University. If you value quality education in a technology rich environment and desire a friendly and intimate college experience, then please, read on. You’ve chosen wisely. VCSU is a university where everything we do focuses on you, the learner.

This book is your road map to success. The courses and program requirements are designed to qualify you for a great job and a satisfying life.

We prepared this catalog to guide you to your baccalaureate degree. Your part is to set your goals, ask questions, and make decisions along the way.

Your decision to attend VCSU will remain a good one. Another good decision would be to use this book on a regular basis. Know what is available to you and what your goals require. Let us help you as you progress through an exciting learning adventure!

Ellen Chaffee, President
How To Use This Catalog

This catalog is one of many “tools” you’ll use while a student at Valley City State University. Like any good tool, it’s best used when you keep it available, particularly when questions arise. The policies and procedures that govern your progress to a college degree are defined by the catalog in force when you enter VCSU. Because of this importance, we’ve taken every effort to provide you the most current information about courses and degree requirements. Despite this effort, policies do change. It is why we expect you to consult with your academic advisor (a faculty member assigned to you or chosen by you) routinely. We also recognize that your goals change. As you explore new ideas, and these ideas either confirm your goals or lead you to new ones, please “see your advisor”. If there is one phrase you’ll hear often, it will be “see your advisor”.

A college education is also an experience directed by you. Ultimately, you are responsible for the decisions made about your education. A faculty advisor is just that, an advisor. Seeking guidance from more than one person is also some advice we hope you take seriously. That is why we have counselors available in Career Services, in Academic Advising, and in the Academic Divisions. VCSU prides itself on being learner-centered and good advising is at the heart of this. Remember, it’s still up to you to use it wisely. To help you we’ve provided this list to make this catalog work best for you:

Examine the academic structure of the university.

Identify the department/division home of your intended major.
Each major has a department, within a division, from which the major’s specified courses are designed, approved, and taught. See page 32 to find your major or minor in the easiest manner.

Identify the department/division home of your intended minor.
Each major has a department, within a division, for your program of study. Specified courses are designed, approved, and taught. See page 32 to find your major or minor in the easiest manner.

General education requirements (examine your major field of study):
Some refer to this as the “generals” or “basics.” All students must complete these courses. Refer to page 30 for more details. Refer also to your department and major sections to see specified general education requirements for your major.

Recommended coursework for your intended major is given in the pages describing your home department/division.

Work closely with your advisor to put together an academic plan.
With your advisor, you are able to plan each term at VCSU well in advance.

Know the deadlines for completing degree requirements.
That is, what courses must I take before others and are there courses that must be completed in a particular year?

All students must complete a digital CD portfolio in order to graduate.
See your advisor or consult the university web page describing the student portfolio requirements for the academic division of your major.

Some required classes are not offered every term.
Many courses are not offered every year and every semester. Find out when a required or recommended course is offered. Plan accordingly.

If you are an athlete, check with coaches about eligibility rules and academic progress.
There are NAIA policies that apply to athletes that don’t apply to the general student body, so it is important to know them as you take courses.

Do I know the procedures and deadlines for applying for financial aid?
The federal financial aid program has deadlines and procedures that allow students the best opportunity for available aid. For more information go to page 15 of this catalog.

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Reservation of Rights
The editors have made every effort to provide accurate information in this Catalog. Nevertheless, policies and information that the volume contains may have changed by the time of publication. The reader is therefore advised to consult the appropriate University division or department for any possible revisions.

The laws of the State of North Dakota and of the United States of America forbid public institutions to refuse an applicant admission because of race or national origin, religion, age, or sex. To discriminate in this manner is considered unacceptable by the faculty and administration of Valley City State University.

Disclaimer
Catalogs and bulletins of educational institutions are usually prepared by faculty committees or administrative officers for the purpose of furnishing prospective students and other interested persons with information about the institutions that issue the same. Announcements contained in such printed material are subject to change without notice; they may not be regarded in the nature of binding obligations on the institutions and the state. In times of changing conditions it is especially necessary to have this definitely understood. Therefore, the Board of Higher Education makes this announcement in all catalogs and bulletins of information being issued by the state educational institutions of the North Dakota University System.

The right is reserved to change any of the rules and regulations of the University at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and to impose or increase fees similarly is reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students, but also to those who already are enrolled in the University.
Frequently Asked Questions

How do I begin?
The Office of Enrollment Services will help you begin your higher education experience at Valley City State University. Call Enrollment Services at 701-845-7101 or 1-800-532-8641, extension 7101. You may also contact them by email at enrollment_services@mail.vcsu.nodak.edu.

Do I qualify for admission to the university?
Valley City State University requires students to complete a core group of high school courses to be eligible for admission. Refer to page 10 of this catalog for details.

How do I start the admission process? Are there any deadlines?
Your first step in applying for admission is to contact the Office of Enrollment Services on the campus of VCSU. There are a number of materials provided you by them, including an Application Procedures booklet that outlines the steps for gaining admission. Although there isn’t an official application deadline, there are scholarship and financial aid deadlines, as well as residence hall room availability that may be jeopardized by applying late. Apply as soon as you are able.

Can I apply online?
Yes. You may apply online by going to www.vcsu.edu, click on “Prospective Students”, click on “Apply to VCSU”. Follow the instructions, submit, and send the $35 application fee by US mail.

How much is it going to cost?
Your cost depends on where you come from. For complete cost structures, see page 11 of this catalog or go online at www.vcsu.edu/enrollmentservies/studentfees.htm.

Am I eligible for financial aid?
What kinds of paperwork do I need? The first step to applying for financial aid is to complete the Free Application for Federal Student Aid (FAFSA), which is available from your high school counselor or from the Office of Financial Aid at VCSU. For complete details, see page 15 of this catalog.

Am I eligible for scholarships?
Valley City State University offers numerous scholarships to new and returning students. Scholarship eligibility for new students is based on your high school GPA, class rank, and ACT or SAT scores or college GPA for transfer students. Scholarships for returning students are based primarily on the GPA earned at VCSU. For more information on scholarships, contact the Offices of Financial Aid or Enrollment Services.

I want to become a teacher, who do I talk to?
There are a number of sources to help you examine the teaching profession. You may contact the Office of Enrollment Services and the Division of Education/Psychology/Technology at VCSU to learn about our program and the profession. You may also visit with your high school teachers to gain insight into the profession.

Do I have to pay the technology fee even if I own my own computer?
Yes. The technology fee pays for more than just the computer. You are given free access to the internet, your own email account and software. The help desk is available to you as well. This, plus maintenance of the network, printers and paper are provided through this fee. Having all students on the same software/hardware platform creates a powerful environment to support teaching and learning.

Do I have to live on campus?
Yes, VCSU requires that freshmen and sophomores reside on campus and be on the board plan. It is our philosophy that the residence halls provide a unique living experience that is a key ingredient to the total educational program. The residence halls provide a wide variety of educational, cultural, and social programs throughout the academic year.

How do I get an academic advisor?
The Office of Student Academic Services coordinates academic advising. You will be assigned an advisor according to your academic interest.

Is there an orientation program?
Yes. If you are starting the fall semester, you will have the opportunity to register for classes during the summer. You will be contacted by the university to sign up for your date of preference. The orientation program begins the weekend before the start of classes with activities ranging from Notebook Computer Distribution to the Ropes Course at Corporate Adventures at the Kathryn Center. The orientation program continues throughout year. The Learning to Live, Living to Learn class meets on a regular basis, covering topics related to the college and life experiences.

My computer knowledge is limited. Are there training opportunities available?
When new students are issued a notebook computer, they are provided a Care/Use of Notebook Computer class, which is a short class outlining basic features of the notebook computer. There are also opportunities for semester-long computer courses, which will provide you the skills necessary for maximizing the benefit of the notebook in your coursework.
**VCSU’s Mission**

Valley City State University is a learner centered community dedicated to continuing improvement in meeting student needs. Preparing individuals to serve in a changing world, the institution provides a quality educational experience in an innovative culture and a technologically enhanced environment.

A leader in the effective use of instructional technologies, Valley City State University is a member of the North Dakota University System and offers baccalaureate degrees in education, business, and the liberal arts.

**The University**

Valley City State University is one of eleven campuses which together comprise the North Dakota University System. The University is located in the southeastern part of the state in the city from which the institution takes its name. Valley City has a population of approximately 8000 and is located fifty-eight miles west of Fargo on Interstate 94, making the campus easily accessible both from the east and west. The fifty-five acre campus, one of the most attractive in North Dakota, is bordered on the south by a forested hillside and on the north by the Sheyenne River. Campus architecture features a graceful blend of historic and modern buildings.

The historical antecedents of the University were the State Normal School, chartered in the original North Dakota Constitution, the State Teachers College, authorized in 1921 to grant the bachelor’s degree, and Valley City State College, so named by the Legislative Assembly in 1963. In 1987, the Legislative Assembly designated the institution as Valley City State University, a regional baccalaureate university of the North Dakota system of higher education. Under the governance of the State Board of Higher Education, the University offers a strong and comprehensive range of academic programs, carefully established within the capabilities and public mission of the institution, which serve the educational needs of a diverse student body, and which are consistent with the standards of academic quality which apply to collegiate education throughout the United States.

In 1992 the State Board of Higher Education created a unique partnership between Valley City State University and Mayville State University. The institutions now work together under a single administrative team to more efficiently meet the needs of North Dakota by sharing and developing resources. The two campuses are providing regional and national leadership by creating cultures of innovation that anticipate technological and societal change.

Through partnerships with private and non-profit corporations, a number of stimulating opportunities are available to students. Student experiences are possible with Microsoft Great Plains, the Network Center, local businesses, and public service agencies throughout the region.

Corporate Adventures at the Kathryn Center, located in the beautiful Sheyenne River Valley 17 miles south of Valley City, is another powerful symbol for the institution.

Students, faculty, and staff use the Adventure Learning course acquiring skills in teamwork and creative problem-solving. These same experiences are available to our corporate friends.

Valley City State University created a technology-intensive campus in 1996. Through the use of notebook computers, students and faculty are able to access powerful network resources for communication and enhanced learning. All students benefit by using the technology when it is most convenient for them. With notebook computers incorporated throughout the curriculum, students graduate with the strong technology skills required by employers.

Valley City State University is clearly focused on preparing individual learners for the future. Students document learning progress with digital portfolios. There is also an important effort to provide students with international experience capitalizing on close ties with our partnered universities around the globe. All of these efforts insure that the learning environment is dynamic and exciting.

**VCSU’s Objectives**

Consistent with the general mission of the North Dakota University System, the primary and fundamental academic mission of the University is to foster a liberal education of high quality, suitable for men and women whose careers will extend into the twenty-first century. Essential to such an education are the intellectual skills necessary for life-long learning in an environment characterized by rapid change in the state of knowledge, the moral values and commitments necessary for responsible citizenship and civic leadership, and the tastes and sensitivities which lead to personal fulfillment and life satisfaction. Building on a foundation in the liberal arts and sciences, the University offers courses and curricula leading to the degrees, Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, and Bachelor of University Studies. The University offers professional preparation for teaching, business, information technology, and professional schools or graduate education.

Valley City State University has been designated as a model institution within the North Dakota University System for innovation and improvement in undergraduate college-level teaching and learning, with special emphasis on the use of information technology.
Accreditation
The University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA), the National Council for the Accreditation of Teacher Education (NCATE), and the Association of Schools of Music (NASM). The Community School of the Arts is a certified member of the national Guild of Community Schools of the Arts. Corporate Adventures at the Kathryn Center is a member of the International Association of Continuing Education and Training.

The Higher Learning Commission of the North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504

National Council for Accreditation of Teacher Education
2010 Massachusetts Avenue NW, Suite 500
Washington, DC 20036-102

National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, VA 20190

National Guild of Community Schools of the Arts
40 North Van Brunt Street, Room 32
P.O. Box 8018
Englewood, NJ 07631

International Association of Continuing Education and Training
1620 1st Street NW, Suite 615
Washington, DC 20006

Valley City State University is a member of the National Association of Intercollegiate Athletics and the Dakota Athletic Conference.

National Association of Intercollegiate Athletics
6120 South Yale Ave., Suite 1450
Tulsa, OK 74136

Dakota Athletic Conference
Pulver Hall Room 6D4
Dickinson State University
DSU Box 9
Dickinson, ND 58601

DIRECTORY

North Dakota State Board of Higher Education
The State Board of Higher Education is the constitutional body responsible for governing the North Dakota state institutions of higher education. The members are appointed for four-year terms, one term expiring each year.

Board Members
Craig Caspers (Vice President) Wahpeton
Bruce Christianson Minot
Beverly Claybaugh Grand Forks
James Grijalva (Faculty Advisor) Grand Forks
William Isaacson Stanley
Ralph Kingsbury Grafton
Richard Kunkel Devils Lake
Heather Lee (Student Representative) Fargo
Charles Stroup (President) Hazen

Administration
Ellen Chaffee, Ph.D. President
Les Wong, Ph.D Vice President for Academic Affairs
Glen Schmalz, M.S. Vice President for Student Affairs
Steven Bensen, B.S. Vice President for Business Affairs

Administrative Services
William Ament, B.A. Comptroller
Don Bauer, M.S. Athletic Director
Terry Corwin, Ph.D. Title III Project Director
Jan Drake, M.A. Dir. of Student Academic Services
Monte Johnson, M.A. Dir. of Admission and Records
Tim Kadrmas, B.S. Director of the Center for Innovation in Instruction
Dan Klein, B.S. Dir. of Enrollment Management
Erin Klingenberg, M.S. Licensed Professional Clinical Counselor/Human Resources
Darryl Podoll, M.A. Library Director
Ron Pomerger Facilities Services Supervisor
Larry Robinson, M.S. Exec. Dir. of VCSU Foundation
Betty Kuss Schumacher, B.S. Dir. of Financial Aid
Kari Stricklin, B.S. Dir. of Student Center/Student Activities
Joseph Tykwnski, M.S. Chief Information Officer
Marcia Foss, B.S. Director of Career Services
PARTNERSHIPS

Valley City State University partners with other organizations to provide opportunities for students and to meet the needs of North Dakota. Current partnerships include:

Barnes County Historical Society and Museum
The Social Science Department and the Barnes County Historical Society and Museum have worked together for a number of years to provide students with practical museum and archival experiences. Through an independent Museum Studies Course, students create a program that suites their personal goals and interests. In the past, students have created displays, carried out research, accessioned acquisitions conducted oral interviews, and developed museum tours. This collaboration has also served to strengthen the ties between VSU and the Valley City Community.

Corporate Adventures at the Kathryn Center
Corporate Adventures at the Kathryn Center is VCSU’s Corporate and Professional Development Center. Corporate Adventures designs and delivers experiential training and development that effectively changes individuals, teams, and organizational attitudes and performances. This development is provided with North Dakota’s only Adventure Learning, High Ropes Challenge course located in Kathryn, ND.

Additionally, Corporate Adventures provides customized, participant active workshops on numerous computer software applications than can lead to an Information Technology Certificate.

Job Service North Dakota
Job Service North Dakota stations a customer Service Representative on the VCSU campus on a part time basis to assist with the functions of the Career Services Office.

Valley City Area Teacher Center
The Teacher Center serves as the ‘education connection’ between VCSU’s Teacher Education Program, schools in this region, and state educational support agencies. The Teacher Center is a vehicle to serve resources with practicing teachers and education students in the form of professional development and resource materials.
Microsoft Great Plains
A major software company based in nearby Fargo, is named often as one of the 100 Best Places to Work in America. VCSU’s Information Technology track, available in Business and Computer Information Systems, specifically prepares students to work in software companies. Great Plains offers internships for pay and credit, and an annual $1,000 scholarship.

Mayville State University
MSU is in Mayville, ND, 75 miles northeast of VCSU. MSU also provides its students with universal access to notebook computers. The two universities offer courses on each other’s campuses to expand the range of course options available to students at both locations.

Regional Technology Center
A facility that houses two VCSU entities and serves as an incubator for new information technology businesses. The facility attracts businesses that can provide work experiences for students and opportunities to learn about entrepreneurship.

Network Center
A rapidly growing technology company based in nearby Fargo that provides training for professional certifications in information technology skills. Students may enroll in their courses for VCSU credit and may work for the company.

Sister Universities
Brandon University
Brandon University is in Brandon Manitoba, about a 7-hour drive from Valley City. Students may spend a semester or more studying and gaining an international experience that does not require foreign language skills.

Universidad Autonoma de Baja California Sur
UABCS is a university in LaPaz, Mexico. Students may spend a semester or more studying and improving their Spanish language skills.

Universidad Regional del Sureste
URSE is a university in Oaxaca, Mexico. Students may spend a semester or more studying and improving their Spanish language skills.

Valley City/Barnes County Development Corporation
As a key base industry, VCSU has provided a foundation for growth. The Regional Technology Center is a new and exciting partnership that capitalizes on the assets of VCSU to create high paying jobs and grow the community.
**FALL SEMESTER, 2002**

- **August 26 (Monday)** Orientation and Registration/Evening classes begin
- **August 27 (Tuesday)** Classes begin
- **September 2 (Monday)** Labor Day Holiday
- **September 10 (Tuesday)** Last day to register/Last day to apply for Fall Semester Graduation
- **November 5 (Tuesday)** Last day to drop a class
- **November 11 (Monday)** Veteran’s Day Holiday
- **November 27 (Wednesday)** Thanksgiving break begins at 5:00 PM
- **December 2 (Monday)** Classes resume
- **December 4-5 (Wednesday/Thursday)** Early Registration
- **December 16-20 (Monday-Friday)** Final Exams
- **December 24 (Tuesday)** Grades Due

**SPRING SEMESTER, 2003**

- **January 13 (Monday)** Orientation and Registration/Evening classes begin
- **January 14 (Tuesday)** Classes begin
- **January 20 (Monday)** Martin Luther King, Jr. Holiday
- **January 28 (Tuesday)** Last day to register/Last day to apply for Spring Semester Graduation
- **February 17 (Monday)** President’s Day Holiday
- **March 14 (Friday)** Spring Break begins at 5:00 PM
- **March 24 (Monday)** Classes resume
- **April 2 (Wednesday)** Last day to drop a class
- **April 17 (Thursday)** Easter Holiday begins at 5:00 PM
- **April 22 (Tuesday)** Classes resume
- **April 30-May 1 (Wednesday/Thursday)** Early Registration
- **May 12-16 (Monday-Friday)** Final Exams
- **May 17 (Saturday)** Commencement
- **May 20 (Tuesday)** Grades due

**SUMMER SEMESTER, 2003**

- **June 9 (Monday)** Summer School Begins
- **July 4 (Friday)** Holiday
- **July 11 (Friday)** Summer School Ends
**Fall Semester, 2003**

August 25 (Monday) Orientation and registration/Evening Classes begin

August 26 (Tuesday) Classes begin

September 1 (Monday) Labor Day Holiday

September 9 (Tuesday) Last day to register/Last day to apply for Fall Semester Graduation

November 4 (Tuesday) Last day to drop a class

November 11 (Tuesday) Veteran’s Day Holiday

November 26 (Wednesday) Thanksgiving break begins at 5:00 PM

December 1 (Monday) Classes resume

December 3-4 (Wednesday/Thursday) Early Registration

December 15-19 (Monday-Friday) Final Exams

December 23 (Tuesday) Grades due

**Spring Semester, 2004**

January 12 (Monday) Orientation and Registration/Evening classes begin

January 13 (Tuesday) Classes begin

January 19 (Monday) Martin Luther King, Jr. Holiday

January 27 (Tuesday) Last day to register/Last day to apply for Spring Semester Graduation

February 16 (Monday) President’s Day Holiday

March 12 (Friday) Spring Break begins at 5:00 PM

March 22 (Monday) Classes resume

March 31 (Wednesday) Last day to drop class

April 8 (Thursday) Easter Holiday begins at 5:00 PM

April 13 (Tuesday) Classes resume

April 28-29 (Wednesday-Thursday) Early Registration

May 10-14 (Monday-Friday) Final Exams

May 15 (Saturday) Commencement

May 18 (Tuesday) Grades due

**Summer Semester, 2004**

June 8 (Monday) Summer School Begins

July 3 (Friday) Holiday

July 10 (Friday) Summer School Ends
ADMISSION

Director/Admission & Records: Monte Johnson
(701) 845-7297
Director/Enrollment Management: Dan Klein
(701) 845-7204

APPLICATION PROCEDURES

Applicants are admitted to study at Valley City State University on the basis of academic and personal qualifications, consistent with the admission policies established for all public colleges and universities in the state. The admission procedures are designed to enroll those persons who will benefit from and contribute to the University as it meets the challenges of the 21st Century. In addition to the traditional admission program, VCSU endeavors to provide opportunities in education for the non-traditional student. An application for admission to VCSU is required of all traditional and non-traditional freshmen and transfer candidates. Application forms may be obtained from the Office of Enrollment Services or apply online at www.vcsu.edu/enrollmentservices/onlineapp.htm.

Admission of Freshmen Students

Any student who has not attended a post-secondary institution. A complete application to Valley City State University requires:

1. A non-refundable fee of $35.00.
2. A copy of the high school transcript or proof of successful completion of the General Education Development Test (GED).
3. Verification of measles immunization. Such immunity shall be proved by:
   - presenting evidence of two doses of measles, mumps, and rubella (MMR) vaccine no less than one month apart,
   - presenting proof of a positive serologic test for measles,
   - presenting proof of date of birth prior to 1957.
   *Exemptions to this policy may be granted for medical reasons (certified by a licensed physician) or religious objections (form available from the Enrollment Services Office). This requirement applies to all students. No student will be officially admitted without the report on file with the Enrollment Services Office.
4. Results of the American College Test (ACT) or the Scholastic Aptitude Test (SAT). The following students are exempt from the ACT, SAT requirement:
   - Age 25 or older on the first day of class,
   - From foreign countries other than Canada,
   - 4 units of English
   - 3 units of Mathematics, Algebra I and above
   - 3 units of Laboratory Science, including at least one unit each in two or more of the following: Biology, Chemistry, Physics, or Physical Science
   - 3 units of Social Studies, excluding Consumer Education, Cooperative Marketing, orientation to Social Science, and Marriage/Family.

Admission of Transfer Students

Any student who has attended one or more post-secondary institutions. In order to be considered for admission, transfer applicants must be in good academic standing and eligible to return to their last institution of full-time attendance. A complete application to VCSU requires:

1. A non-refundable fee of $23.00.
2. Official transcript of all previous academic work from each institution attended by the applicant. Transfer credits are evaluated by the registrar. A copy of the evaluation is sent to the student with the acceptance letter. Students who are dissatisfied with course equivalency determinations may consult directly with the registrar or the appropriate division chairperson involved in an attempt to more precisely define equivalencies or identify appropriate substitutions.
3. A copy of the high school transcript or proof of successful completion of the GED. This is not required of applicants who have completed 24 or more semester (36 quarter) hours of transferable credit.
4. Verification of measles immunization. See item three in ‘Admission of Freshmen Students’ section
5. Results of the American College Test (ACT) or the Scholastic Aptitude Test (SAT). This is not required of applicants who have completed 24 or more semester (36 quarter) hours of transferable credit.
6. Completed North Dakota University System College Preparatory Course Form. This is not required of applicants who have completed 24 or more semester (36 quarter) hours of transferable credit.
The North Dakota University System (NDUS) has developed a general education transfer agreement to assist students who transfer within the NDUS.

Admission of International Students
Valley City State University welcomes qualified students from other countries. To be eligible for admission, such students must have completed the University preparatory program in their own countries, give evidence of ability to succeed in university study, and demonstrate competence in use of the English language. International students must also be able to pay their expenses while they attend the university. All international students are required to purchase the health insurance plan which has been approved by the North Dakota University System.

In addition to the International Undergraduate application for Admission, a complete application to Valley City State University requires:

2. Verification of measles immunization. See item three in ‘Admission of Freshman Students’ section.
3. Official Test Scores from TOEFL (Test of English as a Foreign Language). The minimum required TOEFL score is 500 (paper test) or 173 (computer test).
   a. Canadian citizens are not required to submit a TOEFL score but must submit an official ACT or SAT score.
4. Official academic transcript which verifies ability to succeed in university studies.
   a. all academic credentials must be translated into English and must be official records bearing a signature of the appropriate official from the institution and the institution’s seal.
   b. all academic credentials must be either original records or certified copies of original records.
   A.C.E.I. (Academic Credentials Evaluation Institute, Inc.) is authorized to evaluate transcripts for VCSU. The comprehensive report is required and it is the student’s responsibility to pay the required fee ($160) for this service. Please send all academic records and the required fee to:
   Academic Credentials Evaluation Institute, Inc.
   PO Box 6908
   Beverly Hills, CA, 90212 USA
5. Proof of finances available to meet all educational, living and travel expenses for the entire period of time the student attends the University, including vacation periods.
   a. The VCSU International Student Financial Statement must be completely filled out with supporting documentation.
   All international students (except Canadian citizens) are required to purchase the health insurance policy specified by the state of North Dakota. The premium cost will be added to the student’s fees at the time of registration.

Transfer Applicants
An international student applying for transfer from another U.S. college or university must submit all of the above documents in addition to the following items:

1. Official academic transcripts sent directly to the Enrollment Services Office from all U.S. institutions previously attended.
2. VCSU Supplemental Information Form for International Transfer Applicants (to be completed by the applicant’s present or most recent foreign student advisor).

Students applying to transfer to VCSU must meet all admission requirements and demonstrate that they have maintained their immigration status at the previous school.

Readmission After Time Lapse
A student re-entering the university after a lapse of more than seven years must request that his or her transcript be evaluated by the appropriate division chair and by the registrar to determine the courses applicable to current degree programs. Catalog changes occurring between the date of original enrollment and the date of graduation may be incorporated into the student program with the approval of the Division Chair of the discipline affected.

Transient Students
Undergraduate transient students who wish to earn a limited amount of credit at Valley City State University and who intend to return to their home institutions are not required to file transcripts and examination scores. These students must apply for admission and be eligible to return to institutions previously attended. If a student wishes to attend Valley City State University for more than one term, the transient status ends and all admission requirements for a beginning transfer student must be met before the second enrollment at Valley City State University.

International Students
Valley City State University welcomes qualified students from other countries. To be eligible for admission, such students must have completed the University preparatory program in their own countries, give evidence of ability to succeed in university study, and demonstrate competence in use of the English language. International students must also be able to pay their expenses while they attend the university. All international students are required to purchase the health insurance plan which has been approved by the North Dakota University System.

Collaborative Registration
The institutions of the North Dakota University System have entered into a collaborative agreement. This agreement allows
a student to select a “home” institution (the institution from which the student is pursuing a degree). The student may also enroll concurrently for courses at another NDUS institution. Generally, these courses will be delivered via some mode of distance delivery. The “home” institution is responsible for degree requirements and financial aid (should the student be interested in applying for aid). Students interested in working on a degree from Valley City State University must apply for admission. In addition, they must contact the Registrar at VCSU to formalize arrangements for collaborative study.

**TUITION AND OTHER EXPENSES**

All financial obligations to the university must be paid during a designated period at the beginning of each semester unless arrangements have been made with the Business Office. All students must process through the Business Office during this designated period. A student is not officially enrolled for an academic semester until all tuition and fees have been paid. Since Valley City State University is a state-supported institution governed by the State of North Dakota, tuition and fees may be changed by the Board of Higher Education or by the State Legislature at any time.

The university employs financial aid crediting as a means of delivering student financial aid. Under this process, financial aid awards to a student are applied as credits to the student’s account with the University, rather than being processed as payments to the student. After aid is credited, any balance owed by the student must be paid according to the general guidelines presented above. If financial aid credited exceeds the amount owed by the student, the student may request that a refund check be issued from the account.

**Full-Time Students Semester Tuition**

<table>
<thead>
<tr>
<th>Students registering for twelve or more credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Includes University Fee and Technology Fees)</td>
<td></td>
</tr>
<tr>
<td>(subject to change without notice)</td>
<td></td>
</tr>
<tr>
<td>North Dakota residents</td>
<td>$1,653.00</td>
</tr>
<tr>
<td>Minnesota residents</td>
<td>$1,778.00</td>
</tr>
<tr>
<td>South Dakota, Montana, Saskatchewan, Manitoba residents</td>
<td>$1,912.00</td>
</tr>
<tr>
<td>MSEP (Midwest Student Exchange Program)</td>
<td>$1,912.00</td>
</tr>
<tr>
<td>Western Undergraduate Exchange**</td>
<td>$2,170.00</td>
</tr>
<tr>
<td>Non-resident (other states) &amp; International Students</td>
<td>$3,379.00</td>
</tr>
<tr>
<td>Room</td>
<td>$565.00 - $795.00</td>
</tr>
<tr>
<td>Board</td>
<td>$760.00 - $1,130.00</td>
</tr>
</tbody>
</table>

**Part-Time Students Semester Tuition**

<table>
<thead>
<tr>
<th>Students registering for eleven or fewer credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Includes University Fee *** and Technology Fee*** )</td>
<td></td>
</tr>
<tr>
<td>(subject to change without notice)</td>
<td></td>
</tr>
<tr>
<td>North Dakota residents</td>
<td>$137.76</td>
</tr>
<tr>
<td>Minnesota residents</td>
<td>$148.13</td>
</tr>
<tr>
<td>South Dakota, Montana, Saskatchewan, Manitoba residents</td>
<td>$159.29</td>
</tr>
<tr>
<td>MSEP (Midwest Student Exchange Program)</td>
<td>$180.84</td>
</tr>
<tr>
<td>Western Undergraduate Exchange**</td>
<td>$281.58</td>
</tr>
<tr>
<td><em>States included: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.</em>*</td>
<td></td>
</tr>
<tr>
<td><strong>States include: Kansas, Michigan, Missouri, Nebraska</strong></td>
<td></td>
</tr>
<tr>
<td>*<strong>The University fee and Technology fee are reduced for part-time students. However, these students may wish to pay the full fee in order to engage in total benefits.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Miscellaneous Service Charges**

| Application fee (non-refundable) | $35.00 |
| Audit (resident)                 | 1/2 tuition |
| Course Challenge                 | 1/2 tuition |
| Duplicate ID Card                | $5.00 |
| Laboratory Fees                  | Variable |
| Late Payment Fee                 | $5.00 - $15.00 |
| On-Campus Parking (yearly)       | $20.00 |
| Residence Hall Reservation Fee   | $50.00 |
| Student-Teaching Fees            | $10.00 |
| Student-Teaching Fees (part-time)| $5.00 |
| Workshops and Extension          | Variable |

**Residence Requirements for Tuition Purposes**

Rules and regulations for determining residence status are specified under Section 15-10-19 of the North Dakota Century Code and are further defined under Section 504 of the North Dakota State Board of Higher Education Policy Manual. An application for North Dakota resident student status may be obtained from the Admission and Records Office and any questions on residence must be discussed with the Registrar before registration.
**North Dakota Resident:** For the purpose of determining legal residency for tuition purposes, a resident student is defined by law as follows:

1. Any student less than 18 years of age whose custodial parent or guardian has been a legal resident of North Dakota for 12 months immediately prior to the beginning of the academic term.
2. Any student 18 years of age or older who has been a legal resident of North Dakota for 12 months immediately prior to the beginning of the academic term.
3. Any dependent student whose parent or guardian has been a legal resident of North Dakota for 12 months immediately prior to the beginning of the academic term or resides in the state with the intent to establish residency in the state for a period of years.
4. Any student who graduated from a North Dakota high school within 6 years prior to the beginning of the academic term.
5. Any student who is a full-time active duty member of the armed forces assigned to a military installation in North Dakota (does not include National Guard or reserve members).
6. Any student who is a spouse or a dependent of a full-time active duty member of the armed forces assigned to military installation in North Dakota (does not include National Guard or reserve members).
7. Any student who is a dependent of an instructor who lives in North Dakota and teaches at an institution of higher education in the state.
8. Any student who is married to a person who is a resident for tuition purposes.
9. Any student who was a legal resident of this state for at least three consecutive years within 6 years prior to the beginning of the academic term.

**Minnesota Resident:** Residents of Minnesota and their dependents may attend a North Dakota state Institution of higher learning and pay a special tuition rate that is lower than the normal non-resident rate. A student who has graduated from a Minnesota high school within the previous twelve months prior to the first term of enrollment will automatically be granted reciprocity status and will NOT be required to complete the reciprocity application process if the student’s state of residence coincides with the high school state and the student provides an official high school transcript. All other students will be required to file a reciprocity application with the Minnesota Higher Education Coordinating Commission, 901 Capitol Square Building, 550 Cedar Street, St. Paul, MN, 55101. Reciprocity forms will be mailed to all Minnesota residents after acceptance. Students who participated in the reciprocity program and have earned credit in the previous 12 months will not have to reapply.

**Contiguous States/Provinces:** Although residents of South Dakota, Montana, Manitoba and Saskatchewan are not covered by reciprocity agreements, they pay lower tuition than do other non-residents, which is an amount equal to 125% of the North Dakota resident rate.

**Western Undergraduate Exchange Program:** Valley City State University participates in the Western Undergraduate Exchange (WUE) program. Currently, students from Alaska, Arizona, California, Colorado, Hawaii, Idaho, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming may enroll at a special tuition level which is an amount equal to 150% of the North Dakota resident rate.

**Midwest Student Exchange Program:** Valley City State University participates in the Midwest Student Exchange Program (MSEP). Currently, students from Kansas, Michigan, Missouri, and Nebraska may enroll at a special tuition level which is an amount equal to 125% of the North Dakota resident rate.

**Non-Resident:** Any student less than eighteen years of age, or any dependent student 18 years of age or older, whose parents or guardian reside outside the state of North Dakota is not considered to be a resident of the state of North Dakota.

**Dependents of Alumni:** The State Board of Higher Education has enacted a Tuition Incentive Program for non-resident dependents and spouses of graduates of North Dakota’s 11 public colleges. This newly approved Tuition Incentive Program will allow undergraduate students who are dependents or spouses of graduates of North Dakota’s 11 public colleges to attend a North Dakota University System college at 150% of the North Dakota resident rate. A graduate for this Program is someone who has earned an associate, baccalaureate, masters, specialist, or doctoral degree from one of the University System colleges. A dependent is defined as someone who was claimed on the most recent federal tax return as a dependent of the graduate.

**Refund Policy**

Tuition refunds will be made to students who withdraw officially from the University according to the refund schedule listed below. Requests for official withdrawal are made through the Office of Student Academic Services. Students receiving financial aid must also contact the Director of Financial Aid to develop a repayment plan. The refund is defined as the difference between the amount paid towards institutional charges (including financial aid and/or cash paid) and the amount the school can retain under the appropriate refund policy. (Only Weeks 1 and 2 reflect a 7 day class week. The remaining weeks are 5 class days in a week.)
**Tuition Refund Schedule**
Refund policy for all students attending an institution who receive Title IV assistance.

<table>
<thead>
<tr>
<th>Week</th>
<th>Refund Percentage</th>
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<tbody>
<tr>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>80%</td>
</tr>
<tr>
<td>3</td>
<td>70%</td>
</tr>
<tr>
<td>4</td>
<td>60%</td>
</tr>
<tr>
<td>5</td>
<td>60%</td>
</tr>
<tr>
<td>6</td>
<td>50%</td>
</tr>
<tr>
<td>7</td>
<td>50%</td>
</tr>
<tr>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>9</td>
<td>30%</td>
</tr>
</tbody>
</table>

*See the Summer Session Bulletin for its refund schedule.

NOTE: This Tuition Refund Schedule is subject to change at any time.

Room and board refunds shall be calculated on a weekly basis according to actual usage charges with the unused portion of room and board equal to that portion attributable to the succeeding weeks of the term after a student is no longer enrolled. From the last date of attendance, the student becomes liable for any room and board used beyond that date.

**STUDENT RECORDS (FERPA)**

Student records maintained by the university fall into two general categories—directory information and educational records. As custodian of student records in compliance with the Family Educational Rights and Privacy Act of 1974, the university assumes the trust and obligation to ensure full protection of student records which includes maintaining the confidentiality of educational records. The administrative procedures outlined in this section are to be complied by university personnel who have or accumulate educational records which are in a personally identifiable form. The term “student” in this section means an eligible student under FERPA (a student at VCSU). Students may review a copy of FERPA and the regulations at the Admission and Records Office.

**Directory Information**

1. Directory information is information concerning a student which may be released publicly. It includes the following: the student’s name, home address, local address, e-mail address, telephone listing, date and place of birth, major and minor field of study, class level, enrollment status, participation in officially recognized activities, weight and height of members of athletic teams, photographs, dates of enrollment, degrees and awards received and the most recent educational institution attended by the student.

2. A student may request that any or all of their directory information not be made public by completing a form in the Admission and Records Office before the first and tenth day of class in a term (or between the first and tenth day of class in a summer session). This request will remain in effect for one year. The specified directory information will then be treated the same as educational records information. In responses to public inquiries, the university will verify only whether or not an individual is currently enrolled at the university.

**Educational Records**

Educational records are those records, files, documents, and other materials which contain information directly related to a student’s academic progress, financial status, medical condition, etc. and are maintained by Valley City State University or a party acting on behalf of the university. Educational records include more than academic records. Educational records, with the exception of those designated as directory information, may not be released without the written consent of the student to any individual, agency, or organization other than specifically authorized personnel. A complete copy of the VCSU Student Record Policy can be found in the Student Handbook.

**CAMPUS HOUSING**

**Housing Policy**

All full-time unmarried students under twenty-one years of age who have completed fewer than 60 semester hours of undergraduate work and who enroll for twelve or more credit hours during the academic semester are required to reside in university-operated residence halls under a room and board contractual agreement or live at home.

The housing policy is not in effect during the summer session. However, accommodations are available. Residence halls are closed after the summer session and will not be reopened until the beginning of the Fall Semester.

**Student Family Housing**

Viking Court is a sixteen unit family housing complex consisting of two bedroom apartments. Student families who wish to reside in Viking Court are encouraged to apply early at the Housing Office.

**Residence Halls**

Valley City State University provides five residence halls for variety of life-styles. A residence life staff and the Inter-Residence Hall Council work together to create an educational and social environment supportive of the academic mission of the university. Rooms are provided with bed, desk, chair, closet, and dresser. Student must provide their own bedding and towels. A complete listing of residence hall policies and procedures may be found in the Residence Hall Handbook.
FINANCIAL AID

Director/Student Financial Aid: Betty Schumacher
(701) 845-7412

Valley City State University makes every effort to provide financial assistance to eligible applicants through loans, scholarships, employment, or some combination of these and other student aid programs. It is expected students will meet part of their need from earnings, and parents will contribute in proportion to their financial ability. A student who applies for financial aid at Valley City State University is considered for a variety of federal, state, or institutional programs. Applications are evaluated to determine the individual need of the students; and awards are made with careful adherence to federal, state, and institutional guidelines. Complete descriptions of all programs, requirements, and qualification are available from the Office of Financial Aid. Financial assistance from Valley City State University is redetermined annually.

Application Period and Deadline
The application period begins January 1 of each year for the following academic year. To ensure first consideration for available funds, application materials must be received by the Office of Financial Aid by April 15. Application materials received after April 15 will receive full consideration if financial aid funds are available.

TYPES OF FINANCIAL AID

Federal Pell Grant. All undergraduate students are eligible to apply for the federally funded Federal Pell Grant which is intended to be the foundation of a financial aid package. Federal Pell grants may be combined with other forms of aid to meet educational costs. Maximum grant awards are based on full-time enrollment, academic standing, and exceptional financial need. Awards will be pro-rated for part-time students.

Federal Supplemental Educational Opportunity Grant (FSEOG). These federal grants range from $200 to $4,000 and are generally offered to students with the greatest financial need. FSEOG funds are used to supplement student’s resources when all other forms of aid have been assigned.

Federal Perkins Loan. This is a long-term, low-interest loan available to needy students attending Valley City State University. The amount of the loan is based on the eligibility of the applicant and the funds available at the University.

Federal Work-Study Program. Students may be offered part-time employment under the work-study program. On-campus jobs are available in the various administrative, academic, and staff areas.

Federal Stafford Loan. Valley City State University students may be eligible to borrow funds through this federal program by demonstrating financial need. The loan program provides long term, low-interest benefits up to $5,500 per year.

Federal Unsubsidized Stafford Loans. Valley City State University students may be eligible to borrow funds through these federal programs to help cover the expected family contribution. The combined amounts borrowed under the Federal Stafford and Federal Unsubsidized programs cannot exceed the maximum levels listed in the subsidized program.

Federal PLUS. The Federal Parent Loan for Undergraduate Students (PLUS) provides loan assistance to the student. The loan rates are slightly higher than those of the Perkins and FSL. Parents may borrow up to the cost of education after other financial aid is subtracted.

Additional Unsubsidized Stafford Loan. Independent students may be considered for an additional loan to help meet costs. Contact your financial aid administrator with additional concerns and necessary application forms.

Alternative Loans. A number of private lenders now make available loans that are very similar to the Stafford Subsidized and Unsubsidized Loans. A student may borrow up to the budget established for an academic year. This loan is in addition to those funds already awarded either on campus or from outside sources (these amounts may not exceed the budget). A borrower must have a credit history or have a credit-worthy co-signer on the loan(s). If you are interested in pursuing an alternative loan, please contact the Financial Aid Office for more information or applications (701-845-7412).

OTHER FINANCIAL ASSISTANCE AVAILABLE AT VALLEY CITY STATE UNIVERSITY

Foreign Student Tuition Waiver
Established by the North Dakota State Board of Higher Education, VCSU is able to consider full waivers or several partial waivers to full-time students who are non-United States citizens and are not classified as eligible non-citizens for federal aid.

Cultural Diversity Tuition Waiver
Recognizing the education benefit of a culturally diverse student population, the State Board of Higher Education adopts a tuition waiver program at VCSU. Special emphasis of this policy is to recruit, assist, and retain enrolled members of federally recognized American Indian tribes and Alaska Natives and Villages, graduates of tribally controlled community colleges in North Dakota, and economically disadvantaged students.
STARS Program
For students from states that don’t have a tuition reduction agreement with North Dakota, Valley City State University has designed the Student Talent and Academic Recognition Scholarship (STARS) program. These scholarships are awarded to freshman and transfer students on the basis of their GPA and CAT/SAT scores. The scholarship amounts range from $2000 to $3500 per year and are automatically renewed as long as the student remains in good academic standing. Contact the Office of Enrollment Services for details and application forms.

Veterans Benefits
Veterans enrolling at Valley City State University for the first time may present a Certificate of Eligibility for benefits from the Veterans Administration or make direct application at the Office of Financial Aid.

Tuition Waivers
The State of North Dakota provides waiver of tuition and some fees for dependents of North Dakota veterans missing or killed in action, taken prisoner, or who died from or were totally disabled as a result of military service to the United States based upon demonstration of financial need. Student eligibility is established by notifying the Office of Financial Aid upon receiving verification from the Veterans Administration.

Tuition waivers are available for dependents of North Dakota peace officers and fire fighters who were killed in the line of duty based upon demonstration of financial need. Student eligibility is established by providing verification to Enrollment Services in coordination with the Office of Financial Aid.

Any active North Dakota National Guardsman who meets the qualifications stated by the Guard will receive $500 per semester (for 12 credits of completion) in addition to 25% waiver of institutional tuition. For students completing less than 12 credits, the benefits will be pro-rated based on actual completion. Contact your nearest National Guard headquarters for additional information.

Vocational Rehabilitation
The North Dakota State Board for Vocational Rehabilitation through the Department of Human Services operates a program for rehabilitation. Information and application forms are available at regional Human Services offices located at Bismarck, Minot, Fargo, Jamestown, Grand Forks, Devils Lake, Williston, and Dickinson. Vocational Rehabilitation programs may provide financial assistance to eligible clients.

Voluntary Student Loan Fund
A small, short-term emergency loan fund is maintained to help students. Students may apply at the Office of Financial Aid.

North Dakota State Student Incentive Grant
The North Dakota Student Financial Assistance Program provides grants to assist undergraduate students in need of financial assistance. The amount of the grant is determined by State appropriations and the number of applicants. Applicants must be enrolled in a qualified institution of post-secondary education within North Dakota.

P.E.O. Educational Fund
The P.E.O. Educational Loan Fund makes loans available to qualified women who wish to continue their education. Further information may be obtained by writing to: P.E.O. Educational Fund, P.E.O. Executive Office, 3700 Grand Avenue, Des Moines, Iowa 50312.

Collaborative Registration
The institutions of the North Dakota University System have entered into a collaborative agreement. This agreement allows a student to select a “home” institution (the institution from which the student is pursuing a degree). The student may also enroll concurrently for courses at another NDUS institution. Generally, these courses will be delivered via some mode of distance delivery. The “home” institution is responsible for degree requirements and financial aid (should the student be interested in applying for aid). Students interested in working on a degree from Valley City State University must apply for admission. In addition, they must contact the Registrar at VCSU to formalize arrangements for collaborative study.

The Valley City State University Foundation
The mission of the VCSU Foundation is to support Valley City State University by involving alumni and friends of the university in activities and private giving that meet the university’s needs and advance its welfare. The Foundation supports and coordinates the efforts of the Alumni Association, V-500, Booster Board, and major giving activities.

Scholarships
The following list contains the names of benefactors who have provided scholarships in several academic areas for Valley City State University students. Any student enrolled at the University and interested in applying for these scholarships may do so at the Office of Financial Aid. In addition, the Office of Financial Aid maintains a list of scholarships offered by numerous local, state, regional, and national agencies.

Alliance Pipeline Scholarship
Marie Almlie Memorial Piano Scholarship
American Legion Edgar A. Fisher Post #60 Scholarship
The Fannie C. Amidon Music Scholarship
Dr. Milton Berg Memorial Science Scholarship
Janet M. Berge Memorial Scholarship
Beta Sigma Phi Scholarship
Henry F. Bonde Jr. Scholarship
<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Endowment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Borchert Memorial Scholarship</td>
<td></td>
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<tr>
<td>Grace Ellis Bowen Scholarship</td>
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<tr>
<td>Business Education Scholarship</td>
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<tr>
<td>Business and Professional Women (BPW) Scholarship</td>
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<tr>
<td>Mary Hagen Canine Memorial Scholarship</td>
<td></td>
</tr>
<tr>
<td>Esther Cannell Memorial Scholarship</td>
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<tr>
<td>Rosemond F. Cook Scholarship</td>
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<tr>
<td>Florence Rebscher Dutce Scholarship</td>
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<tr>
<td>The Englert Memorial Scholarship</td>
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<tr>
<td>Wihelmeina Erickson Scholarship</td>
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<tr>
<td>The Jean Evenstad Memorial Scholarship</td>
<td></td>
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<tr>
<td>Alice J. Fischer Memorial Scholarship</td>
<td></td>
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<tr>
<td>K. Louise Fitzpatrick Scholarship</td>
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<tr>
<td>Cal Foss Memorial Scholarship</td>
<td></td>
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<tr>
<td>P.L. Foss Memorial Music Scholarship</td>
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<tr>
<td>Helen K. Frederick Scholarship</td>
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<tr>
<td>Friends of Music</td>
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<tr>
<td>Elma &amp; Albert K. Goeschel Scholarship Fund</td>
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<td>Charlotte Graichen Memorial Scholarship</td>
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<tr>
<td>Great Plains Eagle Scholarship</td>
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<tr>
<td>Helen Hansen Scholarship Fund</td>
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<tr>
<td>The Mary G. Heery Scholarship Fund</td>
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<tr>
<td>Frank and Hattie Heimes Memorial Scholarship</td>
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<tr>
<td>Laurie J. Holden Memorial Scholarship</td>
<td></td>
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<tr>
<td>Orlys Holm Memorial Scholarship</td>
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<tr>
<td>The Dr. Charles and June House Scholarship</td>
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<tr>
<td>R.Q. Johnson Scholarship</td>
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<tr>
<td>Gladys and Ella F. Jones Memorial Scholarship</td>
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<tr>
<td>Gretchen Winn Karnick Alumni Scholarship</td>
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<tr>
<td>Dr. John F. Keller Scholarship</td>
<td></td>
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<tr>
<td>Alice Meyers Kluksdahl Elementary Education Scholarship</td>
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<tr>
<td>Dr. S.O. Kolstoe Scholarship</td>
<td></td>
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<tr>
<td>Bernice I. Larson Scholarship</td>
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<tr>
<td>Jeffrey M. Leech Alumni Scholarship</td>
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<tr>
<td>Valley City Lions Club Memorial Scholarship</td>
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<tr>
<td>President Lokken Memorial Scholarship</td>
<td></td>
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<tr>
<td>Patricia E. Lundberg Elementary Education Scholarship</td>
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<tr>
<td>Gail (Johnson) Maaso Memorial Scholarship</td>
<td></td>
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<tr>
<td>Hazel McBride Scholarship</td>
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<tr>
<td>The Grace and Dr. C.J. Meredith Scholarship</td>
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<tr>
<td>Lillian Ford Moffat Memorial Scholarship</td>
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<tr>
<td>The Sabine D. Mohr Memorial Scholarship</td>
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<tr>
<td>Montana-Dakota Utilities Resources Foundation Scholarship</td>
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<tr>
<td>Helen Movius Memorial Scholarship</td>
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<tr>
<td>Dale ‘Snook’ Noack Memorial Scholarship</td>
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<tr>
<td>Lowell Noack Memorial Scholarship</td>
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<tr>
<td>Elinor J. Olson Memorial Scholarship</td>
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<tr>
<td>Gaylen Opdahl Memorial Scholarship</td>
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<tr>
<td>Bill Osmon Scholarship</td>
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<tr>
<td>Dale T. Peck Memorial Scholarship</td>
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<tr>
<td>Alex Lowe Peterson Memorial Theatre Scholarship</td>
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<tr>
<td>Gloria Peterson Music Memorial Scholarship</td>
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<tr>
<td>Ray and Helga Ployhar Memorial Music Scholarship</td>
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<tr>
<td>John Reed Scholarship</td>
<td>The Pansy Reykjalin and Rose Hatling Scholarship Fund</td>
</tr>
<tr>
<td>L.D. ‘Dusty’ Rhoades Memorial Scholarship</td>
<td>Ina Cullom Robertson Memorial Scholarship</td>
</tr>
<tr>
<td>The R.B. Saar and Florence M. Saar Scholarship</td>
<td>Myrtle Heinle Schmid Memorial Scholarship</td>
</tr>
<tr>
<td>The Schmitz-Muir-McLaren Scholarship</td>
<td>Science and Mathematics Faculty Scholarship</td>
</tr>
<tr>
<td>Diana Skroch Outstanding Art Student Scholarship</td>
<td>Diana Skroch Outstanding Pianist Scholarship</td>
</tr>
<tr>
<td>Smith-Moug Memorial Scholarship</td>
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<td>Janet Monroe Wendshlag and Bryan John Wendshlag Memorial Scholarship</td>
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<td>Percy G. Willson Scholarship</td>
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Prospective students are introduced to Valley City State University at high school college fairs, through high school visits by university admissions counselors, and through campus visits. All new students are encouraged to take part in a summer registration and orientation program. Students and parents take part in a series of informational and social activities designed to acquaint them with the campus. New students meet with an adviser and register for fall semester classes during the summer program.

At the beginning of each Fall Semester all new students take part in the university orientation program known as “Learning to Live-Living to Learn.” The program is conducted in small class sessions, which meet periodically during the first two semesters. Upper class students serve as mentors for each group and assist students in the transition to college. Learning to Live groups also participate in an outdoor adventure learning program known as the “Ropes Course.” Students participate in several activities designed to build teams, solve problems and gain self-confidence. The Ropes Course is one of the training opportunities offered by the Kathryn Center for Lifelong Learning.

Because of its unique central location, the Student Center is naturally one of the busiest buildings on the campus. In addition to a complete food service, students will find the bookstore, swimming pool, game room and numerous conference rooms located in the Student Center. The members of the Student Senate Campus Activities Board strive to plan programs which serve the educational, cultural, recreational and social interests of students. Programs and other activities are planned in conjunction with student groups, the Student Senate Campus Activities Board, and the Student Activities Director.

A complete building schedule is posted in the lobby of the Student Center. Students should watch for changes in the building schedule during holidays, etc.

The Student Center Information Desk serves as the campus housing office, Student Center Administrative office and the university information center. In addition, the Information Desk provides a lost and found service, booster cables to start vehicles, car unlocking kit, administers the university identification card system, and campus vending operation. Students wishing to cash checks may do so at the Information Desk.

The Valley City State University Food Service Department is managed by Sodexho Food Service. Meals are provided in the cafeteria and the Viking I. The board contract program is an unlimited seconds program with numerous built-in trendsetters, specials, etc. The board contract is required of all residence hall students. Questions regarding the food service should be referred to the Food Service Director. Students may wish to inquire at the Food Service Office regarding “special” food service plans for commuters.

The Bookstore, located on the main level of the Memorial Student Center, carries a variety of trade books, reference books, computer supplies and software, office supplies, candy, giftware, and apparel.

Textbook and book buyback policies are managed by the Bookstore and is located in the lower level of the Student Center. Questions or comments should be directed to the Bookstore Manager.

The post office is provided as a service to the university by the Student Center. It is located in the lower level of the Memorial Student Center. Stamps are available at the Information Desk in the Student Center during regular business hours. RPS service is available in the Bookstore. Mail is distributed Monday through Friday.

The Student Center game room is equipped with pool, ping-pong, and foosball. The swimming pool is available for recreational swimming. A complete American Red Cross swimming class schedule is also available. In addition, student may participate in numerous “physical fitness” swimming classes including aquacise and lap swimming.
Identification System
The Valley City State University Identification System is also operated by the Student Center Information Desk. All students will have identification cards processed during registration. The card will be used during the student’s entire period of enrollment at Valley City State University. The identification card is the property of Valley City State University and must be surrendered upon request by school officials. This card is the official university identification and must be carried for admittance to university functions. Identification cards are not transferable and may not be altered or duplicated. Students must report lost, mutilated, or stolen cards promptly to the Student Center Information Desk.

STUDENT ACTIVITIES

Student Government
Student Senate
Viking Campus Activities Board
Finance Commission
Inter-Fraternity/Sorority Council

Fraternities and Sororities
EBC
Philomathian

Honor Societies and Special Interest Clubs
Alpha Chi (all campus Honorary)
Alpha Mu Gamma (Foreign Language)
Alpha Pi Gamma (Journalism)
Alpha Psi Omega (Drama)
Association for Information Technology Professionals
Campus Outreach Ministries
Cheerleaders
College Democrats
Fellowship of Christian Athletes
History Club
Kappa Delta Phi (Education)
Newman Club
Music Educators National Conference
Phi Alpha Theta (History)
Phi Beta Lambda (Business)
Pi Omega Pi
Student Art Alliance
Student North Dakota Education Association
Technology Club
Valley Speech League
Viking Ambassadors
Young Republicans
Fellowship of Christian Athletes
SPURS

STUDENT GOVERNMENT

VCSU Student Senate
The Student Senate is the governing body for the Student Association and includes all Valley City State University students. The Senate is composed of the following elected officers: President, Vice President, Treasurer and Secretary. Officers are elected each spring semester. In addition, senators are elected from the general student body. The Senate appoints numerous students to University and Senate administrative duties and committees. All student organizations are directly responsible to the Student Senate. The Student Senate, through the Student Senate Finance Commission, controls and administers a large portion of the student activity fee for other organizations and departments on campus that request funds.

VCSU Viking Campus Activities Board (V-CAB)
1. V-CAB is a committee of the VCSU Student Senate and therefore is responsible in every way to the Student Senate.
2. V-CAB is the governing body of student-related campus activities; e.g., dances, coffee houses, movies, game room tournaments, lock-ins, art exhibits, etc.
3. V-CAB is responsible for formulating and carrying into execution a broad social, recreational, and cultural program.
4. V-CAB works closely with the Student Senate and the University Program Coordinator identifying needs and policies within the Student Center.
5. V-CAB requests a budget from the Student Senate Finance Commission.
6. The officers of V-CAB include a President, Vice President/Treasurer, Secretary, and eight governors.
7. V-CAB meets on a weekly basis throughout the nine month academic year. Meeting times are posted in the Student Center. Meetings are open to all VCSU students.

Finance Commission
The Student Senate Finance Commission administers much of the University fees paid by all students at Valley City State University and allocates portions of these fees to various organizations and functions. The University fee supports the program of campus student activities. The Commission is comprised of three Student Senate officers: President, Secretary, and Treasurer. Other members include the Vice President for Student Affairs, Student Center/Student Activities Director, the Vice President for Business Affairs or a representative, and two student senators-at-large.

Inter-Fraternity/Sorority Council
The Inter-Fraternity/Sorority Council is composed of representatives from each of the sororities and fraternities. The purpose of the Council is to promote positive relationships between fraternities and sororities and a common understanding of mutual group projects and to increase the public’s knowledge of the importance of the role of fraternities and sororities in campus and community activities.
STUDENT CODE OF CONDUCT
The Student Code of Conduct is published annually in the VCSU Student Handbook. The basic responsibility for student disciplinary actions rests with the Vice President for Student Affairs; the Vice President for Academic Affairs is responsible for cases of academic misconduct. University disciplinary action may include the following: verbal or written reprimands, monetary penalties, library assessments, loss of university privileges, loss or denial of academic credit, academic or social probation, academic or social suspension, expulsion from the University. Decisions concerning the imposition of penalties are the primary responsibility of the Vice President for Student Affairs or the Vice President for Academic Affairs. In the Administration of university discipline, students are accorded the protection of due process. Decisions may be appealed as outlined in the VCSU Student Handbook.

HEALTH SERVICES
A Health Service is provided free of charge to all students. Services such as medications for common colds, illness, medical supplies and treatment for minor injuries, and consultation and referral to clinics and hospitals are provided. The University Health Service is located in Graichen Gymnasium and is staffed by the University Nurse.

COUNSELING SERVICES
A student may discuss any personal concern or issue with one of the counselors. Student concerns typically involved relationships with others, unpleasant feelings, life decisions, values clarification, study problems, depression, eating disorders, sexual identity issues, alcohol and/or drug abuse, or general confusion. Any personal concern is appropriate to bring to the counselors. The counselors also provide group counseling, workshops and seminars, consultations, and referrals.

CAREER SERVICES
The Career Services Center at Valley City State University serves as a clearinghouse for not only job opportunities, but also as a resource for students who are undecided about a college major or what career opportunities are available to them. The Center coordinates all placement activities, whether it is on/off campus, permanent/temporary, or professional level employment. Job vacancies are listed for schools, businesses, industries in ND and surrounding states. Placement credentials and job seeking skills are provided to all students. The Center serves all students and graduates of VCSU. There is no charge for placement services for all enrolled students. Alumni are assessed a small fee for services. Students interested in enhancing their academic program with an Internship experience are encouraged to stop in and pick up an application and visit regarding a variety of opportunities available. Internships can be during the school year or during the summer. Graduate and professional school information is also available, including catalogs, tests and other admission criteria. Students are invited to stop by at any time to ask questions, browse through the resources, or visit with a staff member.

Job Service ND is also located in the Career Services area and assists student with off campus and summer employment needs.

A Career Development Program is in place to provide each student at the University the opportunity, the exposure, and the means for making well thought out career decisions. During each of the student’s four years a specific activity will be held for the student to be involved in with a member of the Career Services staff. Making informed decisions is a priority of this new program.

TUTORING
Limited peer tutoring is available for most of the courses at Valley City State University during fall and spring semesters. In order to qualify for peer tutoring services a student must attend class regularly, possess a desire to learn, willingness to improve, be receiving a letter grade of “C” or lower, meet with the instructor prior to requesting a tutor, and have completed any prerequisites for the class for which a tutor is requested. A student must make a commitment to be on time and prepared for tutoring sessions.

STUDENTS WITH SPECIAL NEEDS
Special needs students are encouraged to submit their documentation to the Office of Student Academic Services as soon as the decision to attend Valley City State University has been made.

VCSU CHILDREN’S CENTER
Community Action Region VI Head Start provides services to six counties. Stutsman and Barnes counties are served by Center as well as Home Base Head Start. Both options provide for a comprehensive early childhood experience involving health, nutrition, education, family services, and parent involvement. In the center option, children will come into the center on a daily basis. Children must be between
the ages of 3 - 5. An application process determines eligibility. Services are free for those who qualify. Transportation is provided within city limits. Tours of the facility are given upon request. For an application or more information call 701-845-0388.

ATHLETICS AND INTRAMURALS
Valley City State University offers a full program of intercollegiate athletics for both men and women. Excellent facilities, including an indoor pool, two gymnasiums, a football stadium with an all-weather track, tennis courts, racquetball courts, and baseball/softball fields enhance both participant and spectator involvement.

Valley City State University is a member of the National Association of Intercollegiate Athletics, and the Dakota Athletic Conference. The men compete at the varsity level in football, cross-country, basketball, baseball, and track and field. Varsity sports for the women include: volleyball, cross-country, basketball, track and field and softball. All students participating in intercollegiate athletics are required to be covered by health insurance.

An intramural sports program is maintained for both men and women. The intramural program includes football, volleyball, basketball, softball, bowling, golf, badminton, swimming, racquetball, cross-country, and track and field. Competition is also fostered between regional universities. A student IM Council works closely with the IM Director/ Faculty and staff are encouraged to participate. Co-ed activities are sponsored in most activities.

CULTURAL ACTIVITIES
The University provides opportunities for the cultural growth of students with a well-rounded program of activities. Through the efforts of students, faculty, and members of the community, a variety of cultural events and courses of study are available at Valley City State University. Some of these events are summarized below:

Art: The Art Department, through the annual student art show and senior exhibitions provides the University community with numerous aesthetic opportunities. In addition, the Art Department sponsors annual visiting artist workshops which focus on specific media and techniques.

Community School of the Arts: The Community School of the Arts (CSA) at Valley City State University links the University with the surrounding communities by offering quality arts education to local students of all ages and levels of ability. Programs at the CSA reflect a commitment to the arts as an integral and vital part of the community. Instruction is offered in piano, guitar, flute, saxophone, clarinet, percussion, voice, organ, trumpet, and stringed instruments. Programs exist in creative writing and the visual arts. The CSA also sponsors a community Women’s Choir, Chamber Orchestra and Chamber Music Festival.

Drama: Theatre 320 located on the third floor of McFarland Hall, is the home of theatre at VCSU. Students with all levels of interest and abilities work together to make the magic of theatre come alive. Different plays are produced each semester and students may act or work on props, set construction, technical work, publicity, costuming, etc. in each production. Students involved may receive up to three hours of academic credit.

Foreign Language: Students may major/minor in Spanish or complement other majors/minors with Spanish at VCSU. A student may receive up to 12 hours in Spanish after successfully completing an advanced-level Spanish course with a “C” grade or better. (Ordinarily two years of high school Spanish is the equivalent of one year of college level Spanish.)

International Opportunities: VCSU has three sister universities – the Universidad Autonoma de Baja California Sur, La Paz, Mexico; Oaxaca, Mexico; Brandon University, Brandon, Manitoba, Canada. Students may spend a semester or a year at one of these universities as a way to add an international element to whatever degree they may be pursuing. Ideally, plans to study abroad will be made early in the student’s program of study. To study in either La Paz or Oaxaca it is
essential to have basic ability in conversational Spanish. It is also possible to do student teaching or teaching practicums abroad.

**Medicine Wheel Park:** The park began in 1992 as a project of the astronomy classes at the University and soon expanded beyond the walls of the classroom to involve the community. The Park, located on the hilltop immediately south of the main campus, features a horizon solar calendar called the Medicine Wheel with six long spokes extending well beyond the 213 foot main circle. They are aligned to the positions of sunrises and sunsets on the first days of the four seasons. Many early cultures around the world built rock structures which tied landscape to the sky in order to create calendars. Stonehenge in England is an example. Over 100 Medicine Wheels constructed by native Americans have been found in the Great Plains and Rocky Mountains of the United States and Canada. The design of this rock sculpture was inspired by the Big Horn Medicine Wheel in the mountains of northern Wyoming. It is a multicultural symbol celebrating the calendar discovery process by our intelligent human ancestors and honoring the presence of the Native American burial mounds immediately to the east.

The Park also includes a meridian solar calendar and a Solar System model that stretches from the Sun in the center of the Medicine Wheel to Pluto, over a third of a mile away on the eastern edge of the Regional Technology Center parking lot. Boulders representing the planets are spaced in exact proportion to their distances from the Sun on a scale of one foot equals approximately three million miles.

**Music:** The Valley City State University Music Department Music presents over 50 solo and ensemble performances annually for the campus and community. Music ensembles include the Concert Choir, University Singers, Concert Band, Athletic Pep Band, and Jazz Ensemble, Percussion Ensemble/Steel Drum Band, Handbell Choir and numerous small chamber ensembles. These groups are open to all students by audition.

**Planetarium:** Visit the famous room on campus where the stars shine during the day and even when it is cloudy. Take the opportunity to acquaint yourself with the VCSU Planetarium located on the third floor of the Science Center. The Planetarium has monthly shows and reservations for groups can be arranged by calling the Science Department. It has been estimated that this unique facility with the Spitz instrument as its centerpiece would cost half a million dollars to replace today. Make sure you experience the magic of this special place.

**Town and Gown:** Throughout the year prominent performers, professional lecturers, special films, musical programs, student assemblies, and speakers on current issues are brought to the VCSU campus.
ACADEMIC AFFAIRS

Vice President for Academic Affairs: Dr. Les Wong
(701) 845-7202

Registration
New students meet with an advisor to plan a schedule of courses before registering. Entering freshmen will enroll in the Learning to Live/Living to Learn course and are assigned advisers prior to the end of their first semester. Students currently enrolled will register for the following regular semester after meeting with their advisers to plan a schedule of courses. The registration process is not complete until all fees are paid.

Academic Advising
The program of academic advisement is coordinated through the Office of Student Academic Services. Students are assigned an adviser according to academic interest. Students meet with their advisers on an individual or group basis. The adviser evaluates the progress of the student, helps plan a program of study, and assists with scheduling of courses for the following semester. The adviser is a valuable resource person for the student.

Course Load for Students
Full-time enrollment is twelve semester hours. A student in good standing may register for up to nineteen semester hours. The student wishing to enroll in more than nineteen hours must meet the appropriate grade point average standards.

In order to take twenty to twenty-one semester hours, the student must maintain a minimum cumulative grade point average of 3.00. The student wishing to take twenty-two or twenty-three semester hours must maintain a minimum cumulative grade point average of 3.50. No student will be allowed to enroll in more than twenty-three semester hours.

Adding a Course
A student may add a course during the first two weeks of the semester if the course load is then in compliance with policy. Specific dates are listed in the academic calendar. A “Change of Program” card with appropriate signatures must be filed in the Office of Admission and Records.

Withdrawal from a Course
A student may withdraw from a course any time during the first ten weeks of the semester, or the first two-thirds of variable length courses, by filing the “Change of Program” card that is available in the Office of Admission and Records. The approval of the adviser and the instructor is required. Return the card to the Office of Admission and Records. No entry of the course will appear on the permanent record.

After the close of the tenth week of a semester, no changes in program are permitted except in highly unusual circumstances that require the student to submit a petition to the Academic and Scholastic Standing Committee and appear for a hearing. Petitions are available in the Office of the Director of Student Academic Services.

Any student who drops a class during the first seven instructional class days of a term will receive a 100% refund of tuition and fees for the credit hours attributable to the class or classes dropped. After the first seven instructional class days of a term, there will be no refund for a class which is dropped.

Withdrawal from the University
If for any reason a student finds it necessary to withdraw from Valley City State University during the semester, an official withdrawal card must be filed with the Director of Student Academic Services. Failure to follow the regular procedure may result in the student receiving failing grades in all courses for that semester. The final day to withdraw from a semester is the last day of final exams. If the student is receiving financial aid he or she must meet with the Director of Financial Aid to develop a repayment plan. In case of an emergency withdrawal it is the responsibility of the student to notify a university official.

Transcripts of Academic Records
Transcript requests must be submitted in writing. Either a completed “transcript request” form or a letter bearing the student’s signature is acceptable. A request for a transcript of credits by a student who is in debt to the University will not be honored until the indebtedness has been paid.

The written request by the student should be sent to the Office of Admission and Records, 101 College Street SW, Valley City, ND 58072.

Each transcript includes the student’s entire academic record to date and current academic status. Partial transcripts are not issued.
ADDITIONAL CREDIT OPPORTUNITIES

Summer Session
Courses are offered during the summer on a regularly scheduled basis. Refer to the Summer Session Bulletin which is available during the preceding Spring Semester for a list of courses to be offered.

Credit by Examination
Credit for courses may be granted by examination. These examinations may be national or departmental. Information may be obtained from the Office of Admission and Records.

Challenging a Course
The student who wishes to challenge a course must obtain a request from the Office of Admission and Records. The form should be completed in consultation with the appropriate division chair. If the request is approved the examination will then be scheduled. Upon successful completion of the examination the student will pay a fee equivalent to one-half the registration fee for the course in order to receive credit. Upon consultation with the instructor, the grade may be determined by a regular letter grade or on a S/U basis. Not all courses may be challenged.

Foreign Language Placement Policy
A student may receive up to twelve hours in a foreign language after satisfactorily completing an advanced-level language course with a “C” grade or better. The student will pay a fee equivalent to one-half the registration fee for the credit to be received.

Credit for Military Service Experience
All military service experience submitted for credit will be evaluated by the Registrar using the Guide to the Evaluation of Educational Experiences in the Armed Services or by contacting the Commission on Accreditation of Service Experiences. The student desiring such credit must submit an official copy of his or her discharge papers and an official diploma or certificate of completion in a service school or training program.

Credit for Life and Work Experience (PLA)
The Valley City State University Prior Learning Assessment Program is designed to offer adult learners the opportunity to apply learning received from life and work experience toward the Valley City State University degree. This program is administered through the Vice President for Academic Affairs. The adult learner must enroll in Business 190, Career Planning & Portfolio Development. For specific questions on PLA contact the Office of Career Services.

Correspondence Study
Valley City State University does not currently offer correspondence courses. A maximum of sixteen semester hours of correspondence study may be applied toward the requirements for a degree. Six semester hours may be applied toward a major and three semester hours toward a minor.

Workshops and Off-Campus Courses
Workshops and off-campus courses are offered through Valley City State University. Workshops are offered over a short period of time and are scheduled so as not to conflict with regularly scheduled offerings. Off-campus courses are also offered throughout the year.

Project 65
People sixty-five and over may audit courses free of charge on a space available basis. Audited courses may not be counted toward a degree.

Dual Credit
The dual credit arrangement provides an opportunity for high school students to take courses for which they may earn both high school and college credit. These credits may be applied toward both high school and college graduation requirements. Eligible students in grades eleven and twelve may earn dual credit by enrolling in any course which has been jointly approved by appropriate high school and university administrators.

The courses to which dual credit may apply can be placed into three categories. Model A (college courses taught within the high school) consists of a VCSU course taught by a high school teacher at the high school. Model B (college course taught on the VCSU campus in which high school students are enrolled) involves the high school student physically attending a college course offered on the VCSU campus as part of the regularly scheduled term offerings at the University. Model C (college course taught in the high school by a VCSU professor) would have a college professor teach a college course directly in the high school. This course could be delivered by the college professor directly within the high school or via online or interactive television.

For more information on course offerings eligible for dual credit, registration or costs, please contact the Office of Enrollment Services.

Internship
The Internship Program provides students with the opportunity to work in a field related to their major, while earning academic credit. Students are eligible to participate in this program after completion of their sophomore year, but are encouraged to discuss internship opportunities with the Career Services Director during their sophomore year.
Internships may be with employers in private industry, governmental agencies, and non-profit organizations. Employment can be part-time with a local employer or full-time, virtually anywhere in the country. The internship experience benefits students by providing the opportunity to explore and confirm career options.

Eligibility to enroll for academic credit is granted through the Internship Program when an internship position is secured. Upon being hired, the student enrolls in the appropriate internship courses numbered 497. Through the 497 courses, the students can earn from 3 to 12 credits per semester, depending on the total hours to be employed. Students may earn up to 12 semester hours of internship credits before graduation, but each academic division will determine how many credits may be applied to the degree requirements. Students employed in a full-time internship position may be granted full-time equivalent student status by the University in order to clarify matters related to financial aid eligibility, verification of student enrollment, or eligibility for Veterans Administration benefits.

**VCSU Online**

VCSU’s commitment to prepare “individuals to serve in a changing world” and to provide “quality education experience in . . . a technologically enhanced environment” addresses VCSU’s participation in the world of online learning. VCSU online course offerings are continually expanding. Access to the most current list of course offerings is located on the VCSU Online website (www.vcsu.edu).

VCSU is committed to being a totally customized learning institution by 2003. We believe each learner should have “effective, convenient, and efficient access to an educational process that supports progress toward their goals.” Online learning offers you, the learner, the opportunity to customize your learning needs more fully. Perhaps an online course would supplement your on-campus curriculum. Perhaps online courses would assist you in beginning, continuing, or completing your education. Perhaps a full component of online courses will allow you to continue learning while you continue your work/family life.

VCSU Online course offerings include courses that are 100% online to courses that occur partially online and partially on-campus. Each VCSU Online course is explained in the printed and online versions of the class schedule.

Online learners can find their frequently asked questions answered at the VCSU Online site. Information addressed includes:
- Admission application
- Online registration
- Online tuition and fees
- Financial aid/Scholarships
- Student services
- E-mail accounts
- Online bookstore
- Online library
- Continuing education programs
- Campus academic calendar
- Campus directory
- Athletic eligibility

Online learners should expect the same level of academic rigor from a course offered online as from a course delivered in a traditional classroom setting. Time management skills are an asset to an online learner.

**SCHOLASTIC STANDING**

**Credit**

Valley City State University operates an academic calendar on the semester system. One semester hour of credit represents one academic hour of class instruction or two or more academic hours of laboratory work for a period of fifteen weeks or the equivalent.

**Grade Point Average**

The grade point average is determined by calculating the total number of grade points earned and dividing by the number of credit hours in which a letter grade of A, B, C, D, or F was received. Other letter grades such as I, S, U, AU, and W carry no grade point value and are not included in the calculation of the grade point average.

**Grading and Grade Point System**

Grades are reported in letter symbols. Each grade carries a value in grade points per credit hour. The system used is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Significance</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
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</tbody>
</table>
Incompletes
The grade of incomplete may be negotiated with an instructor when the student has failed to meet a specific and important requirement in the course but has in other respects done passing work for the semester. The grade of incomplete must be removed during the regular semester following the term in which it was reported. If the deficiency is not made up within the specified time, the incomplete will revert to the grade earned at the time the incomplete was negotiated.

S-U Grade Option
A limited number of courses are graded on a satisfactory-unsatisfactory basis. No grade points are assigned. To encourage students to explore courses where they might not otherwise take a course, they may enroll in courses that are not required for their graduation on a satisfactory-unsatisfactory basis. A sophomore or higher may elect to take one course per semester graded on a S-U basis. No grade points are assigned. A maximum of fifteen semester hours of non-required S-U graded courses may count toward graduation. Work of “C” level or better is required to receive an “S” grade.

Audit
“Audit” means to register and participate in class activities at the discretion of the instructor. No credit is awarded for an audited course. The student must notify the registrar of his or her intent to audit a course no later than the third week of the semester.

Repeating a Course
A student may repeat a course to improve a grade. The original and repeated course grade will be recorded. The last grade will be calculated in the cumulative grade point average.

Honors
A student who completes twelve semester hours of classes for which grade points are entered and who received a grade point average of at least a 3.50 at the end of any semester qualifies for the Dean’s List. A student who completes 12 semester hours carrying grade points with a 4.00 grade point average at the end of any semester qualifies for the President’s Honor Roll. The student who has achieved a cumulative grade point average between 3.50 and 3.74 at the time of graduation qualifies for the honor, cum laude. The student who has achieved a cumulative grade point average between 3.75 and 3.89 qualifies for the honor, magna cum laude. A student who has achieved a cumulative grade point average between 3.90 and 4.00 qualifies for the honor, summa cum laude.

Academic Probation and Suspension
Students not making satisfactory progress will be placed on academic probation. The following standards for satisfactory progress have been established and apply to all regularly enrolled students:

<table>
<thead>
<tr>
<th>Total Hours Attempted</th>
<th>Cumulative GPA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>1.60</td>
</tr>
<tr>
<td>32</td>
<td>1.80</td>
</tr>
<tr>
<td>64</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Any student who does not make satisfactory progress according to these standards is placed on academic probation. Until the student brings his or her cumulative grade point average up to the required level, the student is continued on probation, providing he or she achieves at least a 2.00 grade point average during the subsequent semester(s) of enrollment. The summer session is considered equivalent to a semester.

Full-time students failing to accrue adequate credits may be placed on academic probation or suspension at the discretion of the Vice President for Academic Affairs. Adequate credits is defined as two-thirds of the hours attempted.

In order to increase the probability of future academic success, academic probation status restricts the student to a maximum course load of fourteen credits and requires the student to complete a one-hour course in study skills as part of the restricted course load. Satisfactory progress while on probation means achieving a grade point average of at least 2.00 or better during the semester. Failure on the part of the student to achieve a semester grade point of at least 2.00 while on probation or to achieve the required cumulative grade point average results in academic suspension from the University.

A student who has been suspended from the University may submit a petition to the Academic and Scholastic Standing Committee for readmission. The committee reviews the petition, considers the evidence, and makes a decision regarding the status of the student. Any student who is reinstated by this committee is required to meet contractual obligations set forth by the Vice President for Academic Affairs.

Academic and Scholastic Standing Committee
The Academic and Scholastic Standing Committee is comprised of administration and faculty members who convene for the purpose of considering petitions concerning student academic affairs. The student submitting a petition may be asked to appear for a hearing with the committee. Decisions may be appealed as outlined in the VCSU Student Handbook.
Athletic Eligibility
Eligibility of students to participate in athletics is governed by the rules and bylaws of the associations in which the University holds membership.

Student Classifications
Regular Student status applies to anyone whose objective is to complete a degree. The following classifications apply: A Freshman is a student who has accumulated fewer than twenty-four hours of course credit. A Sophomore is a student who has accumulated at least twenty-four hours but fewer than sixty hours of course credit. A Junior is a student who has accumulated at least sixty hours but fewer than ninety hours of course credit. A Senior is a student who has accumulated ninety or more hours of course credit. Unclassified Student status applies to anyone who has a degree and is enrolled for additional courses, or anyone who is enrolled for courses but not following an established program.

Requirements for Graduation
All students must meet certain general requirements before graduating from Valley City State University. The student enrolled in a bachelor’s degree program may elect to graduate under the requirements of the Catalog in effect during the year of graduation or under the Catalog in effect when he or she originally enrolled in the University provided the time lapse is less than seven years.

The following represent the conditions for graduation:
1. All candidates for a degree must make formal application in the Office of Admission and Records. The deadline dates for applying are published in the academic calendar.
2. A minimum of 128 semester hours are required for graduation with a bachelor’s degree.
3. All candidates for a degree must complete 24 semester hours in residence. Vocational-Technical Education majors must complete 12 semester hours in residence. A minimum of six hours of Valley City State University credit are required for a major and three hours for a minor.
4. All academic requirements must be completed before a student may graduate.
5. For the bachelor’s degree a minimum of sixty semester hours must be completed at institutions beyond the junior college or community college level.
6. The total number of correspondence and extension credits applied toward a bachelor’s degree may not exceed thirty-two semester hours. A maximum of sixteen hours of correspondence study may be applied toward the requirements for a degree. Six semester hours may be applied toward a major and three semester hours toward a minor.
7. The same courses may not be used to fulfill requirements in two areas except when the student is graduating with a double major or with more than one minor.
8. All candidates for a degree must have a cumulative grade point average of at least 2.00. The student must also demonstrate a minimum grade point average of 2.00 in each of the following requirements: major, minor, related field, area of concentration, and language or cultural studies. Those students receiving a B.S. in Education degree must have a cumulative grade point average of at least 2.50.
9. All financial obligations to the University must be met at least two weeks before the date of graduation.
10. Degrees are conferred at commencement exercises held at the close of the spring semester. Candidates for graduation are those students who have satisfied graduation requirements summer through spring. Students completing graduation requirements spring semester are expected to participate in the exercises. Other immediately preceding term graduates are encouraged to participate as well.
11. All candidates for a degree must successfully demonstrate the eight VCSU abilities using a digital portfolio. Successful completion of the portfolio is determined by the academic division.
The Digital Portfolio Requirement at VCSU
As part of their graduation requirement at VCSU, all students must develop a digital portfolio that illustrates the best evidence of meeting the abilities and skills requirements for their degree.

Students begin work on their portfolios in General Education courses by preparing projects that show their achievement of the Abilities which each General Education course emphasizes (see the General Education Abilities—page 29—for more specific information). As students progress in their majors, they further develop some of these Abilities that pertain specifically to their major fields of study. The specific Abilities developed in each Division are indicated in the description of each Division, pages 39-67. Each class includes projects and activities that allow students to develop and illustrate their achievements in the specified Abilities.

Currently, students prepare their digital portfolios on CD-ROMs. The portfolio presents the best work each student has completed while studying at VCSU. The portfolio illustrates the student’s significant achievement of at least five of the eight VCSU Abilities (see page 29 for specific descriptions). Some of these Abilities are major-specific, and some relate to the student’s minor field, general education, or co-curricular activities.

Portfolio Requirement for Double Majors and Students with two degrees (in the same semester):
Students graduating with a double major or with two degrees (in the same semester) must complete a single portfolio which presents the required Abilities from both majors or degree programs. Some Abilities will overlap between majors or degree programs. In presenting each overlapping Ability in the senior portfolio, the student must explain how the project meets the requirements of both majors or degree programs. Students may include more than one project to demonstrate the accomplishment of each Ability, and may prefer to use a project from each major or degree program to demonstrate an overlapping Ability. Students with B.S. in Education programs must develop a digital portfolio that illustrates the best evidence of meeting the abilities and skills requirements for their degree.

Students with two degrees (in the same semester): Students with two degrees (in the same semester) must complete a single portfolio which presents the required Abilities from both majors or degree programs. Some Abilities will overlap between majors or degree programs. In presenting each overlapping Ability in the senior portfolio, the student must explain how the project meets the requirements of both majors or degree programs. Students may include more than one project to demonstrate the accomplishment of each Ability, and may prefer to use a project from each major or degree program to demonstrate an overlapping Ability. Students with B.S. in Education programs must develop a digital portfolio that illustrates the best evidence of meeting the abilities and skills requirements for their degree.

North Dakota University System Transfer Agreement
The North Dakota University System (NDUS) Transfer Agreement was developed to assist students who transfer within the NDUS. This agreement states that students who transfer to a NDUS institution after completing their general education coursework at any other NDUS institution will be deemed to have met all lower division general education requirements at the transfer school. A minimum of 36 semester hours must have been completed in the areas of communication; arts and humanities; social sciences; and mathematics, science and technology. Please be aware that certain programs (engineering, education, etc.) at each institution may have additional or specific general education requirements. Consult school catalogs for guidance. If all general education courses have not been completed before transferring, courses will be applied to the general education requirements at any NDUS institution and the student will be required to complete all general education courses at the transfer institution.

Valley City State University courses accepted at other NDUS institutions as general education courses are designated on the list of general education course requirements that follow (e.g., ND:ENGL). For more information and/or questions about the NDUS Transfer Agreement, contact the registrar at Valley City State University or any other NDUS institution.

GENERAL EDUCATION REQUIREMENTS
Today’s graduates must be prepared for the rapid pace of change. They need fundamental abilities and a firm anchor in understanding the world around them in the midst of change. To stay viable in the marketplace and to enjoy satisfaction in their personal lives, and to contend with life’s moral and ethical issues, they must develop the ability to learn effectively throughout one’s lifetime. The General Education Requirements, therefore, focus on eight Abilities which will assist the student in achieving these goals:

Communication: To convey thoughts, ideas, data, information, and messages effectively.
- Written: communicates effectively thoughts, ideas, data, information and messages in written form for a variety of purposes and audiences.
- Spoken: communicates effectively thoughts, ideas, data, information, and messages in spoken form for a variety of purposes and audiences.
- Visual: communicates effectively through elements of design, graphs, and other visual media.
- Performance: communicates thoughts, information, emotions, or moods through a performance medium such as music, dance, theatre, art, or presentation of interpretive readings.

Global Awareness: To look beyond one’s immediate self and local community.
- Works with diversity: demonstrates awareness and respect for diversity
- Understands systems: identifies interrelationships between self, immediate community, and the global community.

Problem Solving: To select and use appropriate and effective approaches and tools in solving a wide variety of problems.
- Problem recognition: identifies the nature and scope of a problem; asks appropriate questions.
- Gathering information: identifies and gathers the appropriate information.
Creative thinking: finds new relationships among facts, concepts, theories, and interpretations.

Systems analysis: examines the possible interactions and connections of various systems and determines the consequences of these interactions and connections.

Decision making: evaluates various types of information to draw reasonable conclusions and defends these conclusions rationally.

Wellness: To cultivate habits that lead to holistic health and a well-balanced life.

- Responsibility: shows accountability to self and others.
- Participate/Team: understands teamwork and cooperation.
- Self-Management: demonstrates self-directed commitment.
- Self-Worth: cultivates an intrinsic sense of personal value.

Collaboration: To work together or act jointly to reach a common goal.

- Positive interdependence: understands personal responsibility for contributions that promote the success of the group.
- Leadership: delegates authority and demonstrates accountability for the success of the group as a whole.

Aesthetic Engagement: To move from an intuitive reaction toward a reasoned response.

- Visualization: uses intuition and imagination to perceive and interpret an aesthetic experience.
- Receptivity: listens, views, and reads with imagination and understanding.

Technology: To select and apply technology appropriately.

- Selects Technology: selects appropriate technology to accomplish a specific task, understands the applications, workings, and capabilities of current technology and explores developing technologies in order to select an appropriate technology to perform a specific task.
- Applies Technology: applies technology to perform a specific task; safely and efficiently applies technology to perform a task, monitors the performance of the technology, and adjusts it as necessary.

Effective Citizenship: To be a good role model and teacher, actively involved in improving the community and the environment while teaching others to do the same.

- Provide Service to Others: actively participates in improving community and environmental conditions.
- Teaches Others: teaches others new skills.
- Change Agent Skills: responsibly questions existing beliefs and conditions taking appropriate action for change.

General Education Requirements for Bachelor’s Degree

Listed below are the General Education Abilities and the required courses for the Bachelor’s degree which assist the student in achieving these abilities. While many of the courses indicated below will meet more than one of the indicated Abilities, the courses listed under each Ability offer multiple opportunities to meet the associated Ability. This list does not imply that the indicated classes only deal with the associated Ability or that the Ability can only be met in those classes.

The student should review the outline of the requirements for the appropriate major and minor to determine the specified General Education courses. Students in University Studies should work with their advisor to design a lower level program of study that meets the General Education Abilities.

Communication and Collaboration 9 hours

COMM 110
ENGL 110 and 120 or 125

Aesthetic Engagement 6 hours

Choose one course from the following group:
- HUM 201
- THEA 110, 161
- ENGL 220, 240, 261, 262, 321, 322
- SPAN 201, 202
- HUM 202 (required of all students)

Global Perspective and Effective Citizenship 5 hours

The student must complete two of the following courses:
- ECON 201 and 202
- GEOG 150
- HIST 100
- HIST 103, 104, 211, 212
- HIST 270 (required of all education majors for certification)
- SOC 110, 111

Problem Solving 12 hours

(16 hours for Elementary Education majors)
- MATH 102 (or the course specified in student’s major program of study; please contact your advisor)
- Science (two courses in laboratory science; three courses in Elementary Education)

Wellness 6 hours

- HPER 100 and 101, 102, or 103
- PSYC 111

Technology 3 hours

- CIS 170, CSCI 122, 128, or 160
DEGREE OPTIONS AND REQUIREMENTS

Bachelor of Arts
The Bachelor of Arts degree is designed to give academic breadth in the liberal arts rather than specialization in a discipline area. The requirements include:
1. Completion of the General Education requirements.
2. Completion of a major and minor or a composite major.
3. Completion of the 15-16 semester hour requirement in language or cultural studies, using one of the following options:
   a. 16 semester hours of a foreign language.
   b. 15-16 semester hours of computer science or mathematics.
   c. Student must present for approval, to the Chair of the Division in which their B.A. will be earned, a plan for extending their cultural studies beyond that prescribed by the General Education objectives. This plan will include a block of 15-16 credit hours which, in an integral fashion, provides further coursework related to the human experience. The plan will be supported by a brief rationale as to how the selected courses achieve this goal.
   d. Any appropriate combination of a - c.
4. Completion of the general requirements for graduation.
5. Completion of electives.
6. Completion of a minimum total of 128 semester hours.

Bachelor of Science
The Bachelor of Science degree is designed to prepare student in a specific discipline area. The requirements include:
1. Completion of the General Education requirements.
2. Completion of a major and minor or composite major.
3. Completion of the sixteen semester hour requirement in a related field (the student should review the program outline for specified discipline areas).
4. Completion of the general requirements for graduation.
5. Completion of electives.
6. Completion of a minimum total of 128 semester hours.

Bachelor of Science in Education
The Bachelor of Science in Education is designed to prepare students for licensure as elementary and secondary teachers. The requirements include:
1. Completion of the General Education requirements.
   a. Transfer students using the NDUS transfer agreement must include one year of English, a speech course, and a course in general psychology in their general education requirements.
2. Completion of a major and minor, a composite major, or the elementary education requirements.
3. Completion of the Professional Education sequence.
4. Completion of the general requirements for graduation.
5. Completion of electives.
6. Completion of requirements for admission to Teacher Education.
7. Successful completion of student-teacher experience.
8. Completion of a minimum total of 128 semester hours.

Bachelor of University Studies
The Bachelor of University Studies degree is designed to allow the student the flexibility of designing a course of study which fits with his or her interests and goals in life. The student must have a degree plan approved by the Vice President for Academic Affairs. The proposed degree plan must meet with the generally accepted goals of a bachelor’s degree. The degree plan will consist of the following items:
1. A statement of the interests and goals the student expects to meet by choosing the Bachelor of University Studies degree. The statement should include the five University Abilities the student expects to demonstrate through his/her portfolio.
2. A program of study consisting of a minimum of 128 semester hours with at least 50 semester hours of upper-level credit, and an area of concentration of 32 semester hours. The courses may cross departmental lines but the areas must be related and justified by the student’s goals. The candidate for the Bachelor of University Studies degree must meet all other general requirements and obligations for graduation.
3. The student’s Senior Portfolio should demonstrate the Abilities required by the divisions reflected in the concentration. Projects for the Senior Portfolio should be selected from upper level course work.
Pre-Professional Programs
Valley City State University offers a number of pre-professional programs that include chiropractic, dentistry, medicine, nursing, optometry, pharmacy, physical therapy, veterinary medicine, social work, respiratory therapy, occupational therapy, mortuary science and engineering.

The high school academic preparation of students will play a role as to what college classes a student can begin with. To make the transfer from VCSU to the degree-granting institution as smooth as possible students must meet with and work closely with their academic advisor to schedule appropriate classes, identify institutions offering completion of the program, acquire the appropriate admission requirements and identify appropriate admissions tests.

Athletic Training Internship Program
Valley City State University offers, in cooperation with Red River Valley Sports Medicine Institute, a course of study designed to meet the core requirements established by the National Athletic Training Association. The student who successfully completes the required course of study is eligible to take the National Exam to become a Certified Athletic Trainer.

A complete listing of the requirements is available from the Division of Health and Physical Education and from the Office of Student Academic Services. Courses in Athletic Training may count only as elective credit in any degree program.

Due to elimination of this program effective January 2004, freshman should not attempt to enroll in this program. Transfer students should contact the Head Athletic Trainer for program information.

Fields and Programs of Study
Valley City State University offers majors, minors, concentrations, and endorsements in the following fields of study.

- M=Major
- m-Minor
- c=Concentration
- e=Endorsement

The page number referenced in parentheses behind the field of study is where you will find the requirements for that degree.

c  AIS/MIS Concentration in Computer Information Systems – Composite (42)
c  Accounting Concentration in Business Administration – Composite (40)
M  Art (58)
m  Art (60)
m  Athletic Coaching (65)
M  Biology (68)
m  Biology (70)
m  Business (45)
M  Business Administration – Composite (40)
M  Business Education (41)
Business Education – Composite (41)
m  Business Software Applications (45)
M  Chemistry (68-69)
m  Chemistry (70)
c  CIS Concentration in Computer Information Systems – Composite (42)
M  Computer Information Systems – Composite (42)
m  Computer Science (70)
m  Corporate Training (45)
c  ESL Endorsement (52)
m  Early Childhood Education (55)
m  Earth and Environmental Science (70)
M  Elementary Education (54)
M  English (48)
m  English-Elementary (51)
m  English-Secondary (51)
c  Finance Concentration in Business Administration – Concentration (40)
m  Geography (51)
M  Health Education (64)
m  Health Education (65)
M  History (48)
m  History (51)
M  Human Resources (49)
m  Human Resources (51)
M  Instructional Technology (42)
m  Instructional Technology (45)
m  Library Media and Information Science (51)
c  Management Concentration in Business Administration – Composite (40)
m  Marketing**
COURSE LEVEL
Courses numbered 100 to 199 are considered to be Freshman level; courses numbered 200 to 299 are Sophomore level; courses numbered 300 to 399 are Junior level; and courses numbered 400 to 499 are Senior level courses. The student should note that many upper level courses have prerequisites and should plan accordingly.

SPECIAL TOPICS COURSES
Courses numbered 199, 299, 399, and 499 are designed for Special Topics and are intended to provide faculty an opportunity to offer courses in academic areas not covered in the regular course offerings. Special Topics courses may also be used to further a student’s competence in subject matter areas. A request form for offering a Special Topics course is available in the Office of Admission and Records and the Vice President for Academic Affairs.

COMMON COURSE NUMBERING
The North Dakota University system adopted “Common Course Numbering” (CNN) in 1998. CCN is a means of standardizing course numbers across all campuses within the system. For example, it means that a course numbered 100 at one campus is equivalent to a similarly titled and numbered course at another campus.

To help you, we’ve included both the old course numbers and the equivalent common course number. The best advice is to work closely with your advisor. This will ensure correct and appropriate selection of courses for your degree.
<table>
<thead>
<tr>
<th>OLD COURSE NUMBER/TITLE</th>
<th>NEW COURSE NUMBER/TITLE</th>
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<tbody>
<tr>
<td><strong>ART:</strong></td>
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<tr>
<td>ART 230 Art for Elementary Teachers</td>
<td>ART 350 Art for Elementary Teachers</td>
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<tr>
<td>ART 370 Craft Activities</td>
<td>ART 230 Craft Activities</td>
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<tr>
<td><strong>BVED:</strong></td>
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<tr>
<td>BVED 102 Keyboarding I</td>
<td>BOTE 102 Keyboarding I</td>
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<tr>
<td>BVED 180 Introduction to Computer Information Systems</td>
<td>CIS 170 Introduction to Computer Information Systems</td>
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<tr>
<td>BVED 201 Word Processing</td>
<td>BOTE 147 Word Processing</td>
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<tr>
<td>BVED 202 Spreadsheets</td>
<td>CIS 105 Microcomputer Spreadsheets</td>
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<tr>
<td>BVED 260 Database Management</td>
<td>CIS 104 Microcomputer Databases</td>
</tr>
<tr>
<td>BVED 270 Integrated Business Systems and Technologies</td>
<td>BOTE 309 Office Management</td>
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<tr>
<td>BVED 340 Business Communications</td>
<td>BOTE 314 Business Reports and Communication</td>
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<tr>
<td>BVED 411 Methods &amp; Materials for Teaching Business Subjects</td>
<td>BOTE 390 Methods &amp; Materials for Teaching Business Subjects</td>
</tr>
<tr>
<td>BVED 433 Methods for Teaching Vocational and Technical Education Subjects</td>
<td>BOTE 490 Methods for Teaching Vocational and Technical Education Subjects</td>
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<td><strong>CIS:</strong></td>
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<td>CIS 176 Business Language</td>
<td>CIS 276 Business Language</td>
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<tr>
<td>CIS 360 Operating Systems</td>
<td>CIS 360 Advanced Operating Systems</td>
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<td><strong>EDUC:</strong></td>
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<td>EDUC 370 Craft Activities</td>
<td>EDUC 230 Craft Activities</td>
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<td>EDUC 492 Student Internship</td>
<td>EDUC 492 Clinical Practice</td>
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<td><strong>ENGL:</strong></td>
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<tr>
<td>ENGL 350 Studies in World Literature</td>
<td>ENGL 440 Comparative Literature</td>
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<tr>
<td><strong>HIST:</strong></td>
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<tr>
<td>HIST 270 North Dakota Indian &amp; Multicultural Studies</td>
<td>HIST 270 Native American Studies</td>
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<tr>
<td><strong>HPER:</strong></td>
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<tr>
<td>HPER 120 Racquet sports</td>
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<tr>
<td>HPER 420 Community Recreation</td>
<td>HPER 420 Recreation and Leisure in Modern Society</td>
</tr>
<tr>
<td>HPER 425 Sociology/Psychology of Sport Education</td>
<td>HPER 425 Sociological/Psychology of Sport &amp; Physical Education</td>
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<tr>
<td>HPER 451 Physical Education: Curriculum, Methods and Practicum</td>
<td>HPER 490A Methods, Curriculum and Assessment of Health &amp; Physical Education</td>
</tr>
<tr>
<td></td>
<td>HPER 490B Practical Application of Methodology in the Health &amp; Physical Education Classroom</td>
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<td>HPER 498 Coaching Practicum</td>
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<td>HPER 490 Coaching Practicum</td>
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<td><strong>MRKT:</strong></td>
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<td>MRKT 230 Web Page Development</td>
<td>CIS 180 Creating Web Pages</td>
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<td>MRKT 303 Desktop Publishing</td>
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<tr>
<td><strong>MUS:</strong></td>
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<tr>
<td>MUS 100 Music Fundamentals</td>
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<tr>
<td>MUS 101, 102 Elementary Music Theory</td>
<td>MUS 109, 110 Music Theory I, II</td>
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<td>MUS 121, 122 Ear Training</td>
<td>MUS 121, 122 Aural Skills I, II</td>
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<td>MUS 141 Wind Ensemble</td>
<td>MUS 141 Concert Band</td>
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<td>MUS 142 Jazz Band</td>
<td>MUS 142 Jazz Ensemble</td>
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<td>MUS 162 Percussion Ensembles</td>
<td>MUS 162 Percussion Ensembles/Steel Drum Band</td>
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<td>MUS 170 Class Voice</td>
<td>MUS 170 Voice Class</td>
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<td>MUS 172 Vocal Ensembles</td>
<td>MUS 172 Opera Ensemble</td>
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<td>MUS 201, 202 Advanced Music Theory and Ear Training</td>
<td>MUS 201, 202 Music Theory and Aural Skills III, IV</td>
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<td>MUS 222 Basic Voice</td>
<td>MUS 325 Vocal Methods</td>
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<td>MUS 303 Basic Conducting</td>
<td>MUS 215 Basic Conducting</td>
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<td>MUS 401 Instrumental Conducting &amp; Literature</td>
<td>MUS 303 Instrumental Conducting &amp; Literature</td>
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<td>MUS 402 Choral Conducting &amp; Literature</td>
<td>MUS 304 Choral Conducting &amp; Literature</td>
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<td><strong>PHYS:</strong></td>
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<td>PHYS 255 Intermediate Photographic Techniques</td>
<td>PHYS 255 Creative Photographic Techniques</td>
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<tr>
<td><strong>SPAN:</strong></td>
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<td>SPAN 390 Spanish Composition</td>
<td>SPAN 370 Spanish Composition</td>
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<tr>
<td><strong>TECH:</strong></td>
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<tr>
<td>TECH 161 Introduction to Technology Education</td>
<td>TECH 206 Introduction to Technology Education</td>
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</tbody>
</table>
THE TEACHER EDUCATION PROGRAM

Mission and Objectives
The mission of the Division of Education, Psychology, and Technology Education is to prepare preservice students to become competent teachers capable of making sound decisions in the areas of elementary education, secondary education, early childhood, reading, and psychology. They need to be skilled in teaching and guiding students from varying backgrounds who possess a multitude of unique experiences, strengths, and needs. The Division’s program is built upon the belief that competent teachers are knowledge-based decision makers. This is reflected in the program’s goals and objectives.

Goals
The broad goals of the teacher education program at Valley City State University are to prepare entry-level teachers who; (1) are capable of teaching and guiding students of varying backgrounds, strengths, and needs; (2) are competent decision makers; (3) are skilled in planning, implementing, and evaluating learning experience for students; (4) view decision making as a reflective process; (5) understand and are committed to the moral dimensions of teaching; (6) select and apply technology appropriately; and (7) accept the view that professional growth and development is an on-going, never-ending process.

The teacher education program can be described as having three major domains. The overall goal of each is as follows:

Domain I: General Education:
To help preservice teachers acquire a broadly-based liberal arts education needed in order to function as informed members of our society and within the teaching profession.

Domain II: Specialty Studies:
To prepare preservice teachers who possess strong backgrounds within each subject area they will teach.

Domain III: Professional Studies:
To prepare preservice teachers who are able to function in a variety of educational settings and with students of diverse backgrounds, abilities, and needs.

Institution Abilities
Content majors will demonstrate competencies defined by their course of study.

Objectives
The following twenty objectives provide direction for the design of the teacher education program. Students can link the twenty objectives to the eight abilities defined by the institution. The Teacher Education Handbook provides detail for this process. The program is designed to prepare entry-level teachers who:

1. are competent in the communications skills of listening, reading, writing, and speaking;
2. possess the content knowledge, curricular view, and pedagogical skills needed to be effective teachers in their specialty fields;
3. possess an understanding of the leading theories of human learning and behavior;
4. are able to effectively plan and implement creative learning experiences which provide for students’ individual needs, interests, and learning styles, including those of exceptional and minority culture students;
5. can effectively use a variety of teaching strategies;
6. have knowledge of teaching/learning strategies which promote the ability of students to think critically;
7. are aware of the importance of teachers modeling methods and techniques which they want their students to learn and use;
8. possess the knowledge of how to motivate students to want to learn;
9. can effectively use modern technology to enhance student learning;
10. believe in the critical importance of basing professional practices and decisions on research, the writings of theorists, and accepted professional practice;
11. can utilize a variety of procedures to evaluate students’ learning necessary for professional decision making;
12. possess a basic understanding of the various stages of human growth and development;
13. strive to develop within students the disposition that learning is a life-long pursuit;
14. respect the rights and privacy of students and behave in ways consistent with their responsibility of helping to prepare people for a productive life in our democratic and pluralistic society;
15. have an awareness of the importance of helping students develop and maintain positive self-concepts;
16. are aware of the importance of professional and personal characteristics of effective teachers, such as dedication, enthusiasm, cooperativeness, responsibility, and ethical behavior;
17. possess the knowledge and skills to be effective classroom managers;
18. possess the ability to effectively communicate with learners, parents, other educators, and members of the community-at-large;
19. are knowledgeable about the school as an institution in American society; including historical, sociological, philosophical; and political foundations of education; and
20. are reflective thinkers who possess the philosophy that professional development is an on-going, never-ending process.

DECISION MAKING

Decisions made by teachers relate basically to the following functions:

Planning
While planning, the teacher must make decisions regarding areas such as goals and objectives, the degree of background building required, and specific materials and methods to use.

Implementing
The implementation function requires the teacher to carry out the plans that have been made. During the actual teaching phase numerous decisions need to be made. Often times, they need to be made quickly as the teacher responds to students reactions, comments, and instructional needs. As a result, modification of prepared plans becomes the rule rather than the exception.

Evaluating
During the evaluation phase of decision making the teacher determines the degree to which the instructional objectives were attained. Determining the degree of re-teaching that is needed, recording information, and reporting progress are some of the areas within the evaluation phase of decision making.

Reflection
The teacher plans, implements, and evaluates by using feedback in a reflective manner. During the entire process it is essential the teacher realizes that professional growth and development is continuous.

DELIVERY OF CURRICULUM

The program provides an opportunity for enrollees to acquire entry-level teaching knowledge and skills through university courses, clinical experiences, and field experiences. The field experiences and clinical practice take place in K-12 public school classrooms.

Field experiences commence during the sophomore year and continue through the senior year. Student teaching a ten week-long experience, is completed during the senior year and is the apex of the entire teacher preparation program.

Courses and field experience, and clinical practice are organized into three broad areas—general education, specialty studies, and professional studies. The preparation of preservice teachers is closely guided by the university faculty and cooperating public school classroom teachers. A carefully designed program provides instruction and experiences which include a multi-mode system to provide feedback to and evaluate the preservice teachers’ learning and performance.

ADMISSION TO TEACHER EDUCATION

Applicants are admitted to study at Valley City State University on the basis of academic and personal qualifications, consistent with the admissions policies established for all public colleges and universities in the state. The admittance and continuance requirements of the Teacher Education Program go beyond those of the institution. Students are typically admitted into teacher education during their sophomore year or the beginning of the junior year. While enrolled in either EDUC 200 or 205, the introductory courses to Teacher Education, the VCSU Teacher Education Program Handbook is studied online. Enrollees are given application forms to complete and submit to the Division of Education, Psychology & Technology Division Chair.
Criteria for Admission to Teacher Education

The student who intends to pursue a program in teacher education must apply to the Teacher Education Committee through the Chair of the Division of Education, Psychology & Technology and be approved for admission to the program. A student must meet the following criteria to be considered for admission:

1. A minimum cumulative grade point average of 2.50.
2. Satisfactory academic performance in ENGL 110 and 120 and successful completion of a speech screening test.
3. Written recommendations from the advisor, a Division of Education, Psychology & Technology instructor, and any other related professionals.
4. Required scores on the Pre-Professional Skills Test (PPST). The current minimum scores required at VCSU are Reading – 167 (CBT 313); Writing – 169 (CBT 313); Math – 168 (CBT 313). Students are responsible for paying the testing fees.
5. Demonstrate proper dispositions necessary to teach for learning.

The Teacher Education Committee will review the documentation and make a recommendation to the Division Chair to accept or deny the application for admission to the program. If the applicant is denied admission due to a condition that can be corrected, the applicant may reapply when the deficiency is removed.

Continuance in Teacher Education

In order to continue in the Teacher Education program, the student must: (1) maintain a minimum cumulative grade point average of 2.50; (2) demonstrate proper disposition and evidence of good physical and mental health; and (3) continue to obtain satisfactory recommendations from faculty, staff, and field experience supervisors. If requirements for continuance are not maintained, the Teacher Education Committee may recommend suspension from the program. Any such action would be reflected in a letter from the Division Chair to the student and the adviser. The Committee will forward its recommendation to the Division Chair who will make the final decision.

Student Teaching

Student Teaching is the culminating experience of the Teacher Education Program. During this time, preservice teachers apply what they have learned about theory and methodology through their university course work and earlier field experiences. Student teaching provides an opportunity to plan and implement interesting, relevant lessons, as well as use a variety of assessment techniques to determine both the effectiveness of teaching strategies and the level of student learning. Skills in using educational technology, the lecture method, cooperative learning, inquiry, classroom management procedures, questioning, and other strategies are further enhanced.

One of the intriguing aspects of teaching includes the unique ideas and personality that each teacher brings to the classroom. This uniqueness is nurtured during student teaching, as preservice teachers recognize that successful teaching is related to personality, as well as to the very different approaches that may be used in optimizing and personalizing the learning experience for students.

Student teaching requires at least 10 weeks of teaching for full-time and 5 weeks of full-days or 10 weeks of half-days for half-time status. Additional information about student teaching is included in the VCSU Handbook for Student Teaching, which is an appendix to the Teacher Education Program Handbook.

Criteria for Admission to Student Teaching

A student must meet the following criteria to be considered for admission to student teaching:

1. Continued satisfactory performance on all criteria for admission and retention in the teacher education program. Recommendations by the Vice President for Student Affairs and the appropriate Division Chair will be reviewed.
2. Senior standing or equivalent with a minimum cumulative grade point average of 2.50 overall.
3. Completion of the professional education sequence before student teaching. The Director of Student Teaching in consultation with the Division Chair may make exceptions to this criterion if circumstances warrant it.
4. Agreement to provide evidence of personal liability insurance by joining the Student National Education Association (SNEA) or by a private insurance policy. The student will present proof of such insurance on or prior to the first day of the semester of student teaching.
5. Submission of student teaching application to the Director of Student Teaching during the semester preceding the semester of student teaching.
6. During Student Teaching, students will not be allowed to take more than three semester hours of credit during the 10 weeks of student teaching without approval of the Teacher Education Committee. Any requests for exceptions must be presented in writing to the Teacher Education Committee. Classes cannot be taken during the daily full time student teaching assignment block. Valley City State University reserves the right to have the student meet additional requirements that the Division of Education, Psychology & Technology may establish. The Teacher Education Committee will review the application and recommend to the Chair of the Division of Education, Psychology, and Technology to approve or deny the application for admission to student teaching.
Criteria for Licensure Recommendation
The Chair of the Division of Education, Psychology, and Technology makes the recommendation for Teacher Licensure. In order to be recommended, a student must meet the following requirements:
1. Cumulative grade point average of 2.50 or better.
2. Satisfactory completion of all program requirements, as described in the University Catalog and the Teacher Education Program Handbook.
3. Successful student teaching experience.
4. Successful completion and presentation of a digital portfolio.
The Registrar sends the application to the North Dakota Education Standards and Practices Board for issuance of a teaching license.

Appeal and Petition Process for Teacher Education
Students seeking an exception to policies, regulations, or academic requirements of the Division of Education, Psychology and Technology may submit a written petition requesting exemption to the Divisional Appeals Committee. Items which students may appeal include requirements regarding the grade point average; competency in reading, writing, mathematics, and speech; records of good conduct; scores of the Pre-Professional Skills Test; and other items as they relate to admission to Teacher Education. The burden of proof for demonstrating the appropriateness of the request rests with the student.

The Divisional Appeals Committee, comprised of three faculty members from the Division of Education, Psychology, and Technology will consider the evidence and make a recommendation in the matter. All recommendations and actions of this committee are advisory in nature to the Division Chair who will render a final decision in a timely manner.

Students wishing to appeal any recommendation of the Teacher Education Committee or a decision of the Division Chair should consult the Student Handbook that details final appeal procedures under the University Hearings and Appeals Board.
The primary mission of VCSU’s Allen Memorial Library is to support and enhance the academic programs of Valley City State University by providing the learning and teaching resources needed by students, faculty, administration, and staff. Allen Memorial Library combines the best of university library resources and Web-based services providing information in all formats, including access to online databases, to help users develop information literacy: to recognize when information is needed and to locate, evaluate, and effectively use the information they find.

Allen Memorial Library is handicapped accessible and is centrally located on campus between McFarland Hall and the Student Center. The Library contains study areas, a browsing room with recreational reading including hometown newspapers, four levels of book stacks, desktop computers for student use, and a model school library for students planning to become teachers or school librarians. The library provides information services such as research assistance, interlibrary loans and document delivery, electronic reference, and eReserves.

The Library’s Web pages provide access to learning resources including the online catalog, which contains print material, other media, and access to an ever-increasing number of full-text databases and ebooks. Students and faculty members use their notebook computers to access VCSU’s network which provides hundreds of campus access points to the Library’s learning resources.
As Chief Academic Officer of Valley City State University, Dr. Les Wong is responsible for fostering, encouraging, supporting and implementing academic strategies that advance student learning. Duties of the Vice President for Academic Affairs include overall responsibility for the curriculum, the academic budget, faculty and academic support staff, academic policy, and grants while promoting an environment of innovation, entrepreneurship and customized learning.

The VPAA reports to the President and leads a team of division chairs, program directors, faculty and student leaders toward achieving the goals of teaching and learning in the digital environment.
The overall objective of the Division of Business and Information Technology is to prepare students for gainful employment in the various areas of business, education, and information systems. The overall goal may be divided into subgoals which include the following:

1. to provide education and training for students with interests in the area of business administration, office management, and computer information systems;
2. to prepare business, technology, and vocational-technical teachers for secondary schools, and vocational-technical teachers for post-secondary schools;
3. to provide education and training for the development of marketable skills and to provide entry-level job training; and
4. to provide business administration, business education, and computer information systems majors with a strong foundation for graduate work.

Courses leading to a major in the Division of Business and Information Technology will help students develop the following abilities:

**Communication:** Convey information and knowledge effectively

**Problem Solving:** Obtain, organize, and interpret information to provide for creative, critical solutions

**Global Awareness:** Understand business, cultural, and political relationships in a global economy

**Collaboration:** Build team relationships for successful outcomes to objectives

**Technology:** Use, understand, and implement to provide solutions in an information society

**Faculty:**
- James Crawford, M.S., Assistant Professor
- William (Bill) Greenwood, M.S.HRM, Visiting Professor
- Kerry Gregoryk, M.Mgt.-I.T., Instructor
- Jane Hammer, M.S., Assistant Professor
- Jay Hettriarchchy, Ph.D., Associate Professor
- Ralph Hooper, J.D., CPA, Associate Professor
- Dean Karges, M.S., Lecturer
- David Melgaard, M.S., Professor
- Rick Ross, B.S., Instructor
- Dawn Shafer, M.S., Instructor
- Dianne Wood, Ed.D., Associate Professor

**Majors:**
- Business Administration – Composite (B.S.)
  - Areas of Concentration:
    - Accounting
    - Finance
    - Management
    - Marketing
- Business Education – Composite (B.S. in Ed.)
- Computer Information Systems – Composite (B.A., B.S.)
  - Areas of Concentration:
    - AIS/MIS
    - CIS
    - Networking
- Office Management – Composite (B.S.)
- Vocational and Technical Education – Composite (B.S., B.S. in Ed)

**Minor:**
- Business Software Applications (B.A., B.S., B.S. in Ed.)
- Business (B.A., B.S., B.S. in Ed.)
- Corporate Training (B.A., B.S.)
- Marketing (B.S. in Ed) **
- Office Management (B.A., B.S., B.S. in Ed)

**Pending Approval by State Board of Higher Education**
## Composite Major

### BUSINESS ADMINISTRATION

(B.S.)

### Specified General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CIS 170</td>
<td>Introduction to Computer Information Systems</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>ENGL 125</td>
<td>Introduction to Professional Writing</td>
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<tr>
<td>MATH 103</td>
<td>College Algebra</td>
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</table>

### Business Core

47 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ACCT 201</td>
<td>Accounting I</td>
</tr>
<tr>
<td>ACCT 202</td>
<td>Accounting II</td>
</tr>
<tr>
<td>ACCT 321</td>
<td>Financial Reporting &amp; Analysis I</td>
</tr>
<tr>
<td>ACCT 335</td>
<td>Business Law I—The Legal Environment of Business</td>
</tr>
<tr>
<td>BOTE 147</td>
<td>Word Processing</td>
</tr>
<tr>
<td>BOTE 314</td>
<td>Business Reports and Communications</td>
</tr>
<tr>
<td>CIS 105</td>
<td>Microcomputer Spreadsheets</td>
</tr>
<tr>
<td>CIS 104</td>
<td>Microcomputer Database</td>
</tr>
<tr>
<td>ECON 261</td>
<td>Business Statistics</td>
</tr>
<tr>
<td>FIN 350</td>
<td>Money and Banking</td>
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<tr>
<td>FIN 375</td>
<td>Business Finance</td>
</tr>
<tr>
<td>MGMT 330</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>MGMT 460</td>
<td>International Business</td>
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<tr>
<td>MGMT 480</td>
<td>Business Policy</td>
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<tr>
<td>MGMT 485</td>
<td>Entrepreneurship</td>
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<tr>
<td>MRKT 302</td>
<td>Multimedia Applications</td>
</tr>
<tr>
<td>MRKT 305</td>
<td>Principles of Marketing</td>
</tr>
</tbody>
</table>

### Area of Concentration

18-21 hours

Select one from:
- Accounting, Finance, Management, or Marketing

### Directed Electives

5-9 hours

Any course with the prefix of ACCT, CIS, CORP, FIN, MGMT, or MRKT not listed in the Business Core or selected Area of Concentration.

### Electives and/or Internship

12-13 hours

Students are strongly encouraged to enroll in BUSI/CIS 491—Senior Portfolio, 1 credit hour, after attaining 81 but before completing 96 credit hours. Discuss with your faculty advisor.

### AREAS OF CONCENTRATION

#### Accounting

21 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 322</td>
<td>Financial Reporting &amp; Analysis II</td>
</tr>
<tr>
<td>ACCT 336</td>
<td>Business Law II—Commercial Law</td>
</tr>
<tr>
<td>ACCT 355</td>
<td>Federal Taxation</td>
</tr>
<tr>
<td>ACCT 361</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>ACCT 362</td>
<td>Cost Accounting Systems</td>
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<tr>
<td>ACCT 370</td>
<td>Automated Accounting Systems</td>
</tr>
<tr>
<td>FIN 380</td>
<td>Principles of Investments</td>
</tr>
</tbody>
</table>

The requirement for writing the CPA exam is completing a minimum of 150 semester hours, of which 24 hours must be in accounting and 24 hours must be non-accounting business courses. Students completing this degree with this concentration will complete over 24 hours in accounting and over 24 hours in non-accounting business courses. However, the student will be short of the 150 semester hour requirement. Top students should consider pursuing a master’s degree in accounting or business administration to satisfy the 150-hour requirement. Any student could complete courses through the Valley City State University/Mayville State University partnership, other courses through the NDUS Access system, or here at VCSU. Consult with your faculty advisor.

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>ACCT 356</td>
<td>Taxation of Corporations &amp; Partnerships</td>
</tr>
<tr>
<td>ACCT 440</td>
<td>Advanced Accounting</td>
</tr>
<tr>
<td>ACCT 450</td>
<td>Auditing</td>
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<td>ACCT 460</td>
<td>Fund Accounting</td>
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</table>

#### Finance

21 hours

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<tbody>
<tr>
<td>ACCT 322</td>
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<td>Cost Accounting Systems</td>
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<tr>
<td>ACCT 370</td>
<td>Automated Accounting Systems</td>
</tr>
<tr>
<td>FIN 380</td>
<td>Principles of Investments</td>
</tr>
<tr>
<td>MGMT 350</td>
<td>Quantitative Analysis &amp; Operations Management</td>
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#### Management

20 hours

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ACCT 361</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>ACCT 370</td>
<td>Automated Accounting Systems</td>
</tr>
<tr>
<td>CIS 180</td>
<td>Creating Web Pages</td>
</tr>
<tr>
<td>MGMT 350</td>
<td>Quantitative Analysis &amp; Operations Management</td>
</tr>
<tr>
<td>MGMT 425</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>MGMT 426</td>
<td>Labor Relations</td>
</tr>
<tr>
<td>MGMT 430</td>
<td>Organizational Behavior</td>
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</tbody>
</table>

#### Marketing

18 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BOTE 318</td>
<td>Desktop Publishing</td>
</tr>
<tr>
<td>CIS 180</td>
<td>Creating Web Pages</td>
</tr>
<tr>
<td>CORP 304</td>
<td>Effective Facilitation &amp; Presentation Skills</td>
</tr>
<tr>
<td>MGMT 350</td>
<td>Quantitative Analysis &amp; Operations Management</td>
</tr>
<tr>
<td>MRKT 320</td>
<td>E-Commerce</td>
</tr>
<tr>
<td>MRKT 405</td>
<td>Retail Management</td>
</tr>
<tr>
<td>MRKT 415</td>
<td>Marketing Research and Information</td>
</tr>
</tbody>
</table>
COMPOSITE MAJOR
BUSINESS EDUCATION
(B.S. in Ed.)

Specified General Education
- CIS 170 Introduction to Computer Information Systems
- ECON 201 Principles of Microeconomics
- ECON 202 Principles of Macroeconomics
- MATH 103 (minimum level) College Algebra

Specified Courses
- ACCT 201 Accounting I
- ACCT 202 Accounting II
- ACCT 335 Business Law I-The Legal Environment of Business
- BOTE 102 Keyboarding I
- BOTE 147 Word Processing
- BOTE 314 Business Reports & Communications
- BOTE 318 Desktop Publishing
- BVED 390 Methods and Materials for Teaching the Business Subjects
- CIS 105 Microcomputer Spreadsheets
- CIS 180 Creating Web Pages
- FIN 375 Business Finance
- MGMT 330 Principles of Management
- MGMT 485 Entrepreneurship
- MRKT 302 Multimedia Applications
- MRKT 305 Principles of Marketing

Directed Electives
- ACCT 321 Financial Reporting & Analysis I
- ACCT 322 Financial Reporting & Analysis II
- ACCT 370 Automated Accounting Systems
- BOTE 309 Office Management
- CIS 104 Microcomputer Databases
- CIS 182 Information System Hardware Management
- CIS 321 Fundamentals of Networking
- CORP 304 Effective Facilitation and Presentation Skills
- ECON 261 Business Statistics
- FIN 350 Money & Banking
- MGMT 425 Human Resource Management
- MGMT 460 International Business
- MRKT 405 Retail Management

- 20-22 hours

Students, with the consent of their advisor, may choose other appropriate directed electives to complete this section.

Major and Minor required for this degree

Specified General Education
- CIS 170 Introduction to Computer Information Systems
- ECON 201 Principles of Microeconomics
- ECON 202 Principles of Macroeconomics
- MATH 103 (minimum level) College Algebra

Specified Courses
- ACCT 201 Accounting I
- ACCT 202 Accounting II
- ACCT 335 Business Law I-The Legal Environment of Business
- BOTE 102 Keyboarding I
- BOTE 147 Word Processing
- BOTE 314 Business Reports & Communications
- BOTE 318 Desktop Publishing
- BVED 390 Methods and Materials for Teaching the Business Subjects
- CIS 105 Microcomputer Spreadsheets
- CIS 180 Creating Web Pages
- FIN 375 Business Finance
- MGMT 330 Principles of Management
- MGMT 485 Entrepreneurship
- MRKT 302 Multimedia Applications
- MRKT 305 Principles of Marketing

- 20-25 hours

Minor

Professional Education Sequence

Required for Certification by the North Dakota State Board for Vocational and Technical Education: BVED 390, 431, 432

- 29 hours

Students, with the consent of their advisor, may choose other appropriate directed electives to complete this section.

Required for Vocational Certification by the North Dakota State Board for Vocational and Technical Education: BVED 390, 431, 432
COMPOSITE MAJOR
COMPUTER INFORMATION SYSTEMS
(B.A., B.S.)

Specified General Education
CIS 170  Introduction to Computer Information Systems
ECON 201  Principles of Microeconomics
ECON 202  Principles of Macroeconomics
ENGL 125  Introduction to Professional Writing
MATH 103 (minimum level)  College Algebra
CIS Core  54 hours
ACCT 201  Accounting I
ACCT 202  Accounting II
ACCT 370  Automated Accounting
CIS 104  Microcomputer Databases
CIS 180  Creating Web Pages
CIS 181  Computer Programming – COBOL
CIS 182  Information Systems Hardware Management
CIS 276  Business Language
CIS 321  Information Systems Management
CIS 330  Systems Analysis and Design
CIS 385  Database Theory/Design
CIS 460  Network Administration
CIS 480  Capstone Project
ECON 261  Business Statistics
MATH 146  Applied Calculus I
MGMT 302  Organizational Behavior
MRKT 302  Multimedia Applications

Area of Concentration  18 hours
Select one from:
Computer Information Systems, Accounting/Management
Information Systems, or Networking
Electives and/or Internship  14 hours
For the Bachelor of Science degree, the student must complete
fourteen hours in one of the following related fields: Geology,
Mathematics, Physics, Communications, Sociology; or in an area
approved by the Computer Information Systems advisor.

or

Language, Cultural Studies or Related Field  16 hours
For the Bachelor of Arts degree, the student must complete sixteen
hours of a foreign language or cultural studies. Students are strongly
couraged to enroll in BUSI/CIS 491 – Senior Portfolio, 1 credit
hour, after attaining 81 but before completing 96 credit hours.
Discuss with your faculty advisor.

AREAS OF CONCENTRATION

AIS/MIS  18 hours
ACCT 321  Financial Reporting & Analysis I
ACCT 322  Financial Reporting & Analysis II
CIS 430  Centralized Database Management
ENGL 410  Professional Writing
MRKT 320  E-Commerce
FIN 375  Finance (AIS Concentration)
or
MGMT 350  Quantitative Analysis & Operations Management
(MIS Concentration)

CIS  18 hours
CIS 160  Introduction to Structured Programming I
CIS 360  Operating Systems
CIS 386  Advanced Database Theory/Language
CIS 410  Advanced Business Languages
CIS 420  Internet Languages
ENGL 410  Professional Writing

Networking  18 hours
CIS 360  Operating Systems
CIS 386  Advanced Database Theory/Languages
CIS 430  Centralized Database Management
CIS 461  Advanced Networking Topics
ENGL 410  Professional Writing
MGMT 350  Quantitative Analysis & Operations Management
COMPOSITE MAJOR
OFFICE MANAGEMENT
(B.S.)

Specified General Education
CIS 170  Introduction to Computer Information Systems
ECON 201  Principles of Microeconomics
ECON 202  Principles of Macroeconomics
ENGL 125  Introduction to Professional Writing
MATH 103 (minimum level)  College Algebra

Specified Courses  51 hours
ACCT 201  Accounting I
ACCT 202  Accounting II
ACCT 321  Financial Reporting & Analysis I
ACCT 335  Business Law I-The Legal Environment of Business
BOTE 102  Keyboarding I
BOTE 147  Word Processing
BOTE 309  Office Management
BOTE 314  Business Report and Communications
BOTE 318  Desktop Publishing
CIS 105  Microcomputer Spreadsheets
CIS 104  Microcomputer Databases
ECON 261  Business Statistics
FIN 375  Business Finance
MGMT 330  Principles of Management
MGMT 425  Human Resource Management
MGMT 350  Quantitative Analysis and Operations Management
MGMT 480  Business Policy
MRKT 302  Multimedia Applications
MRKT 305  Principles of Marketing

Directed Electives  12-15 hours
ACCT 361  Managerial Accounting
ACCT 370  Automated Accounting Systems
CIS 180  Creating Web Pages
CIS 385  Database Theory/Design
COMM 212  Interpersonal Communication
COMM 311  Communication and Interviewing
CORP 304  Effective Facilitation and Presentation Skills

Students, with the consent of their advisor, may choose other appropriate directed electives to complete this section.

Electives/Internship  19-22 hours

Students are strongly encouraged to enroll in BUSI-CIS 491 – Senior Portfolio, 1 credit hour, after attaining 81 but before completing 96 credit hours. Consult with your faculty advisor.
COMPOSITE MAJOR
VOCATIONAL-TECHNICAL EDUCATION
(B.S.)

Specified General Education
MATH 102 Intermediate Algebra

Specified Courses 13 hours
BVED 431 History, Philosophy & Practices of Vocational and Technical Education
BVED 432 Coordinating Cooperative Education Learning
BVED 434 Managing Vocational Student Organizations
BVED 437 Student Performance Evaluation in Vocational and Technical Education
BVED 438 Developing and Managing Competency-Based Instructional Materials
BVED 490 Methods for Teaching Vocational and Technical Education Subjects

Technical Specialty 36-50 hours
Students who have successfully completed a State Board for Vocational and Technical Education approved post-secondary program in their area of technical specialty from area vocational institutions, or possess an associate of applied science degree or its equivalent, are eligible for technical specialty credits. Students who meet work experience requirements but have not completed an approved Trade, Industry, Technical, and Health Education program may apply for Technical Specialty Life Experience credits through the Prior Learning Assessment Program.

Electives 23-37 hours
Students, with the consent of their advisor, should choose appropriate electives to complete 128 semester credits required for the degree.

COMPOSITE MAJOR
VOCATIONAL-TECHNICAL EDUCATION
(B.S. in Ed.)

Specified General Education
MATH 102 Intermediate Algebra

Specified Courses 13 hours
BVED 431 History, Philosophy & Practices of Vocational and Technical Education
BVED 432 Coordinating Cooperative Education Learning
BVED 434 Managing Vocational Student Organizations
BVED 437 Student Performance Evaluation in Vocational and Technical Education
BVED 438 Developing and Managing Competency-Based Instructional Materials
BVED 490 Methods for Teaching Vocational and Technical Education Subjects

Technical Specialty 36-50 hours
Students who have successfully completed a State Board for Vocational and Technical Education approved post-secondary program in their area of technical specialty from area vocational institutions, or possess an associate of applied science degree or its equivalent, are eligible for technical specialty credits. Students who meet work experience requirements but have not completed an approved Trade, Industry, Technical, and Health Education program may apply for Technical Specialty Life Experience credits through the Prior Learning Assessment Program.

Electives: 0-8 hours
Students may also choose courses that apply toward a teaching minor approved by the institution or other appropriate electives to complete 128 semester credits required for the degree.
MINOR
BUSINESS
(B.A., B.S., B.S. in Ed.)
Specified Courses 23-24 hours
ACCT 201 Accounting I
ACCT 202 Accounting II
ACCT 335 Business Law I – The Legal Environment of Business
BOTE 147 Word Processing
BOTE 314 Business Reports & Communications
MGMT 330 Principles of Management
MGMT 485 Entrepreneurship
MRKT 305 Principles of Marketing
Students using the minor with a B.S. in Ed. will complete BVED 390 Methods and Materials for Teaching the Business Subjects instead of MRKT 305 Principles of Marketing.

MINOR
BUSINESS SOFTWARE APPLICATIONS
(B.A., B.S., B.S. in Ed.)
Specified Courses 27-28 hours
ACCT 201 Accounting I
ACCT 202 Accounting II
ACCT 370 Automated Accounting Systems
BOTE 147 Word Processing
BOTE 309 Office Management
BOTE 318 Desktop Publishing
CIS 105 Microcomputer Spreadsheet
CIS 104 Microcomputer Databases
CIS 180 Creating Web Pages
CIS 385 Database Theory/Design
MRKT 302 Multimedia Applications
Students using the minor with a B.S. in Ed. will complete BVED 390 Methods and Materials for Teaching the Business Subjects instead of a programming course.

MINOR
CORPORATE TRAINING
(B.A., B.S.)
Specified Courses 19 hours
BOTE 318 Desktop Publishing
BUSI 497 Business Internship
COMM 212 Interpersonal Communications
COMM 360 Group Dynamics
CORP 304 Effective Facilitation and Presentation Skills
CORP 220 Teambuilding Development
or
EDUC 220 Introduction to Experiential Learning
CORP 320 Adult Learning Styles
Directed Electives 5-6 hours
COMM 311 Communication and Interviewing
COMM 314 Public Relations
ENGL 410 Professional Writing
MGMT 430 Organizational Behavior
MRKT 302 Multimedia Applications
PSYC 410 Mental Health
PSYC 430 Educational Psychology
PSYC 450 Personality Theories and Measurement
SOC 350 Social Psychology

MINOR
**MARKETING
(B.S. in Ed.)
Specified Courses 18 hours
BVED 390 * Methods & Materials for Teaching the Business Subjects
BVED 434 * Managing Vocational Student Organizations
MGMT 330 Principles of Management
MGMT 485 Entrepreneurship
MRKT 305 Principles of Marketing
MRKT 405 Retail Management
Directed Electives 6-8 hours
BOTE 318 Desktop Publishing
BVED 431 * History, Philosophy and Practices of Vo-Tech Education
BVED 432 * Coordinating Cooperative Education Learning
CIS 180 Creating Web Pages
MGMT 425 Human Resource Management
MRKT 302 Multimedia Application
MRKT 320 E-Commerce
MRKT 415 Marketing Research & Information
* Required for Vocational Certification by the North Dakota State Board of Vocational-Technical Education
** Pending Approval by State Board of Higher Education

MINOR
OFFICE MANAGEMENT
(B.A., B.S., B.S. in Ed.)
Specified Courses 23-24 hours
ACCT 201 Accounting I
ACCT 202 Accounting II
BOTE 147 Word Processing
BOTE 309 Office Management
BOTE 314 Business Reports & Communications
BOTE 318 Desktop Publishing
CIS 104 Microcomputer Databases
CIS 180 Creating Web Pages
MGMT 425 Human Resource Management
Students using the minor with a B.S. in Ed. will complete BVED 390 Methods and Materials for Teaching the Business Subjects.
The focus of study in the Division of Communication Arts and Social Science is humanity in its broadest dimensions; specifically, those highly developed human capabilities of communication and social organization. The general goals of the Division are:

1. to serve the fundamental needs of all students through courses aimed at achieving stated skills in the Communication Arts;
2. to help all students achieve a better understanding of the common cultural heritage, beliefs, and values through study of the humanities;
3. to promote an understanding of social organization and interactions through the study of history and the social sciences; and
4. to promote global awareness and appreciation of diverse cultures through the study of language and opportunities to study in other countries.

Courses leading to a major in the Division of Communication Arts and Social Sciences will help students develop the following abilities:

**Communication:** Excellent writing and speaking abilities

**Aesthetic Engagement/Problem Solving:** Sophisticated analytical skills

**Problem Solving:** Competent researcher

**Global Awareness:** Synthesizes language, life, and culture

**The Department of Communication Arts**

**Department Chair:** Margaret Dahlberg, Ph.D., Assistant Professor, (701) 845-7231

**Faculty:**
- Joan Aus, M.Ed., Adjunct Lecturer
- Mary Berglund, B.S., Adjunct Lecturer
- Margaret Dahlberg, Ph.D., Assistant Professor
- Anthony Dutton, M.A., Instructor
- Martin Kelly, Ph.D., Assistant Professor
- K. Kay Kringlie, M.A., Associate Professor
- Lee Kruger, M.A., Assistant Professor
- Daniel McRoberts, M.A., Assistant Professor
- Julee Russell, Ph.D., Associate Professor
- Shannon VanHorn, M.S., Instructor
- Margaret Wieland, M.S., Assistant Professor
- Phyllis Wong, M.A., Adjunct Lecturer

**Majors:**
- English (B.A., B.S. in Ed.)
- Spanish (B.A., B.S. in Ed.)

**Minors:**
- English – Elementary (B.S. in Ed.)
- English – Secondary (B.A., B.S., B.S. in Ed.)
- Library Media & Information Science (B.A., B.S., B.S. in Ed.)
- Spanish (B.A., B.S., B.S. in Ed.)
- Speech-Communication-Theatre Arts (B.A., B.S. in Ed.)

**The Department of Social Science**

**Department Chair:** Gordon Hoff, D.A., Professor (701) 845-7511

**Faculty:**
- Kevin Fernlund, Ph.D., Assistant Professor
- Gordon Hoff, D.A., Professor
- Steven King, D.A., Lecturer
- Lori Lahlum, M.A., Instructor

**Majors:**
- History (B.A., B.S. in Ed.)
- Human Resources – Composite (B.S.)
  - Human Services Track
  - Personnel Track
- Social Science – Composite (B.A., B.S. in Ed.)

**Minors:**
- Geography (B.A., B.S., B.S. in Ed.)
- History (B.A., B.S., B.S. in Ed.)
- Human Resources (B.S.)
- Sociology (B.A., B.S., B.S. in Ed.)

DPI ESL Endorsement
## MAJOR
### ENGLISH  
**B.A.**

<table>
<thead>
<tr>
<th>Specified Courses</th>
<th>6 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 271</td>
<td>Literary Analysis I</td>
</tr>
<tr>
<td>ENGL 480</td>
<td>Shakespeare</td>
</tr>
</tbody>
</table>

### Directed Electives  
33 hours

### National and Minority Literature**  
12 hours
Select from offerings in American, English and World Literature courses, in consultation with advisor. Diversity is encouraged.

### Language and Writing  
9 hours
Select from:
- COMM 200 Introduction to Media Writing
- COMM 314 Public Relations
- ENGL 125 Introduction to Professional Writing*
- ENGL 300 Grammatical Analysis
- ENGL 305 Writing Workshop
- ENGL 310 Advanced Composition
- ENGL 330 Creative Writing
- ENGL 400 History of English Language
- ENGL 410 Professional Writing
- ENGL 497 Internship

### Field Concentration  
12 hours
In consultation with advisor, select from offerings in Writing, Communications, Theatre, and Literature.
*ENGL 125, if taken as a General Education Studies course, will not fulfill one of the writing course menu options.
**At least six (6) semester hours of literature must be completed at VCSU.
***Minimum 2.7 GPA required for English major courses.

### Language or Cultural Studies  
16 hours

### Minor  
24 hours

## MAJOR
### ENGLISH  
**(B.S. In Ed.)**

<table>
<thead>
<tr>
<th>Specified General Education ****</th>
<th>9 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 110</td>
<td></td>
</tr>
<tr>
<td>ENGL 110</td>
<td></td>
</tr>
<tr>
<td>ENGL 120 or 125*</td>
<td></td>
</tr>
</tbody>
</table>

### Specified Courses***  
17 hours

- ENGL 271 Literary Analysis I
- ENGL 300 Grammatical Analysis
- ENGL 400 History of English Language
- ENGL 480 Shakespeare
- ENGL 490a Methods of Teaching Communication Arts
- ENGL 490b Methods of Teaching Composition

### Directed Electives  
22 hours
Select from offerings in American, English and World Literature courses, in consultation with advisor. Diversity is encouraged.

### Writing Courses  
7 hours
Select from:
- COMM 200 Introduction to Media Writing
- COMM 314 Public Relations
- ENGL 125 Introduction to Professional Writing*
- ENGL 305 Writing Workshop
- ENGL 310 Advanced Composition
- ENGL 330 Creative Writing
- ENGL 410 Professional Writing

### Co-Curricular Studies  
3 hours
Select from Communication, Theatre, and Library offerings to familiarize yourself with extracurricular activities you may be asked to direct as a secondary school teacher.
*ENGL 125, if taken as a General Education Studies course, will not fulfill one of the writing course menu options.
**At least six (6) semester hours of literature must be completed at VCSU.
***Minimum 2.7 GPA required for English major courses
****2.50 GPA required in specified general education

### Professional Education Sequence  
29 hours

### Minor  
24 hours

## MAJOR
### HISTORY  
**(B.A.)**

<table>
<thead>
<tr>
<th>General Education</th>
<th>42 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specified Courses</td>
<td>18 hours</td>
</tr>
<tr>
<td>HIST 103</td>
<td>U.S. to 1877</td>
</tr>
<tr>
<td>HIST 104</td>
<td>U.S. to Present</td>
</tr>
<tr>
<td>HIST 211</td>
<td>World Civilizations to 1500</td>
</tr>
<tr>
<td>HIST 212</td>
<td>World Civilizations Since 1500</td>
</tr>
<tr>
<td>HIST 220</td>
<td>North Dakota History</td>
</tr>
<tr>
<td>HIST 400</td>
<td>Historiography</td>
</tr>
</tbody>
</table>

### Directed Electives  
18 hours

The Americas – HIST 270, 300, 320, 330, 335, 376, 380, 385, 450 9 hours
The World – HIST 321, 325, 365, 460, 465, 470, 485 6 hours
Electives – Any HIST prefix 3 hours

### Language or Cultural Studies  
16 hours

### Minor  
24 hours

### Free Electives  
10 hours

## MAJOR
### HISTORY  
**(B.S. In Ed.)**

<table>
<thead>
<tr>
<th>Specified Courses</th>
<th>21 hours</th>
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<tbody>
<tr>
<td>HIST 103</td>
<td>U.S. to 1877</td>
</tr>
<tr>
<td>HIST 104</td>
<td>U.S. to Present</td>
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<tr>
<td>HIST 211</td>
<td>World Civilizations to 1500</td>
</tr>
<tr>
<td>HIST 212</td>
<td>World Civilizations Since 1500</td>
</tr>
<tr>
<td>HIST 220</td>
<td>North Dakota History</td>
</tr>
<tr>
<td>HIST 400</td>
<td>Historiography</td>
</tr>
<tr>
<td>HIST 490</td>
<td>Social Science Methods</td>
</tr>
</tbody>
</table>

### Directed Electives  
15 hours

The Americas – HIST 300, 320, 330, 375, 376, 380, 385, 450 6 hours
The World – 321, 325, 365, 460, 465, 470 6 hours

### Professional Education Sequence  
29 hours

### Minor  
24 hours
### COMPOSITE MAJOR

#### HUMAN RESOURCES

**B.S.**

**Specified General Courses**

- MATH 103
- SOC 110 or 111

**Specified Core Courses**

- COMM 311: Communication and Interviewing
- MGMT 330: Principles of Management
- MGMT 430: Organizational Behavior
- PSCI 115: American National Government
- or
- PSCI 116: State and Local Government
- PSYC 410: Mental Health
- or
- PSYC 370: Abnormal Psychology
- PSYC 450: Personality Theories and Measurement
- SOC 220: The Family
- SOC 270: Native American Studies
- or
- SOC 300: Race, Ethnic, and Gender Relations
- SOC 390: Criminology and Delinquency

**Human Services Track**

- PSYC 352: Child Psychology
- PSYC 353: Adolescent Psychology
- PSYC 470: Guidance Principles and Practices
- SOC 385: Introduction to Gerontology
- SOC 415: Introduction to Human Services

**Directed Electives**

- ACCT 201, 202
- BOTE 314
- COMM 212
- ECON 261
- MGMT 425, 426
- PSCI 115, 116, 303, 375, 376
- PSYC 350, 370, 410
- SOC 270, 300, 492, 494, 497, 499
- Other electives with Department approval.

### COMPOSITE MAJOR

#### SOCIAL SCIENCE

**B.A.**

**Specified General Education**

- GEOG 150, SOC 110

**Specified Courses**

- ECON 201: Principles of Microeconomics
- ECON 202: Principles of Macroeconomics
- GEOG: Another Geography course
- HIST 103: U.S. to 1877
- HIST 104: U.S. to the Present
- HIST 211: World Civilizations to 1500
- HIST 212: World Civilizations Since 1500
- HIST 220: North Dakota History
- PSCI 115: American National Government
- PSCI 116: State and Local Government
- PSCI 492: Historical Research Methods
- or
- SOC/PSCI 492: Research Methods

**Directed Electives**

- Three (3) credits of 300 or 400 level History
- Six (6) credits of economics, geography, history, political science, or sociology

**Language or Cultural Studies**

- 16 hours

**Free Electives**

- 25 hours

The Social Science Department recommends that students complete either the HIST 103, 104 or HIST 211, 212 sequence prior to attempting higher-level History courses.
COMPOSITE MAJOR
SOCIAL SCIENCE
(B.S. In Ed.)

Specified General Education
GEOG 150, SOC 110

Specified Courses
42 hours
ECON 201 Principles of Microeconomics
ECON 202 Principles of Macroeconomics
GEOG Another Geography course
HIST 103 U.S. to 1877
HIST 104 U.S. to the Present
HIST 211 World Civilizations to 1500
HIST 212 World Civilizations Since 1500
HIST 220 North Dakota History
HIST 270 Native American Studies
HIST 490 Social Science Methods
HIST 492 Historical Research Methods
Or
SOC/PSCI 492 Research Methods
PSCI 115 American National Government
PSCI 116 State and Local Government
SOC 111 Introduction to Anthropology

Directed Electives
15 hours
The Americas – HIST 300, 320, 330, 375, 376, 380, 385, 450 9 hours
The World – HIST 321, 325, 365, 460, 465, 470 3 hours
Social Science – Economics, Geography, History, Political Science, or Sociology 3 hours

The Social Science Department recommends that students complete either the HIST 103, 104 or HIST 211, 212 sequence prior to attempting the higher-level History courses.

Professional Education Sequence
29 Hours

MAJOR
SPANISH
(B.A.)

Specified Courses
27 hours
SPAN 101, 102 1st Year Spanish I and II
SPAN 201, 202 2nd Year Spanish I and II
SPAN 320 Introduction to Hispanic Literature
SPAN 350 Hispanic Culture and Civilization
SPAN 415 Advanced Conversation
SPAN 490 Methods of Teaching Spanish
Choose one of the following: SPAN 420 or 440

Directed Electives
11 hours
SPAN 310, 345, 370, 393, 396, 415, 420, 440, 496, 497

Language or Cultural Studies
16 hours

Minor
24 Hours

For information on advanced placement in Spanish the student should review the Language Placement Policy and consult the department chair.
MINOR
ENGLISH-ELEMENTARY
(B.S. in Ed.)

Specified Courses
- ENGL 271: Literary Analysis I
- ENGL 300: Grammatical Analysis
- ENGL 305: Writing Workshop
- ENGL 310: Advanced Composition
- ENGL 400: History of the English Language
- THEA 229: Creative Dramatics

Directed Electives
- 8 hours

Remaining electives in writing and literature. Electives must be approved by an advisor from the Department of Communication Arts.

MINOR
ENGLISH-SECONDARY
(B.A., B.S., B.S. in Ed.)

Specified Courses
- ENGL 271: Literary Analysis I
- ENGL 300: Grammatical Analysis
- ENGL 305: Writing Workshop
- ENGL 310: Advanced Composition
- ENGL 490a: Methods of Teaching Communication Arts
- ENGL 490b: Methods of Teaching Composition

Directed Electives
- 6 hours

Remaining electives in writing and literature. For the Bachelor of Arts or the Bachelor of Science degree, the student may substitute electives in communication or literature for ENGL 490a and 490b. Electives must be approved by an advisor from the Department of Communication Arts.

MINOR
GEOGRAPHY
(B.A., B.S., B.S. in Ed.)*

Prerequisite
- GEOG 150: Principles of Geography

Specified Courses
- GEOG 262: Geography of North America
- GEOG 365: Russia and Her Neighbors
- GEOG 492: Field Experience in Geography
- GEOG 100: Introduction to Earth Science

Directed Electives
- 9 hours

Choose from the following courses:
- GEOG 116: Historical Geology
- HIST 220: North Dakota History
- HIST 490: Social Science Teaching Methods*
- PHYS 110: Astronomy
- SOC 111: Introduction to Anthropology

*B.S. in Ed. students must complete HIST 490 as one of their electives.

MINOR
HISTORY
(B.A., B.S., B.S. in Ed.)

Specified Courses
- HIST 103: U.S. to 1877
- HIST 104: U.S. to Present
- HIST 211: World Civilizations to 1500
- HIST 212: World Civilizations Since 1500
- HIST 220: North Dakota History
- HIST 490: Social Science Methods

Directed Electives
- 6 hours

For the Bachelor of Arts and Bachelor of Science non-teaching minors a student may substitute an upper-level History elective for HIST 490.

The Americas – HIST 270, 300, 320, 330, 375, 376, 380, 385, 450
- 3 hours

- 3 hours

MINOR
HUMAN RESOURCES
(B.S.)

Specified General Courses
- SOC 110 or 111

Specified Courses
- MGMT 330: Principles of Management
- MGMT 425: Human Resources Management
- MGMT 426: Labor Relations

Directed Electives
- 15 hours

COMM 311
- MGMT 430
- PSYC 350, 370, 410, 450
- SOC 220, 270, 300, 385, 390, 415, 492, 494, 497, 499

MINOR
LIBRARY MEDIA & INFORMATION SCIENCE
(B.A., B.S., B.S. in Ed.)

Specified Courses
- LMIS 250: Introduction to Libraries & Information Science
- LMIS 360: Media Collection Development
- LMIS 365: Cataloging & Classification of Media Collections
- LMIS 370: Reference Sources and Services
- LMIS 430: Admin. of the School Library Media Center
- LMIS 460: Practicum

Directed Electives
- 3 hours

EDUC 330: Children’s Literature
or
- LMIS 350: Young Adult Literature and Media

K-12 CERTIFICATION

Completion of the Library Media & Information Science minor and Teacher Certification by the North Dakota Department of Public Instruction qualifies students as Library Media Specialists—LM03. However, electives must be chosen with care to quality for higher levels of certification. Students should work with the Director of the Library Media & Information Science minor early in their program to plan an appropriate course of study.
MINOR
SOCIOLOGY
(B.A., B.S., B.S. in Ed.)

Specified General Education
SOC 110

Specified Courses 6 hours
HIST 490* Social Science Methods
SOC 492 Research Methods

Directed Electives 18 hours
SOC 111, 220, 270, 300, 350, 360, 385, 390, 415, 425, 494, 497, 499
*For the Bachelor of Arts and the Bachelor of Science non-teaching degrees, the student may substitute a Sociology elective for HIST 490.

It is recommended that the student complete SOC 110 prior to taking any 300 or 400 level Sociology courses.

MINOR
SPANISH
(B.A., B.S., B.S. IN ED.)

Specified Courses 19 Hours
SPAN 101, 102 1st Year Spanish I and II
SPAN 201, 202 2nd Year Spanish I and II
SPAN 490 Methods of Teaching Spanish

Directed Electives 5 hours
SPAN 310, 320, 345, 350, 415, 420, 440, 497

For the Bachelor of Arts or the Bachelor of Science degree, the student may substitute a directed elective in Spanish for SPAN 490.

MINOR
SPEECH, COMMUNICATION AND THEATRE ARTS
(B.A., B.S. in Ed.)

Core Requirements 6 hours
COMM 212 Interpersonal Communication
COMM 311 Communication and Interviewing

Concentration in Professional Communication 9 hours
COMM 200 Introduction to Media Writing
or
ENGL 410 Professional Writing
COMM 216 Intercultural Communication
COMM 360 Group Dynamics

Directed Electives 9 hours
Three to six credits from:
CIS 180 Creating Web Pages
COMM 313 Persuasion
COMM 314 Public Relations
COMM 200 or ENGL 410 (if not taken for Specified course above)
Other COMM courses, with permission of Department Chair.
Only 2 credits of COMM 150 may count toward the minor.

Three to six credits from:
BOTE 318 Desktop Publishing
COMM 430/MGMT 430 Organizational Behavior
COMM 312 Gender Communication
CORP 304 Effective Facilitation and Presentation Skills
MGMT 330 Principles of Management
MRKT 302 Multimedia Applications
MRKT 305 Principles of Marketing

Concentration in Speech, Communication, & Theatre for Teachers 9 hours
COMM 200 Introduction to Media Writing
COMM 211 Oral Interpretation
THEA 110 Introduction to Theatre Arts

Directed Electives 9 hours
All other COMM and THEA courses.*
*Students may use only 2 credits each of COMM 150, THEA 201, and THEA 401 toward the minor.

**Students interested in Musical Theatre may, in consultation with the Director of Theatre and Music Department Chair, apply six hours of music courses as directed electives.

ESL ENDORSEMENT 4 Hours
ENGL 399 Bilingual/Multicultural Education
COMM 399 Intercultural Communication for ESL

Linguistics 6 hours
ENGL 299 Introduction to Linguistics
ENGL 399 Sociolinguistics

Methods 2 hours
ENGL 399 Methods of Teaching ESL

Assessment 2 hours
ENGL 399 Assessing ESL Proficiency

Field Experience 2 hours
ENGL 494 Practicum in the ESL Classroom
The essential function of the Division of Education, Psychology, and Technology Education is to identify individuals who are qualified for the teaching profession and to provide the student who plans to teach or to enroll in courses leading to the baccalaureate degree with a solid foundation in Education, Psychology, or Technology. It is the major purpose of the Division to assist that student in developing the varied skills needed in Education, Psychology, and Technology to become a successful professional by giving that student mastery of the methodology and subject matter for State licensure at the elementary and secondary level, within an environment that promotes effective use of instructional technologies. These goals can best be accomplished by having the student:

1. gain an understanding of the experiences, materials, and techniques through which children grow and develop;
2. develop a scholarly mastery of fields of major interest and the concept of critical thinking;
3. understand and appreciate the functions of the school and its relation to society; and
4. develop an understanding of the major theories of learning and their implications as they relate to classroom practice.

In addition to developing the eight General Education Abilities at a higher level, students in the Education, Psychology, and Technology Education Division will become proficient in the teaching abilities outlined in the Professional Decision Making Model: Planning, Implementing, and Evaluating (see page 29).
MAJOR
ELEMENTARY EDUCATION
(B.S. in Ed)

Specified General Education Studies
- GEOL 100
- HIST 100
- HIST 270
- MATH 277

One course each in Biology, Earth, and Chemistry or Physical Science

Professional Education Sequence 37 hours
- EDUC 200 Introduction to Teaching (Elementary)
- EDUC 240 Educating Exceptional Students
- EDUC 283 Understanding Cultural Diversity in Education
- EDUC 300 Educational Technology
- EDUC 321 Foundations of Reading Instruction
- EDUC 330 Children’s Literature
- EDUC 352 Culturally Diverse Practicum
- EDUC 450 Current Issues and Trends in Education
- EDUC 490 Student Teaching
- MATH 278 Mathematics for the Elementary Teacher
- PSYC 352 Child Psychology
- PSYC 430 Educational Psychology

Specified Courses 16 hours
- EDUC 210 Creative Activities
- EDUC 315 Mathematics in the Elementary School
- EDUC 320 Social Studies in the Elementary School
- EDUC 322 Methods and Materials of Language Arts Instruction I
- EDUC 323 Methods and Materials of Language Arts Instruction II
- EDUC 350 Elementary School Practicum
- EDUC 355 Science Methods for the Elementary Teacher

Directed Electives 6-8 hours
- ART 230
- COMM 150
- EDUC 220, 340, 345, 370, 390, 430, 435
- ENGL 205
- MUS 241
- TECH 306
- THEA 229

Minor 22 hours
The student must complete the minor area requirement in one of the following ways:
1. Select and complete a minor;
2. Select and complete eight hours of either English, mathematics, science, or social science and
   a. Complete one 16-hour area of concentration (and subject area), or
   b. Two 8-hour areas of concentration (any subject area).

The student majoring in Elementary Education must complete HIST 270. This is a North Dakota certification requirement.

MAJOR
TECHNOLOGY EDUCATION
(B.S. in Ed.)

Specified Courses 30 hours
- TECH 161 Introduction to Technology Education
- TECH 256 Resources for Technology
- TECH 256L Resources for Technology
- TECH 306 Inventions and Innovations – Technology Education for Children
- TECH 306L Inventions and Innovations – Technology Education for Children
- TECH 310 Design, Technology and Engineering for Children
- TECH 310L Design, Technology and Engineering for Children
- TECH 330 Exploring Technology
- TECH 330L Exploring Technology
- TECH 331 Innovation and Engineering Design
- TECH 331L Innovation and Engineering Design
- TECH 371 Technology Systems
- TECH 371L Technology Systems
- TECH 431 Engineering Technology
- TECH 431L Engineering Technology
- TECH 456 Intelligent Machines
- TECH 456L Intelligent Machines
- TECH 471 Curriculum and Methods
- TECH 471L Technology and Entrepreneurship
- TECH 471L Technology and Entrepreneurship

Directed Electives 6 hours
- TECH 231, 241, 242, 391, 391L, 394, 416, 416L, 450, 478, 478L, 495 and also may include courses in Business, Computer Information Systems, Computer Science, Mathematics, Science, Instructional Technology, or Elementary Education with approval of the advisor.

Free Electives 1 hour

Professional Education Sequence 29 hours

Minor 24 hours
MAJOR
INSTRUCTIONAL TECHNOLOGY
(B.A., B.S.)

Specified General Education
Math 103

Specified Courses 25 hours
CIS 182 Information Systems Hardware Management
CIS 230 Web Page Development
CIS 321 Fundamentals of Networking
CIS 460 Network Administration
IT 312 Methods of Teaching with Instructional Delivery Systems
IT 412 Administration of Instructional Technology
IT 492 Practicum in Instructional Technology Service
TECH 330 Exploring Technology

Directed Electives 10-12 hours
ART 494 IS: Computer Graphics II
CIS 176 Business Language
CIS 360 Operating Systems
IT 497 Internship
TECH 231 Communication Technology
TECH 306 Inventions and Innovations—Technology Education for Children
TECH 331 Innovation and Engineering Design

Language or Cultural Studies or Minor 16-24 hours
Special program requirements (cognates, language and cultural studies, professional education sequence, specified minors, etc.)
For the Bachelor of arts degree the student must complete sixteen hours of a foreign language or cultural studies.
For the Bachelor of Science degree the student must complete a minor.

PROFESSIONAL EDUCATION SEQUENCE
SECONDARY 29 hours

Specified Courses
EDUC 205 Introduction to Teaching (Secondary)
EDUC 240 Educating Exceptional Students
EDUC 283 Understanding Cultural Diversity in Education
EDUC 300 Educational Technology
EDUC 352 Culturally Diverse Practicum
EDUC 375 Teaching Reading in the Content Areas
EDUC 450 Current Issues and Trends in Education
EDUC 480 Student Teaching (Secondary)
PSYC 353 Adolescent Psychology
PSYC 430 Educational Psychology

The student choosing the Education degree must complete HIST 270. This is a North Dakota licensure requirement. Secondary majors who wish to meet the state standards for middle level endorsement must also take EDUC 305 and EDUC 470.

ND MIDDLE LEVEL ENDORSEMENT CRITERIA

Valley City State University offers all course work necessary to meet the North Dakota middle level endorsement criteria.

Specified Courses 10 hours
EDUC 305 Philosophy and Curriculum of Middle Level Education
EDUC 375 Teaching Reading in the Content Area
EDUC 470 Methods of Teaching in the Middle School
PSYC 353 Adolescent Psychology
MINOR
EARLY CHILDHOOD EDUCATION
(B.S. in Ed.)

Specified Courses 12 hours
EDUC 335 Introduction to Early Childhood Education
EDUC 340 Learning Disabilities
EDUC 390 Language Growth and Development
EDUC 435 Kindergarten Education and Curriculum

Directed Electives 10 hours
EDUC 337, 345, 485*
HPER 390
SOC 110, 220, 415
TEA 229

*The student seeking Kindergarten Certification must complete EDUC 485 Student Teaching in a kindergarten classroom.

MINOR
INSTRUCTIONAL TECHNOLOGY
(B. A., B.S., B.S. in Ed.)

Specified Courses 20 hours
CIS 182 Information Systems Hardware Management
CIS 321 Fundamentals of Networking
IT 312 Methods of Teaching with Instructional Delivery Systems
IT 412 Administration of Instructional Technology
IT 492 Practicum in Instructional Technology Services
TECH 330 Exploring Technology

Directed Electives 5-6 hours
ART 494 IS: Computer Graphics II
CIS 230 Web Page Development
CIS 360 Operating Systems
CIS 460 Network Administration
TECH 331 Innovation and Engineering Design

The Instructional Technology major and minor fulfills the minor requirement for Elementary and Secondary Education majors. The student seeking a position as a technology coordinator in the elementary or secondary school is strongly encouraged to complete an Elementary or Secondary Education major. The same courses may not be used to fulfill requirements in two areas except when the student is graduating with a double major or with more than one minor.

MINOR
PSYCHOLOGY
(B.A., B.S.)

Specified Courses 11 hours
PSYC 352 Child Psychology
PSYC 353 Adolescent Psychology
PSYC 370 Abnormal Psychology
PSYC 450 Personality Theories and Measurements

Directed Electives 9 hours
A minimum of six hours must be taken in Psychology.
PSYC 350, 360, 410, 470
SOC 220, 385, 390

MINOR
TECHNOLOGY EDUCATION
(B.S. in Ed.)

Specified Courses 21 hours
TECH 161 Introduction to Technology Education
TECH 256 Resources for Technology
TECH 256L Resources for Technology
TECH 306 Inventions and Innovations – Technology
TECH 306L Inventions and Innovations – Technology
TECH 330 Exploring Technology
TECH 330L Exploring Technology
TECH 331 Innovation and Engineering Design
TECH 341 Engineering Technology
TECH 411 Curriculum and Methods
TECH 431 Engineering Technology
TECH 431L Engineering Technology
TECH 456 Intelligent Machines
TECH 456L Intelligent Machines

Directed Electives 3 hours
### MINOR READING - ELEMENTARY (B.S. in Ed.)

**Specified Courses 15 hours**
- EDUC 340 Learning Disabilities
- EDUC 375 Teaching Reading in the Content Area
- EDUC 390 Language Growth and Development
- EDUC 430 Diagnosis and Correction of Reading Difficulties
- EDUC 431 Practicum in Corrective Reading (Elementary)
- PSYC 450 Personality Theories and Measurements

**Directed Electives 7 hours**
- COMM 150
- EDUC 335, 345
- PSYC 410, 470
- THEA 229

EDUC 321 and 323 are prerequisite courses for the minor in Reading.

### MINOR READING - SECONDARY (B.S. in Ed.)

**Specified Courses 16 hours**
- EDUC 321 Foundations of Reading Instruction
- EDUC 323 Methods and Materials of Language Arts Instruction II
- EDUC 340 Learning Disabilities
- EDUC 430 Diagnosis and Correction of Reading Difficulties
- EDUC 432 Practicum in Corrective Reading (Secondary)
- PSYC 450 Personality Theories and Measurements

**Directed Electives 6 hours**
- COMM 150
- EDUC 345, 390, 472
- LMIS 350
- PSYC 410, 470
- THEA 229

Those students seeking the North Dakota Reading Credential (Secondary Level) must have a minimum of a minor in English or 16 semester hours in English Language Arts coursework.
The Division of Fine Arts provides opportunities for all students to develop aesthetic responsiveness, cultural awareness, and historical and contemporary perspective. Students pursuing a comprehensive education in art or music develop a deeper understanding of these fundamental abilities. The Fine Arts Division: (1) encourages individual expression through nonverbal communication and active collaboration in creative endeavor; (2) provides elementary and secondary art and music education students with the essential knowledge and skills to become successful classroom teachers; and (3) prepares the student for professional study in Fine Arts. The Division supports the institutional mission in instructional technology while recognizing the divisional role in enriching human experience and cultivating a sense of community.

The Department of Art
Department Chair: Linda K. Whitney, M.F.A., Associate Professor (701) 845-7598

The primary functions of the Department of Art are: (1) providing superior training for public school art teachers; (2) providing excellent studio training for artists; and (3) contributing to the cultural environment of the campus and the community. The Department supports the institutional mission in instructional technology while recognizing the departmental role in encouraging individual expression, enriching the human experience, and cultivating an artistic community.

Faculty: Richard Nickel, M.F.A., Assistant Professor
Linda Whitney, M.F.A., Associate Professor

Majors: Art (B.A., B.S. in Ed.)
K-12 Certification (B.S. in Ed.)
Secondary Certification (B.S. in Ed.)

Minors: Art (B.A., B.S. in Ed.)

Courses leading to a major in the Department of Art will assist students to develop the following abilities:

- Communication: Visual-Level 5, Written-Level 4 & Spoken-Level 4
- Problem Solving: Creative Thinking-Level 5
- Wellness: Self-Management-Level 5
- Technology: Applies-Level 3

The student must include a fifth ability of his/her own choice in the portfolio.

The Department of Music
Department Chair: Diana P. Skroch, Ph.D., Professor (701) 845-7273

The Department of Music is accredited by the National Association of Schools of Music (NASM). The goals of the Department of Music are to: (1) provide superior training for future public school music teachers; (2) assist musicians to perform at their highest possible level of ability; (3) develop in students a broad understanding of music within the context of a liberal arts education; and (4) contribute to the cultural environment of campus and community.

Faculty: Margaret Dahlberg, Ph.D., Assistant Professor
John DiFiore, M.M.E., A.B.T., Lecturer
Sara L. Hagen, Ph.D., Instructor
William Gibson, Lecturer
Sigurd Johnson, D.M.A., Assistant Professor
Beth G. Klingenstein, M.M., Instructor
Leesa Levy, M.M., Instructor
Diana P. Skroch, Ph.D., Professor

Majors:
Music (B.A., B.S., Composite B.S. in Ed.)
K-12 Certification (B.S. in Ed.)

Minors:
Music (B.A., B.S., B.S. in Ed.)
Piano Pedagogy (B.A., B.S., B.S. in Ed.)

Courses leading to a major in the Department of Music will assist students to develop the following abilities:

- Aesthetic Engagement: Visualization-Level 4
- Collaboration: Positive Interdependence-Level 4 or Leadership-Level 4
- Communication: Performance-Level 4 and Spoken-Level 4
- Problem Solving: Creative Thinking-Level 4 or Decision Making-Level 4

The student must include a fifth ability of his/her own choice for the portfolio.
The VCSU Community School of the Arts provides the citizens of Valley City and the surrounding communities with access to a variety of arts programs. Operating under the belief that the arts are an important and essential ingredient to any healthy and appealing community, the Community School seeks to offer programs in music, the visual arts, drama, and the literary arts that would not otherwise be available. The programs of the Community School of the Arts are open to all members of the community, regardless of age, gender, race, or physical ability. The ever-changing curriculum reflects the desires and needs of the community as well as the contribution the Community School makes to nurturing a lifetime of learning and involvement with the arts. The Community School of the Arts is certified by the National Guild of Community Schools of the Arts.

**Director:** Beth Gigante Klingenstein

**Staff:** Cassie Bastian, B.S., Instructor of Voice and Flute  
Sue Ann Berntson, B.S., Instructor of Piano  
Margaret Dahlberg, Ph.D., Instructor of Strings  
William Gibson, Instructor of Brass  
Sigurd Johnson, D.M.A., Director of Community Chamber Orchestra, Instructor of Percussion  
Beth Klingenstein, M.M., Chair of Music Division, Instructor of Piano  
Leesa Levy, M.M., Director of the Valley Voices Women’s Choir, Instructor of Voice  
Avis McDaniel, M.S., Instructor of Strings  
Paul McDaniel, Instructor of Organ  
Sarah Bleese Neer, Student Intern, Instructor of Piano  
Richard Nickel, M.F.A., Instructor of Ceramics  
Misty Rocheleau, Student Intern, Instructor of Ceramics  
John Rudolph, Student Intern, Instructor of Guitar  
Karen Spenningsby, B.S., Instructor of Music Theory Computer Lab  
Heather Wagner, Student Intern, Instructor of Piano and Saxophone  
Linda Whitney, M.F.A., Chair of Visual Arts Division, Instructor of Drawing, Painting, and Printmaking

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### MAJOR

**MUSIC**  
**(B.A., B.S.)**

#### Specified General Education

HUM 202 Fine Arts and Aesthetics +  
MATH 102 or higher

#### Specified Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MUS 109, 110</td>
<td>44 hours</td>
</tr>
<tr>
<td>MUS 111, 112 or 211, 212</td>
<td>Music Theory I &amp; II</td>
</tr>
<tr>
<td>MUS 121, 122</td>
<td>Class Piano (or Proficiency)</td>
</tr>
<tr>
<td>MUS 201, 202</td>
<td>Aural Skills I &amp; II</td>
</tr>
<tr>
<td>MUS 215</td>
<td>Music Theory &amp; Aural Skills III &amp; IV</td>
</tr>
<tr>
<td>MUS 331, 332</td>
<td>Basic Conducting</td>
</tr>
<tr>
<td>(0-2 hours)</td>
<td>Music Electives</td>
</tr>
<tr>
<td>Music Ensembles (4 semesters)</td>
<td>MUS 131, 132, 141, 142, 152, 153, 162, or 172</td>
</tr>
<tr>
<td>(4 semesters-8 hours)</td>
<td>Applied Music</td>
</tr>
<tr>
<td>(3 semesters-6 hours)</td>
<td>Advanced Applied Music</td>
</tr>
<tr>
<td>(1 semester-2 hours)</td>
<td>Senior Recital</td>
</tr>
</tbody>
</table>

#### Directed Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 131, 132, 141, 142, 152, 153, 162, or 172</td>
<td>2-4 hours</td>
</tr>
<tr>
<td>MUS 231, 232*</td>
<td>15 hours</td>
</tr>
</tbody>
</table>

#### Language or Cultural Studies

**Minor**  
24 hours

#### Special Program Requirements

The student must achieve a grade of C or better in each of the specified courses and a 2.5 average GPA in music courses. After completing two semesters of Applied Music on each level and demonstrating acceptable proficiency, the student may register for the next level of applied lessons. The student is required to enroll in MUS 200 Concert Attendance (0 credits) every semester. *MUS 231 and 232 are required of students whose primary instrument is voice.  
+Transfer students may apply Music Appreciation or Introduction to Music courses to this requirement.
COMPOSITE MAJOR
MUSIC
(B.S. in Ed.)

Specified General Education**
HUM 202  Fine Arts and Aesthetics**
MATH 102 or higher
HIST 270  Native American Studies

Music Core
MUS 109,110  Music Theory I, II
MUS 111, 112, 211, 212  Class Piano (or Proficiency)
MUS 121, 122  Aural Skills I, II
MUS 201, 202  Music Theory and Aural Skills III, IV
MUS 215  Basic Conducting
MUS 301  Scoring and Arranging
MUS 321  Percussion Methods
MUS 322  Brass Methods
MUS 323  Woodwind Methods
MUS 324  String Methods
MUS 325  Vocal Methods
MUS 331, 332  Music History and Literature
MUS 441  Scoring and Arranging
MUS 442  Music in the Elementary School
MUS 444  Music in Junior and Senior High School
(0-4 hours) Music Electives

OPTIONS
Certification K-12 Vocal-Instrumental Music* 38 hours
MUS 131 (7 semesters)  Concert Choir
MUS 141 (7 semesters)  Concert Band
MUS 231, 232  Diction I, II
MUS 303  Instrumental Conducting and Literature
MUS 304  Choral Conducting and Literature
(4 semesters-8 hours)  Applied Music^* (2 semesters-4 hours)  Advanced Applied Music^*
(1 semester-2 hours)  Senior Recital^*
(4 semesters-4 hours)  Applied Music in Secondary Area+
*A double major in vocal and instrumental music for the student who wishes to teach in smaller school districts in North Dakota and surrounding states, considered to be a 5-year program.
^Primary instrument/voice.
+The instrumental major will register for four semesters of applied voice; the vocal major will register for four semesters of an applied instrument.
** transfer students may apply Music Appreciation or Introduction to Music courses to this requirement.

Certification K-12 Vocal Music 26 hours
MUS 131 (7 semesters)  Concert Choir
MUS 151 (1 semester-1 hour)  Applied Piano
MUS 231, 232  Diction I & II
MUS 304  Choral Conducting & Literature
(4 semesters-8 hours)  Applied Music (Voice)
(2 semesters-4 hours)  Advanced Applied Music
(1 semester-2 hours)  Senior Recital

Certification K-12 Instrumental Music 25 hours
MUS 131 (2 semesters)  Concert Choir
MUS 141 (7 semesters)  Concert Band
MUS 303  Instrumental Conducting & Literature
(4 semesters-8 hours)  Applied Music (Instrument)
(2 semesters-4 hours)  Advanced Applied Music
(1 semester-2 hours)  Senior Recital

Directed Electives

Professional Education Sequence 31 hours

Special Program Requirements
The student must achieve a grade of C or better in each of the specified courses and a 2.5 average GPA in music courses.

The student is required to continue enrollment in Class or Applied Piano until successful completion of the Piano Proficiency Examination required of students in this program.

After completing two semesters of Applied Music on each level and demonstrating acceptable proficiency, the student may register for the next level of applied lessons.

The student majoring in education will be expected to demonstrate an acceptable level of general musical competency and to complete all components of the Music Competency Examination.

The student is required to enroll in MUS 200 Concert Attendance (0 credits) every semester.

K-12 CERTIFICATION
MUSIC
(B.S. in Ed.)
The student desiring K-12 certification must have a major in Music Education. The student must complete the following courses:

Professional Education Sequence 31 hours
EDUC 200  Introduction to Teaching (Elementary)
or
EDUC 205  Introduction to Teaching (Secondary)
EDUC 240  Educating Exceptional Students
EDUC 283  Understanding Cultural Diversity in Education
EDUC 300  Educational Technology
EDUC 352  Culturally Diverse Practicum
EDUC 375  Teaching Reading in the Content Areas
EDUC 450  Current Issues and Trends in Education*
EDUC 480  Student Teaching (Elementary and Secondary)*
PSYC 352  Child Psychology
PSYC 353  Adolescent Psychology
PSYC 430  Educational Psychology*

*Courses to be taken concurrently.
MAJOR

ART

(B.S. in Ed.)

Specified General Education
HUM 202 Fine Arts & Aesthetics or Art Appreciation
MATH 102 or higher
HIST 270 Native American Studies

Specified Courses 46 hours
ART 112 Design
ART 221, 321 Printmaking
ART 350 Art for Elementary Teachers
ART 231, 331 Drawing
ART 241, 341 Painting
ART 281, 381 Ceramics
ART 311, 312, 411, 412 Art History
ART 400 Secondary Art Methods
ART 490 Senior Seminar & Exhibition

Directed Electives 3 hours
ART 322, 332, 342, 360, 382, 395, 497
ART/EDUC 230
PHYS 155, 255, 355

The student seeking secondary certification may substitute three credits of electives for ART 350.

Professional Education Sequence 31 hours

Minor 24 hours

MAJOR

ART

(B.A.)

Specified General Education
HUM 202 Fine Arts & Aesthetics or Art Appreciation
MATH 102 or higher

Specified Courses 40 hours
ART 112 Design
ART 231, 331 Drawing
ART 221, 321 Printmaking
ART 241, 341 Painting
ART 281, 381 Ceramics
ART 311, 312, 411, 412 Art History
ART 490 Senior Seminar & Exhibition

Directed Electives 9 hours
ART 322, 332, 342, 360, 382, 395, 497
PHYS 155, 255, 355
TECH 330, 331, 431

Language or Cultural Studies 15 hours

Minor 24 hours

The student desiring K-12 certification must have a major in Art Education. The student must complete the following courses:

Professional Education Sequence 31 hours
EDUC 200 Introduction to Teaching (Elementary) or
EDUC 205 Introduction to Teaching (Secondary)
EDUC 240 Educating Exceptional Students
EDUC 283 Understanding Cultural Diversity in Education
EDUC 300 Educational Technology
EDUC 352 Culturally Diverse Practicum
EDUC 375 Teaching Reading in the Content Areas
EDUC 450 Current Issues and Trends in Education*
EDUC 480 Student Teaching (Elementary and Secondary)*+
PSYC 352 Child Psychology+
PSYC 353 Adolescent Psychology
PSYC 430 Educational Psychology*

*Courses to be taken concurrently.
+The student seeking secondary certification is not required to enroll in PSYC 352 and will student teach at the secondary level.

Through directed electives, students may choose an emphasis in either Graphic Design or Fine Art.
### MINOR

#### ART

_(B.A., B.S. in Ed.)_

**Specified Courses**
- ART 112 Design
- ART 231, 331 Drawing
- ART 311 or 312 Art History
- ART 221 Printmaking
- ART 241 Painting
- ART 281 Ceramics

**Directed Electives**
- ART 312, 321, 322, 341, 342, 381, 382, 390, 395, 400, 411, 412, 497
- PHYS 155, 255

20 Hours

### MINOR

#### MUSIC

_(B.A., B.S., B.S. in Ed.)_

**Specified Courses**
- MUS 109, 110 Music Theory I & II
- MUS 111, 112 or 211, 212 Class Piano (or Proficiency)
- MUS 121, 122 Aural Skills I & II
- MUS 215 Basic Conducting

**Directed Electives**

20 hours

**Special Program Requirements**
- The student must achieve a grade of C or better in each of the specified courses and a 2.5 average GPA in music courses.
- After completing two semesters of Applied Music on each level and demonstrating acceptable proficiency, the student may register for the next level of applied lessons.
- The student must continue enrollment in applied lessons until successful completion of the sophomore applied proficiency examination.
- Students are required to enroll in MUS 200 Concert Attendance (0 credits) every semester.

### MINOR

#### PIANO PEDAGOGY

_(B.A., B.S., B.S. in Ed.)_

**Specified Courses**
- MUS 109, 110 Music Theory I & II
- MUS 121, 122 Aural Skills I & II
- MUS 151, 251 (4 semesters-8 hours) Applied Piano
- MUS 332 Music History
- MUS 356, 357 Piano Pedagogy

**Directed Electives**
- MUS 201, 211, 212, 351, 452, 456, 497

25 hours

**Special Program Requirements**
- The student must achieve a grade of C or better in each of the specified courses and a 2.5 average GPA in music courses.
- After completing two semesters of Applied Music on each level and demonstrating acceptable proficiency, the student may register for the next level of applied lessons.
- The student must continue enrollment in applied lessons until successful completion of the sophomore applied proficiency examination.
- Students are required to enroll in MUS 200 Concert Attendance (0 credits) every semester.

**Special Program Requirements**
- The student majoring in education will be expected to demonstrate an acceptable level of general musical competency and to complete all components of the Music Competency Examination.
- Students are required to enroll in MUS 200 concert Attendance (0 credits) every semester.
APPLIED MUSIC

All music majors and minors are required to take Applied Music. Non-music students may take Applied Music (1 credit per semester) if time is available in the instructor’s teaching schedule. Applied music courses may not be audited.

Applied lessons consist of one private lesson per week in one of the following areas: Brass, Piano, Organ, Percussion, Voice, Woodwind, Guitar, and Strings. The student is expected to spend sufficient time as defined by the course syllabus in personal practice and preparation for each lesson. The student is also required to participate in studio classes, and to perform on a student recital and/or a jury (final exam) for music faculty each semester. Other requirements are listed in specific course syllabi.

Students majoring in music will complete at least seven semesters (B.S. in Ed.) or eight semesters (B.A.) of Applied Music on their primary instrument (2 credits per semester) with grades of C or better. Composite B.S. majors (K-12 Vocal-Instrumental) also enroll in four semesters of applied music in a secondary area (1 credit per semester). The average student will spend two semesters on each level (100, 200, 300) before taking the proficiency examination and passing to the next level.

151 Piano+ 1-2 hours each
151A Organ 1-2 hours each
161 Percussion 1-2 hours each
171 Voice* 1-2 hours each
181A Trumpet 1-2 hours each
181B French Horn 1-2 hours each
181C Trombone 1-2 hours each
181D Euphonium 1-2 hours each
181E Tuba 1-2 hours each
191A Flute 1-2 hours each
191B Clarinet 1-2 hours each
191C Saxophone 1-2 hours each
191D Oboe 1-2 hours each
191E Bassoon 1-2 hours each
194A Guitar 1-2 hours each
194B Violin 1-2 hours each
194C Viola 1-2 hours each
194D Cello 1-2 hours each
194E String Bass 1-2 hours each

+Students with little or no previous piano training will enroll in MUS 111 Class Piano.
*Students with little or no previous vocal training will enroll in MUS 170 Voice Class. Vocal secondaries may substitute MUS 170 for one semester of MUS 171.

Prerequisite: Two semesters (4 credits) of Applied Music (100 level), Proficiency Examination, and Permission of the Department.

251 Piano 2 hours each
251A Organ 2 hours each
261 Percussion 2 hours each
271 Voice 2 hours each
281A Trumpet 2 hours each
281B French Horn 2 hours each
281C Trombone 2 hours each
281D Euphonium 2 hours each
281E Tuba 2 hours each
291A Flute 2 hours each
291B Clarinet 2 hours each
291C Saxophone 2 hours each
291D Oboe 2 hours each
291E Bassoon 2 hours each
294 Guitar 2 hours each

ADVANCED APPLIED MUSIC

Prerequisite: Two semesters (4 credits) of Applied Music (200 level), Proficiency Examination, and Permission of the Department.

351 Piano 2 hours each
351A Organ 2 hours each
361 Percussion 2 hours each
371 Voice 2 hours each
381A Trumpet 2 hours each
381B French Horn 2 hours each
381C Trombone 2 hours each
381D Euphonium 2 hours each
381E Tuba 2 hours each
391A Flute 2 hours each
391B Clarinet 2 hours each
391C Saxophone 2 hours each
391D Oboe 2 hours each
391E Bassoon 2 hours each
394 Guitar 2 hours each

SENIOR RECITAL

This is the final course in the sequence of Applied Music and culminates in a public performance of approximately thirty minutes in length by the student. Prerequisite: Two semesters (4 credits) of Advanced Applied Music (300 level), Proficiency Examination, and Permission of the Department.

452 Senior Recital Piano 2 hours
452A Senior Recital Organ 2 hours
462 Senior Recital Percussion 2 hours
472 Senior Recital Voice 2 hours
482A Senior Recital Trumpet 2 hours
482B Senior Recital French Horn 2 hours
482C Senior Recital Trombone 2 hours
482D Senior Recital Euphonium 2 hours
482E Senior Recital Tuba 2 hours
492A Senior Recital Flute 2 hours
492B Senior Recital Clarinet 2 hours
492C Senior Recital Saxophone 2 hours
492D Senior Recital Oboe 2 hours
492E Senior Recital Bassoon 2 hours
494 Senior Recital Guitar 2 hours
The Division of Health and Physical Education will develop among its students the knowledge, skills, attitudes, and values that come from sports and physical activity throughout one’s life. It is the primary function of the division to:

(1) prepare students for teaching and coaching;
(2) promote a lifelong commitment for physical fitness among all VCSU students; and
(3) support the university’s mission of a learner-centered, caring community committed to continuous improvement through the use of instructional technologies.

Courses leading to a major in the Division of Health, Physical Education and Recreation will help students develop the following abilities:

**Communication:** Excellent writing and speaking ability

**Problem Solving:** Develops thoughtful and creative solutions

**Wellness:** Manages self and others professionally, for the well-being of the team or organization

**Technology:** Researches and presents materials competently; understands the professional potential of technological tools
MAJOR
HEALTH EDUCATION
(B.S. in Ed.)

Specified General Education
CHEM 115 is required
BIOL 111 is recommended
MATH 103 is recommended
MATH 277 if double major (HPE and Elementary Education)

Specified General Education 30 hours
BIOL 220, 221* Human Anatomy and Physiology
HPER 210 First Aid & CPR
HPER 300 Drug Education and Information
HPER 315 Elements of Health
HPER 370 Human Sexuality
HPER 400 Current Issues in Community Health
HPER 410 Administration of Health, Physical Education, and Athletics
HPER 490A Methods, Curriculum, and Assessment of Health and Physical Education
HPER 490B Practical Application of Methodology in the Health and Physical Education Classrooms
PSYC 410 Mental Health

Directed Electives 7 hours
BIOL 310, 315
HPER 207, 440
MATH 321, 322
PSYC 352, 370
SOC 220 (highly recommended), 385

Professional Education Sequence 29 hours

Minor 24 hours

*Students with a double major in Health and Physical Education may substitute HPER 358/359 for BIOL 220 & 221.

HPER 320 First Aid & CPR Instructor Certification is an optional certification. Prerequisites: HPER 210 or equivalent. See Health Course Descriptions.

MAJOR
PHYSICAL EDUCATION (K-12)
(B.S. in Ed.)

Specified General Education
BIOL 111 or CHEM 115 is required
MATH 103 is recommended
MATH 277 if double major (HPE and Elementary Education)

Specified Courses 35 hours
HPER 210 First Aid & CPR
HPER 207 Prevention and Care of Athletic Injuries
HPER 208 Introduction to Physical Education
HPER 325 Physical Education in the Elementary Grades
HPER 358/359 Applied Anatomy, Physiology, and Human Performance
HPER 360 Teaching Individual/Dual Activities
HPER 361 Teaching Team Activities
HPER 410 Administration of Health, Physical Education and Athletics
HPER 425 Sociological/Psychological Aspects of Sport and Physical Education
HPER 440 Special Physical Education and Motor Learning
HPER 490A Methods, Curriculum, and Assessment of Health and Physical Education
HPER 490B Practical Application of Methodology in the Health and Physical Education Classrooms

Swimming Requirement
The student majoring in Physical Education is required to pass a proficiency test in swimming. This test is given during the final exam week of each semester.

HPER 491 Senior Portfolio
Students are required to take HPER 491 Senior Portfolio course. It is highly recommended that you take the course during your junior year. Divisional ability projects must be related to Health and/or Physical Education.

Professional Education Sequence 31 hours
PSYC 352 and 353 are both required

Minor 24 hours

The same courses may not be used to fulfill requirements in two areas except when the student is graduating with a double major or with more than one minor. A student cannot graduate with a Physical Education Major and a Coaching Minor.

NOTE: HPER 358/359 is not for the Pre-Professional or Elementary Education students. See course descriptions for further explanation.

HPER 320 First Aid & CPR Instructor Certification is an optional certification. Prerequisites: HPER 210 or equivalent. See Health Course Descriptions.
MAJOR
**EXERCISE SCIENCE AND LEISURE STUDIES**
(B.S.)

Specified General Education
BIOL 111 or CHEM 115 is required
MATH 103 is recommended
MATH 277 if double major (HPE and Elementary Education)

Core Requirements 24 hours
HPER 101 Aerobic Exercise
HPER 102 Aquacise
HPER 103 Walking/Jogging
HPER 109 Weight Training
HPER 207 Prevention and Care of Athletic Injuries
HPER 208 Introduction to Physical Education
HPER 210 First Aid & CPR
HPER 315 Elements of Health
HPER 360 Teaching Individual/Dual Activities
HPER 361 Teaching Team Activities
HPER 410 Administration of Health, Physical Education and Athletics
HPER 425 Sociological/ Psychological Aspects of Sport and Physical Education
HPER 440 Special Physical Education and Motor Learning

Option A  Exercise Science
Designed for the student wishing to pursue a graduate degree in exercise science.

Specified General Education
BIOL 110 or CHEM 115
MATH 103

Area of Concentration 41-43 hours
CHEM 121 General Chemistry I
CHEM 122 General Chemistry II
HPER 124 Athletic Training I
HPER 300 Drug Education
HPER 328 Therapeutic Exercise
HPER 358/359 Applied Anatomy, Physiology, and Human Performance
HPER 497 Cooperative Education/Internship
MATH 105 Plane Trigonometry
MATH 321 Probability and Statistics
PHYS 161 Introduction to College Physics I
PHYS 162 Introduction to College Physics II

Directed Electives 19-21 Approved Credits
Any course with the prefix of BIO, CHEM, PHYS, or MATH not listed in the Physical education Core or selected Areas of Concentration.

** Approval pending by State Board of Higher Education

Option B  Sport & Leisure Management
Designed for the student who is interested in management positions in sport, health, leisure/recreation and fitness-related fields.

Specified General Education
BIOL 111
ECON 201
SOC 110

Area of Concentration 23-32 hours
ACCT 201 Accounting
ACCT 300 Accounting II
FIN 375 Business Finance
MGMT 426 Labor Relations
MGMT 430 Organizational Behavior
MGMT 460 International Business
MRKT 210 Online Principles of Marketing
MRKT 302 Multimedia Applications
MRKT 305 E-Commerce

Directed Electives 30-39 hours
Choose from one of the following clusters:
Cluster 1 6 hours minimum PE/Team Building
CORP 220 Team Building Development
EDUC 220 Introduction to Experiential Education
HPER 320 First Aid & CPR Instructor Certification
HPER 325 Elementary Physical Education
HPER 328 Therapeutic Exercise
HPER 338 Modern Sports Officiating
HPER 348 Scientific Principles
HPER 499 Special Topics (1-4 hours)

Cluster 2 6 hours minimum Business
ACCT 202 Accounting II
FIN 375 Business Finance
MGMT 330 Principles of Management
MGMT 426 Labor Relations
MGMT 430 Organizational Behavior
MGMT 460 International Business
MRKT 210 Online Principles of Marketing
MRKT 302 Multimedia Applications
MRKT 305 E-Commerce

Cluster 3 6 Hours minimum Psychology or Sociology
COMM/PSYCH/SOC 360 Group Dynamics
PSYC 352 Child Psychology
PSYC 353 Adolescent Psychology
PSYC 357 Abnormal Psychology
PSYC 410 Mental Health
SOC 300 Race, Ethnic, and Gender Relations
SOC 385 Introduction to Gerontology
SOC 390 Criminology and Delinquency

Additional Electives:
BIO 220 Human Anatomy and Physiology
BIO 311 Botany
BVED 202 Spreadsheet Applications
BVED 340 Business Communications
COMM 312 Gender Communications
COMM 314 Public Relations
ENGL 410 Professional Writing

Students with specific needs or interests may select additional electives from other disciplines with approval of their advisor.
Option C  Sport & Wellness Studies
Designed for the student who is interested in attaining entry-level positions in health and fitness-related fields.

Area of Concentration  29-31 hours
BOTE 147  Word Processing
BOTE 314  Business Communications
CIS 105  Microcomputer Spreadsheets
COMM 212  Interpersonal Communication
COMM 312  Gender Communication
HPER 300  Drug Education and Information
HPER 325  Physical Education in the Elementary School
HPER 348  Scientific Principles of exercise and Work
HPER 370  Human Sexuality
HPER 400  Current Issues in Community Health
HPER 420  Recreation  Leisure in Modern Society
HPER 497  Cooperative Education/Internship

Directed Electives  31-33 hours
The student must write a Statement of Interest and Goals. In consultation with an advisor, 20 of the hours must be at the 300 or 400 level and relate to the student’s goals and justified by the student.
## MINOR
### ATHLETIC COACHING
#### (B.S. IN ED.)

**Specified General Education**
- BIOL 111 is recommended
- MATH 103 is recommended
- MATH 277 if double major (HPE and Elementary Education)

The student planning to teach physical education must take a major or minor in physical education. This minor is for coaching preparation only.

**Specified Courses**
- 10 hours
  - HPER 207 Prevention and Care of Athletic Injuries
  - HPER 210 First Aid and CPR
  - HPER 348 Scientific Principles of Exercise and Work*
  - HPER 425 Sociological/Psychological Aspects of Sport and Physical Education

- HPER 498 Coaching Practicum

Students taking Coaching Practicum must register for HPER 498 and arrange the Practicum through the course instructor (Prerequisites: HPER 207 and HPER 210).

**Directed Electives**
- 4 hours

The student must, with advisement, complete two of the following courses:
- HPER 301, 302, 303, 304, 305

**Elective Courses**
- 7 hours
  - HPER 109 Weight Training
  - HPER 300 Drug Education and Information
  - HPER 315 Elements of Health
  - HPER 338 Modern Sports Officiating
  - HPER 410 Administration of Health, Physical Education and Athletics

Or a third coaching class from the following:
- HPER 301, 302, 303, 304, or 305

A student cannot graduate with a Physical Education major and a coaching minor. The same courses may not be used to fulfill requirements in two areas except when the student is graduating with a double major or with more than one minor.

*HPER 358/359 will be substituted for HPER 348 Scientific Principles of Exercise and Work for all HPER minors.

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## MINOR
### HEALTH EDUCATION
#### (B.S. IN ED.)

**Specified General Education**
- CHEM 115 is required
- MATH 103 is recommended
- MATH 277 if double major (HPE and Elementary Education)

**Specified Courses**
- 17 hours
  - HPER 210 First Aid & CPR
  - HPER 300 Drug Education and Information
  - HPER 315 Elements of Health
  - HPER 370 Human Sexuality
  - HPER 400 Current Issues in Community Health
  - HPER 490A Methods, Curriculum & Assessment of Health & Physical Education
  - HPER 490B Practical Application of Methodology in the Health & Physical Education Classroom

**Directed Electives**
- 7 hours

- BIOL 220, 221, 310, 315
- HPER 207, 348, 410, 440
- MATH 321, 322
- PSYC 352, 370, 410
- SOC 220, 385

The same courses may not be used to fulfill requirements in two areas except when the student is graduating with a double major or with more than one minor.

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## MINOR
### PHYSICAL EDUCATION
#### (ELEMENTARY OR SECONDARY)
#### (B.S. IN ED.)

**Specified General Education**
- BIOL 111 is recommended
- MATH 103 is recommended
- MATH 277 if double major (HPE and Elementary Education)

**Specified Courses**
- 21 hours
  - HPER 208 Introduction to Physical Education
  - HPER 210 First Aid and CPR
  - HPER 325 Physical Education in the Elementary Grades
  - HPER 360 Teaching Individual/Dual Activities
  - HPER 361 Teaching Team Activities
  - HPER 440 Special Physical Education and Motor Learning
  - HPER 490A Methods, Curriculum, and Assessment of Health & Physical Education

**Directed Electives**
- 4 hours

- HPER 207 Prevention & Care of Athletic Injuries
- HPER 348 Scientific Principles of Exercise & Work
- HPER 425 Sociological/Psychological Aspects of Sport & Physical Education

**Swimming Requirement**

The student majoring in Physical Education is required to pass a proficiency test in swimming. The test is given during the final exam week of each semester.
The Division of Mathematics, Science, and Technology seeks to encourage and develop the ability of those students interested in pursuing a career in the pure and applied sciences, mathematics, and related areas. In the course of accomplishing these goals the Division also seeks to:

1. provide secondary education majors with the knowledge, skills, and attitudes which enable them to teach successfully in their chosen field of specialization;
2. provide elementary education majors the essential knowledge, skills, and attitudes, in the areas of Mathematics, Science, and Technology, in order to plan and present learning activities for the elementary classroom;
3. provide courses in general education for the liberal arts student;
4. provide pre-professional students with academic counseling, courses, and programs that will prepare them for the professional field and school of their choice; and
5. provide all students and members of the community opportunities for learning experiences in areas related to Mathematics and Science.

Courses leading to a major in the Division of Mathematics and Science will help students develop the following abilities:

- **Problem Solving**: Obtaining, organizing, and interpreting information
- **Collaboration**: Ability to work with others
- **Global Awareness**: Recognize relationships
- **Communication**: Ability to convey information and knowledge
MAJOR
BIOLOGY
(B.S. in Ed.)

Specified General Education
CHEM 116, 121
MATH 107 (minimum level)

Specified Courses
BIOL 150, 151  General Biology
BIOL 230  Invertebrate Zoology

or
BIOL 231  Vertebrate Zoology
BIOL 310  Microbiology
BIOL 311  Botany
BIOL 395  Lab Preparation and Assistance
BIOL 410  Field Ecology
BIOL 490  Secondary Science Methods and Techniques
GEOL 100  Introduction to Earth Science
PHYS 161  General Physics

or
PHYS 351  University Physics

Directed Electives
BIOL 220, 221, 230, 231, 312, 315, 330, 340, 394, 395, 420, 435, 440, 494 (a total of 4 credits from 294, 394, and 494 may be applied as directed electives)

Suggested Electives
CHEM 122, 341, 342
GEOL 116, 391, 394, 492
MATH 165, 166, 265, 321, 322
PHYS 162
SOC 111

Professional Education Sequence 26 hours

MAJOR
BIOLOGY
(B.A.)

Specified General Education
CHEM 116, 121
MATH 103 (minimum level)

Specified Courses
BIOL 150, 151  General Biology
BIOL 230  Invertebrate Zoology

or
BIOL 231  Vertebrate Zoology
BIOL 311, 312  Botany

Directed Electives
BIOL 220, 221, 230, 231, 294, 310, 315, 330, 340, 394, 395, 410, 420, 435, 440, 491, 494 (a total of 4 credits from 294, 394, and 494 may be applied as directed electives)

Suggested Electives
CHEM 341, 342
GEOL 100, 116, 315
MATH 165, 166, 265, 321, 322
PHYS 161, 162
SOC 111

Language or Cultural Studies 16 hours

Minor 24 hours

MAJOR
CHEMISTRY
(B.A.)

Specified General Education
MATH 165
PHYS 161, 162 or PHYS 351, 352

Specified Courses
CHEM 121, 122  General Chemistry
CHEM 330  Quantitative Analysis
CHEM 341, 342  Organic Chemistry
CHEM 411  Physical Chemistry
CHEM 421  Physical Chemistry Lab

Directed Electives 8 hours
CHEM 116 or 260, 294, 331, 394, 395, 412, 422, 494

Language or Cultural Studies 16 hours

Minor 24 hours
COMPOSITE MAJOR

CHEMISTRY
(B.S. in Ed.)

Specified General Education
MATH 165
PHYS 161, 162 or PHYS 351, 352

Specified Courses
Biol 150 General Biology
or
Biol 151 General Biology
Chem 121, 122 General Chemistry
Chem 116 Introduction to Organic and Biochemistry
Chem 330 Quantitative Analysis
Chem 341, 342 Organic Chemistry
Chem 395 Lab Preparation and Management
Chem 411 Physical Chemistry
Chem 421 Physical Chemistry Lab
Chem 490 Secondary Science Methods and Techniques
Geol 100 Introduction to Earth Science

Directed Electives 3 hours
Chem 331, 412, 422, x94

Suggested Electives
Math 321, 322
Math Secondary minor

Professional Education Sequence 29 hours

MAJOR

MATHEMATICS
(B.S. in Ed.)

To be admitted to a major program in Mathematics the student must successfully complete either MATH 103 and MATH 105 with a 2.0 average or better or four years of high school mathematics. Approval of the Mathematics Department is also required.

Specified General Education
The student is encouraged to select courses in Chemistry or Physics to meet the science requirement.

Specified Courses 45 hours
Math 165, 166, 265 Analytic Geometry and Calculus I, II, III
Math 300 Symbolic Logic
Math 311 College Geometry
Math 321 Probability and Statistics
Math 330 Linear Algebra and Matrices
Math 340 Algebraic Structures
Math 490 Teaching Secondary School Mathematics

Directed Electives 9 hours
Cis 430
Csci 122, 128, 160, 161, 326, 365, 375, 380
Math 266, 312, 322, 400, 410, 420

Minor 24 hours

Students taking Math 311 should take Math 300 concurrently. The elective courses must be approved by an adviser from the Mathematics Department.

COMPOSITE MAJOR

SCIENCE
(B.S. in Ed.)

Specified General Education
Biol 150, 151
Math 107 (minimum level)

Specified Courses 33 hours
Biol/Chem 490 Secondary Science Methods & Techniques
Chem 121, 122 General Chemistry
Geol 100 Introduction to Earth Science
Geol 116 The Earth Through Time
Phys 110 Introductory Astronomy
Phys 161, 162 Introductory College Physics I, II

Directed Electives 28 hours
Electives in Science in the 200 level or above
A total of twenty-four hours or the equivalent of a minor must be taken in one area of science.

Professional Education Sequence 29 hours
MINOR
BIOLOGY
(B.A., B.S., B.S. in Ed.)

Specified General Education
CHEM 116, 121

Specified Courses 20 hours
BIOL 150, 151
BIOL 230
or
BIOL 231
BIOL 311, 312

Directed Electives 4 hours
BIOL 220, 221, 230, 231, 294, 310, 315, 330, 340, 394, 395, 410, 420, 435, 440, 491, 494 (a total of 4 credits from 294, 394, and 494 may be applied as directed electives)

For the Bachelor of Science in Education degree the student must substitute BIOL 490, if not already taken, for a directed elective.

The Biology Department will offer special topics courses for those students participating in the Autonomous University of Baja California Sur Program in LaPaz, Mexico.

MINOR
CHEMISTRY
(B.A., B.S., B.S. in Ed.)

Specified General Education
PHYS 161, 162 or PHYS 351, 352

Specified Courses 19 hours
CHEM 121, 122
CHEM 330
CHEM 341

Directed Electives 5 hours
CHEM 116 or 260, 331, 342, 395, 411, 412, 421, 422, 494

For the Bachelor of Science in Education degree the student must substitute CHEM 490, if not already taken, for a directed elective.

MINOR
COMPUTER SCIENCE
(B.A., B.S., B.S. in Ed.)

To be admitted to a minor program in Computer Science the student must successfully complete MATH 103, or the equivalent, with a 2.0 average or better. Approval of the Mathematics Department is also required.

Specified General Education
BVED 180

Specified Courses 15 hours
CSCI 160 Introduction to Structured Programming I
CSCI 161 Introduction to Structured Programming II
CSCI 242 Data Structures
CSCI 350 Assembly Language Programming
CSCI 370 Computer Organization and Systems

Directed Electives 9 hours
CSCI 122, 128, 365, 372, 380, 450, 497
CIS 321, 360, 380, 385, 430, 491
MATH 300, 321, 322, 330, 420
TECH 450

The student choosing the minor for the Bachelor of Science in Education degree must complete CSCI 380 and is encouraged to take CSCI 122 or 128.

The student must have at least three hours from the directed electives that are not in his or her major requirements or major electives.

The elective courses must be approved by an adviser from the Mathematics Department.

MINOR
EARTH AND ENVIRONMENTAL SCIENCE
(B.A., B.S., B.S. in Ed.)

Specified General Education
BIOL 150, 151

Specified Courses 20 hours
BIOL 230 Invertebrate Zoology
or
BIOL 231 Vertebrate Zoology
BIOL 311 or 312 Botany
BIOL 410 Field Ecology
GEOL 100 Introduction to Earth Science
GEOL 116 The Earth Through Time

Directed Electives 4 hours
GEOL 391 Problems in Earth Science
PHYS 110 Astronomy

For the Bachelor of Science in Education degree the student must substitute BIOL or CHEM 490, if not already taken, for a directed elective.

For an emphasis in Earth Science, the student may substitute Earth and Space Science electives for the twelve hours of Biology listed under specified courses.

The student majoring in Biology is required to complete an additional eight hours of Biology.
MINOR MATHEMATICS (B.A., B.S.)

To be admitted to a minor program in Mathematics the student must successfully complete either MATH 103 and 105 with a 2.0 average or better or four years of high school mathematics. Approval of the Mathematics Department is also required.

Specified Courses 18 hours
MATH 165, 166, 265 Analytical Geometry and Calculus I, II, III
MATH 321 Probability and Statistics
MATH 330 Linear Algebra and Matrices

Directed Electives 6 hours
CIS 430
CSCI 122, 128, 160, 161, 326, 365, 375,
MATH 266, 300, 311, 312, 322, 340, 400, 410, 420

The elective courses must be approved by an adviser from the Mathematics Department.

MINOR MATHEMATICS (B.S. in Ed.-ELEMENTARY)

To be admitted to a minor program in Mathematics-Elementary the student must successfully complete MATH 102 with a 2.0 average or better or two years of high school mathematics. Approval of the Mathematics Department is also required.

Specified General Education
CIS 180
MATH 277

Specified Courses 10 hours
MATH 103 College Algebra
MATH 105 Plane Trigonometry
MATH 321 Probability and Statistics

Directed Electives 13 hours
CSCI 122, 128, 160, 161
MATH 165, 166, 265, 300, 311, 312, 322, 330, 340, 400

The elective courses must be approved by an adviser from the Mathematics Department.

MINOR MATHEMATICS (B.S. in Ed.-SECONDARY)

To be admitted to a minor program in Mathematics the student must successfully complete either MATH 103 and 105 with a 2.0 average or better or four years of high school mathematics. Approval of the Mathematics Department is also required.

Specified General Education
CSCI 122, 128, or 160

Specified Courses 21 hours
MATH 165, 166, 265 Analytical Geometry and Calculus I, II, III
MATH 300 College Geometry
MATH 311 Algebraic Structures
MATH 490 Teaching Secondary School Mathematics

Directed Electives 3 hours
CIS 430
CSCI 122, 128, 160, 161, 326
MATH 266, 312, 321, 330, 400, 410, 420

The elective courses must be approved by an adviser from the Mathematics Department.

MINOR PHYSICS (B.A., B.S., B.S. in Ed.)

Specified General Education
CHEM 121
MATH 165

Specified Courses 10 hours
PHYS 351, 352 University Physics

Directed Electives 14 hours
CHEM 122, 411, 412
MATH 166, 220, 227, 265, 266
PHYS 100, 110, 161, 161L, 162, 162L, 275, 395, x94

For the Bachelor of Science in Education degree the student must substitute PHYS 490, if not already taken, for a directed elective.
ACCT 201 Accounting I 3 hours
An introductory course in accounting principles and theory. (Fall, Spring)

ACCT 202 Accounting II 3 hours
A continuation of ACCT 201. Prerequisite: A "C" or better in ACCT 201. (Fall, Spring)

ACCT 321 Financial Reporting & Analysis I 3 hours
The first course in a two-course sequence. This course covers the asset side of the balance sheet and is an equal blend of accounting and reporting theory as well as application of generally accepted accounting principles (GAAP). The course provides an understanding of the environment in which financial reporting choices are made and how to use the data in making decisions. One of the leading accounting software programs will be used to produce and analyze information. Prerequisite: ACCT 202. (Fall)

ACCT 322 Financial Reporting & Analysis II 3 hours
The second course in a two-course sequence. This course covers the liability and equity side of the balance sheet and provides an overview of international financial reporting differences. It is an equal blend of accounting and reporting theory as well as application of generally accepted accounting principles. The course is designed to provide a working knowledge of generally accepted accounting principles (GAAP), as well as an understanding of the environment in which financial reporting choices are made and how to use the data in making decisions. One of the leading accounting software programs will be used to produce and analyze information. Prerequisite: ACCT 321. (Spring)

ACCT 335 Business Law I – Legal Environment of Business 3 hours
A basic survey of the American legal system. Prerequisite: Upper-level standing. (Fall, Spring)

ACCT 336 Business Law II – Commercial Law 3 hours
A continuation of ACCT 335 with an emphasis on commercial law. Prerequisite: ACCT 335. (Spring, with sufficient student demand)

ACCT 355 Federal Taxation 3 hours
Fundamentals of federal income tax with major emphasis upon tax law and regulations applicable to individuals. Prerequisite: ACCT 202 or upper-level standing. (Fall)

ACCT 356 Taxation of Corporations and Partnerships 3 hours
Fundamentals of federal income tax laws covering the formation, liquidation and reorganization of corporations and partnerships. Emphasis is placed on the tax laws as they relate to both the entity and the owners. Prerequisite: ACCT 355 or upper-level standing. (Spring)

ACCT 357 Taxation of Estates, Gifts and Trusts 3 hours
A study of federal taxation of wealth transfers, including federal estate and gift taxes, and the income taxation of estates and trusts. Prerequisite: ACCT 355. (With sufficient student demand)

ACCT 361 Managerial Accounting 3 hours
A course designed to acquaint students with the fundamentals of using accounting information in making decisions. A leading spreadsheet software program is used extensively to develop spreadsheets and models to analyze financial information. Prerequisites: ACCT 202 and CIS 105 (previously BVED 202). (Spring)

ACCT 362 Cost Accounting Systems 3 hours
A course designed to acquaint students with the fundamentals of developing cost accumulation systems and includes coverage of job-order costing, process costing, activity-based costing, and standard costing systems. Prerequisites: ACCT 202 and CIS 105 (previously BVED 202). (Fall)

ACCT 370 Automated Accounting Systems 3 hours
A course designed to introduce the student to computer applications of financial and cost accounting principles. Emphasis will be on using commercial business accounting software, with concentrations on small business and farm software. Prerequisites: ACCT 202 or permission of instructor. (Fall)

ACCT 440 Advanced Accounting 3 hours
Theory of business combinations and preparation of consolidated financial statements; accounting for foreign currency translations, partnerships, and bankruptcies. Prerequisite: ACCT 322. (Fall)

ACCT 450 Auditing 3 hours
Kinds of audits, systems of accounts, and methods of conducting audits. Preparation of working papers and reports. Prerequisite: ACCT 322. (Spring)

ACCT 460 Fund Accounting 3 hours
Financial accounting, control, and reporting for governmental and non-profit entities. (With sufficient student demand)

ART 112 Design 2 hours
A research of two-dimensional and three-dimensional design principles. Emphasis is placed on the use of special techniques for image making and use of space. This course may not be audited. (Fall)

ART 221 Printmaking 3 hours
A basic course in printmaking processes, including intaglio, relief, and planographic techniques. This course may not be audited. (Fall and Spring 2003-2004 and alternate years)

ART 230 Craft Activities 2 hours
A study of the methods and materials used in developing craft items for the elementary classroom. Creative activities are stressed. Cross-referenced with EDUC 230. (Fall)

ART 231 Drawing 3 hours
An introductory drawing course which covers the fundamentals: black and white materials and their use, and art language. Perceptual skills and the use of basic drawing tools are developed. This course may not be audited. (Fall, Spring)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 241</td>
<td>Painting</td>
<td>3</td>
<td>An exploration of painting techniques with emphasis on understanding the personalities and parameters of each painting media and tool. This course may not be audited. (Fall, Spring 2002-2003 and alternate years)</td>
</tr>
<tr>
<td>ART 281</td>
<td>Ceramics</td>
<td>3</td>
<td>An introductory course in basic ceramic processes and materials focusing on throwing on the potter’s wheel, hand building, and firing at stoneware temperatures. Students will acquire an awareness of the historical development of ceramics within various cultures and explore studio techniques related to these historical and cultural contexts. This course may not be audited. (Fall, Spring)</td>
</tr>
<tr>
<td>ART 311</td>
<td>Art History Survey I</td>
<td>3</td>
<td>The study of art forms and cultures from pre-historic times to the Early Renaissance. It is recommended that a student complete HUM 202 prior to enrolling in ART 311. (Fall 2002 and alternate years)</td>
</tr>
<tr>
<td>ART 312</td>
<td>Art History Survey II</td>
<td>3</td>
<td>The study of art forms and cultures from the Renaissance to the early 20th century. It is recommended that a student complete HUM 202 prior to enrolling in ART 312. (Spring 2003 and alternate years)</td>
</tr>
<tr>
<td>ART 321</td>
<td>Printmaking</td>
<td>3</td>
<td>An advanced course in printmaking processes including intaglio, relief, and planographic techniques and the development of full color printmaking. Prerequisite: ART 221. This course may not be audited. (Fall and Spring 2003-2004 and alternate years)</td>
</tr>
<tr>
<td>ART 322</td>
<td>Printmaking</td>
<td>3</td>
<td>Advanced research into chosen printmaking area, including intaglio, relief, monotype, screenprinting, and combined process. Prerequisite: ART 321. This course may not be audited. (Fall and Spring 2003-2004 and alternate years)</td>
</tr>
<tr>
<td>ART 331</td>
<td>Drawing</td>
<td>3</td>
<td>An advanced drawing course with an emphasis on the development of sophisticated drawing skills and an introduction to color tools. Prerequisite: ART 231. This course may not be audited. (Fall, Spring)</td>
</tr>
<tr>
<td>ART 332</td>
<td>Drawing</td>
<td>3</td>
<td>Advanced research into drawing which may include figure drawing and illustration. Prerequisite: ART 331. This course may not be audited. (Fall, Spring)</td>
</tr>
<tr>
<td>ART 341</td>
<td>Painting</td>
<td>3</td>
<td>An advanced course in paint exploration with emphasis on development of chosen media and personal image. Prerequisite: ART 241. This course may not be audited. (Fall, Spring 2002-2003 and alternate years)</td>
</tr>
<tr>
<td>ART 342</td>
<td>Painting</td>
<td>3</td>
<td>Advanced research into chosen painting media and professional development of personal image. Prerequisite: ART 341. This course may not be audited. (Fall, Spring 2002-2003 and alternate years)</td>
</tr>
<tr>
<td>ART 350</td>
<td>Art for Elementary Teachers</td>
<td>3</td>
<td>A basic course in art education with emphasis upon sound art education practice and appreciation. Useful for education majors, it builds on the foundation put in place by EDUC 210. (Spring)</td>
</tr>
<tr>
<td>ART 360</td>
<td>Practicum in Elementary Art Methods</td>
<td>3</td>
<td>A field experience in the elementary classroom for Art Education majors. Students will gain practical experience in teaching art lessons at a variety of levels under the supervision of the classroom teacher. Prerequisites: Admission to Teacher Education and ART 350. (Fall, Spring)</td>
</tr>
<tr>
<td>ART 381</td>
<td>Ceramics</td>
<td>3</td>
<td>An advanced course in ceramics with emphasis on exploration of more sophisticated throwing and hand building techniques toward the development of a personal image. Includes an introduction to clay and glaze chemistry, an exploration of firing processes, and the study of the ceramic revolution and contemporary ceramics. Prerequisite: ART 281. This course may not be audited. (Fall, Spring)</td>
</tr>
<tr>
<td>ART 382</td>
<td>Ceramics</td>
<td>3</td>
<td>Advanced research into chosen ceramic techniques with emphasis on professional development and development of a personal image. Prerequisite: ART 381. This course may not be audited. (Fall, Spring)</td>
</tr>
<tr>
<td>ART 395</td>
<td>Special Topics – Studio</td>
<td>1-3</td>
<td>Advanced study in selected media or multi-media areas. Prerequisites: Completed sequential requirements of the media and permission of the instructor. This course may not be audited. (By arrangement)</td>
</tr>
<tr>
<td>ART 400</td>
<td>Secondary Art Methods</td>
<td>3</td>
<td>A course for the secondary art teacher emphasizing teaching methods, materials, techniques, curriculum, and maintenance of an art facility. Prerequisite: Admission to Teacher Education. (Fall 2003 and alternate years)</td>
</tr>
<tr>
<td>ART 411</td>
<td>Art History III: Contemporary</td>
<td>3</td>
<td>Advanced study of artmaking and art theory in Western Europe and the United States from 1940 to the present. It is recommended that a student complete Art 311 and 312 prior to enrolling in ART 411. (Fall 2003 and alternate years)</td>
</tr>
<tr>
<td>ART 412</td>
<td>Art History IV: Tribal Art</td>
<td>3</td>
<td>Advanced study of tribal artmaking and culture in the Americas, Africa and the Pacific Islands. It is recommended that a student complete Art 311 and 312 prior to enrolling in ART 412. (Spring 2004 and alternate years)</td>
</tr>
<tr>
<td>ART 490</td>
<td>Senior Seminar &amp; Exhibition</td>
<td>2</td>
<td>A course in the development of the professional aspect of visual arts which includes resume writing, artist statement, documentation and presentations of work, gallery talk, and brochure development. Substitute for ASC 490 Senior Seminar/Employment Skills. S/U Grade. This course may not be audited. (Fall, Spring)</td>
</tr>
</tbody>
</table>
ART 491 Senior Portfolio 1 hour
This course will assist the student developing the digital portfolio used to assess the student’s completion of the VCUS requirements for Abilities and Skills. The course will address both technical application and content. (Fall, Spring)

ART 494 Independent Study 1-3 hours
Extended study in studio art or art history. Faculty approval required. This course may not be audited. (By arrangement)

ART 497 Internship 3-12 hours
A course designed to give the student an opportunity to apply classroom learning to an on-the-job work experience. Internship positions may be anywhere (geographically). The positions must be related to the student’s major or minor course of study. Internship credit is granted in a range of one to twelve credits per semester, and may be repeated up to a maximum of 24 hours. Application is made through Career Services. Prerequisites: the student should be of junior or senior standing, but should apply while a sophomore; cumulative grade point average of 2.50. S/U grading only. (Fall, Spring, Summer)

ART 499 Special Topics: Art History 3 hours
Selected topics taught by art faculty. It is recommended that a student complete HUM 202 prior to enrolling in ART 499. (By Arrangement)

BIOL 111 Concepts of Biology 4 hours
Concepts of Biology is an introductory level non-majors transferable class. It is designed to meet the requirements of a Lab Science. This class is an introduction to the major concepts of modern biology through lecture and laboratory work on the structure, function, diversity, and interrelationships of living organisms, with emphasis on areas of human concern. (Fall, Spring, Summer)

BIOL 150, 151 General Biology 4 hours each
A two-semester sequenced study of the fundamental concepts of biology through lecture and laboratory work. BIOL 151 will focus on organismal concepts such as classification, evolution, and ecology. BIOL 150 will focus on cellular biology and physiology. Recommended for students interested in science (required for certain majors and minors). (150-Fall, 151-Spring)

BIOL 200 Field Biology 2 hours
A survey of the animal and plant species in local natural habitats with concentrated work on a selected topic. Field trips for collection, identification, and preservation of specimens are required. (With sufficient student demand; Summer)

BIOL 220, 221 Human Anatomy and Physiology 4 hours each
Two consecutive semesters of lecture and laboratory work in the structure and function of the human body. All aspects of the body are studied. Lab work includes physiological exercises, use of computer simulations, and dissection of the cat with comparisons to human structures. Prerequisites: BIOL 111 or 150 or 151 (BIOL 220-Fall, BIOL 221-Spring).

BIOL 230 Invertebrate Zoology 4 hours
A study of the diversity of invertebrate animals through lecture and laboratory work. Subjects will include their classification, structures, functions, evolution, and ecology, especially of those found in North Dakota. Prerequisites: BIOL 150 and BIOL 151. (Spring, alternate years)

BIOL 231 Vertebrate Zoology 4 hours
A study of the diversity of vertebrate animals through lecture and laboratory work. Subjects will include their classification, structures, functions, evolution, and ecology, especially of those found in North Dakota. Prerequisites: BIOL 150 and BIOL 151. (Spring, alternate years)

BIOL 310 Microbiology 4 hours
An introduction to the morphology, physiology, taxonomy, and ecology of micro-organisms. Lecture and laboratory work will deal with history, isolation, identification, and culture of microorganisms. The fields of epidemiology and bioethics and environmental microbiology will be discussed. Prerequisites: one course in Biology and one course in Chemistry. (Spring)

BIOL 311, 312 Botany 4 hours each
A two-semester sequenced study of the diversity of plants, their classification, anatomy, physiology, and ecology includes a general overview of fungi and algae. Fall semester emphasizes the identification of North Dakota plants and economic botany. Includes weekly field and laboratory work. Prerequisites: BIOL 150 and BIOL 151. (BIOL 311-Fall, alternate years; BIOL 312-Spring, alternate years)

BIOL 315 Genetics 4 hours
A study of the basis of heredity with emphasis on the structure and function of DNA and Mendelian genetics. Course work will include lecture and discussion on concepts in linkage, mutation, mechanisms of heredity, genetic mapping, molecular genetics, population genetics, current issues and research in genetics. Laboratory work will include experiments with Drosophila chromosomes and inheritance patterns. Prerequisite: BIOL 150 and 151. (Fall, alternate years; alternates with BIOL 311)

BIOL 330 North Dakota Flora 3 hours
A systematic study of North Dakota summer flora including field work consisting of plant identification and ecology. Lectures and lab work on taxonomy and classification, medicinal and economic value of plants. Prerequisite: One semester of biology. (Summer, with sufficient student demand)

BIOL 340 Comparative Anatomy 4 hours
A study of the anatomy, evolution, and the taxonomic relationship of vertebrate animals. Particular emphasis is given to the anatomical study of vertebrate organ systems with respect to evolutionary trends. Laboratory work offers opportunity for detailed study of several vertebrate types. Prerequisite: BIOL 151. (With sufficient student demand)

BIOL 395 Laboratory Preparation and Management 1 hour
In this practicum-like course, the student will directly assist the instructor in many aspects of laboratory instructional delivery. The course is designed to improve the competency of teaching the laboratory. This course may be repeated up to three semester credit hours. (Fall, Spring, Summer)
BIO 410 Field Ecology 4 hours
A study of plant and animal communities, their diversity, interactions, and adaptation to the environment. Includes extensive fieldwork, independent research, statistical analysis, and scientific writing. Prerequisites: BIO 150 and BIO 151. (Fall, alternate years)

BIO 420 Mycology 4 hours
A study of the major groups of fungi with attention to phylogeny, life histories, economic and historical impact, culture, and identification. Laboratory work and weekend field trips are required. Prerequisites: BIO 311 or 312, meets the first 12 weeks of the semester. (Fall, with sufficient student demand)

BIO 435 Ornithology 4 hours
A study of the identification, nesting habits, life histories, physiology, migration, and ecology of birds. Course includes frequent field trips for practice in the recognition of species common to North Dakota. Prerequisite: BIOL 315. (Spring-alternate years)

BIO 440 Entomology 4 hours
A study of the diversity of insects, their classification, structures, functions, evolution, and ecology. We will focus on insects found in North Dakota. Course includes frequent field trips for collection of specimens. Prerequisite: BIO 150 and BIO 151. (Fall, alternate years; summer, with sufficient student demand)

BIO 490 Secondary Science Methods and Techniques 3 hours
A course designed to prepare prospective science teachers in the areas of curriculum planning, textbook selection, supplemental teaching aids, laboratory procedures, and in the ordering of equipment and supplies. The course includes laboratory praxis. Prerequisites: Status of at least a second semester junior with a major or minor in science and admission to Teacher Education. (Fall)

BIO 491 Senior Portfolio 1 hour
This course will assist the student developing the digital portfolio used to assess the student’s completion of the VCSU requirements for Abilities and Skills. The course will address both technical application and content. (Fall, Spring)

BIO 497 Internship 3-12 hours
A course designed to give the student an opportunity to apply classroom learning to an on-the-job work experience. Internship positions may be anywhere (geographically). The positions must be related to the student’s major or minor course of study. Internship credit is granted in a range of one to twelve credits per semester, and may be repeated up to a maximum of 24 hours. Application is made through Career Services. Prerequisites: the student should be of junior or senior standing, but should apply while a sophomore; cumulative grade point average of 2.50. S/U grading only. (Fall, Spring, Summer)

BIO 299, 399, or 499 Special Topics 1-4 hours
This course is designed to integrate and augment the subject matter from basic science courses and other disciplines. It may include internships, research, field studies and other topics not included in other course offerings. A total of 4 credits of Special Topics may be applied to the major as directed electives. Prerequisites: approval of the project by the science faculty. (By arrangement)

BOTE 102 Keyboarding I 2 hours
Students will refine keyboarding techniques to increase speed and accuracy; format and key a wide variety of business communication forms including memos, letters, tables, manuscripts, and reports from straight copy, rough drafts, and unarranged copy; and develop speed and accuracy on the 10-key pad. Activities will focus on the integration of computer software applications, critical thinking skills, and decision-making in job-related simulations. (Fall, Spring with sufficient demand) [Formerly BVED 102]

BOTE 147 Word Processing 2 hours
Word processing applications and concepts for business utilizing Microsoft Word or equivalent software. (8 weeks) Prerequisite: CIS 170. (Fall, Spring) [Formerly BVED 201]

BOTE 309 Office Management 3 hours
Introduction of office management concepts and technology, including office facilities development, office systems, human relations, office ethics and etiquette, and various administrative duties and responsibilities. (Spring, alternate years) [Formerly BVED 270]

BOTE 314 Business Reports and Communication 3 hours
This course focuses on the improvement of oral and written communication skills for application in today’s global business environment. This course includes exploration and application of modern communication theory, legal and ethical concerns, and technology use. Intrapersonal, interpersonal, and group communication processes and skills are reviewed, as is public presentation of information. Prerequisite: BOTE 147 (formerly BVED 201) and ENGL 125. (Fall, Spring) [Formerly BVED 340]

BOTE 318 Desktop Publishing 2 hours
This course is designed to provide students with the knowledge and skills to develop effective publications utilizing desktop publishing and other appropriate software. (Fall, Spring) [Formerly MRKT 303]

BUSI 190 Career Planning and Portfolio Development 1 hour
This is a course designed for the adult learner who wishes to apply experiential learning toward a Valley City State University degree. BUSI 190 is a required course that must be completed prior to seeking credit for life experience under the Prior Learning Assessment Program. (Fall, Spring)

BUSI 199-499 Special Topics 1-3 hours
Seminars, workshops, special problems, or individual study in business or business education. Prerequisite: Approval of instructor and the Division Chair. (Fall, Spring, Summer)

BUSI 491 Senior Portfolio 1 hour
This course will assist the student developing the digital portfolio used to assess the student’s completion of the VCSU requirements for Abilities and Skills. The course will address both technical application and content. (Fall, Spring)
**BUSD 497 Internship** 3-12 hours
A course designed to give the student an opportunity to apply classroom learning to an on-the-job work experience. Internship positions may be anywhere (geographically). The positions must be related to the student’s major or minor course of study. Internship credit is granted in a range of one to twelve credits per semester, and may be repeated up to a maximum of 24 hours. Application is made through Career Services. Prerequisites: the student should be of junior or senior standing, but should apply while a sophomore; cumulative grade point average of 2.50. S/U grading only. *(Fall, Spring, Summer)*

**BVED 204 Business Software Applications** 1-3 hours
A variable credit course that will focus on a specific software application. *(With sufficient student demand)*

**BVED 390 Methods and Materials for Teaching the Business Subjects** 4 hours
This course emphasizes the development of competencies in preservice teachers that may apply to the teaching of numerous business subjects. Special emphasis is placed on technology, various instructional strategies, and course planning. This course may be used for Secondary Vocational Office Education Teacher Credentialing Requirements in lieu of BVED 433, Methods and Materials in Vocational Education. The course must be taken before student teaching. Prerequisite: Admission to Teacher Education. *(Fall) [Formerly BVED 411]*

**BVED 431 History, Philosophy and Practices of Vocational and Technical Education** 3 hours
A study of the history, growth, theory, and present status of Vocational and Technical Education in secondary and post-secondary schools. The course focuses on principles, practices, and major issues of Vocational and Technical Education and its relationship to individual Vocational and Technical service areas. This course will also cover relationships between general education and vocational education. *(Summer)*

**BVED 432 Coordinating Cooperative Education Learning** 2 hours
A study of principles and techniques used in coordinating cooperative work experiences for students in Vocational and Technical Education. Included is a study of labor laws, public relations programs, advisory committees, and organization and supervision of on-the-job training, evaluation, and follow-up of student learners. *(Summer, alternate years) [Formerly BVED 433]*

**BVED 434 Managing Vocational Student Organizations** 2 hours
A study to introduce students to the issues of planning and implementing vocational student organizations. This course is designed for advisors at the secondary or post-secondary level wishing to begin, expand, or promote vocational youth organizations. *(Summer, alternate years)*

**BVED 436 Special Needs Learning for Vocational and Technical Education** 2 hours
This practical, hands on class will introduce learners to the needs of students in special population groups such as a risk students and special needs students. Learners will become acquainted with instructional techniques and strategies for managing student’s success in Vocational and Technical Education programs. *(On demand)*

**BVED 437 Student Performance Evaluation in Vocational and Technical Education** 2 hours
An examination of methods used for a comprehensive program of assessing and evaluating student achievement. Included is a study of the need for a system of evaluation and construction of evaluative instruments to measure learner outcomes to enhance improved academic and work performance. *(Summer)*

**BVED 438 Developing and Managing Competency-Based Instructional Materials** 2 hours
A basic course for Vocational and Technical educators that illustrates the concepts of developing competency-based education (CBE) curriculum materials. CBE terminology, illustrations, presentations, procedures, and resources that relate to Vocational and Technical Education will be discussed. CBE learning unit of instruction will be developed. *(Summer)*

**BVED 490 Methods for Teaching Vocational and Technical Education Subjects** 2 hours
A course that concentrates on methods used for teaching Vocational and Technical Education courses. Topics are designed to develop and enhance the instructional competencies for teachers in Vocational and Technical Education programs. *(Summer)*

**CHEM 115 Introductory Chemistry** 4 hours
Measurement, ionic and covalent compounds, chemical calculations, states of matter, energy, solutions, chemical bonding. Includes laboratory. May serve as a preparatory class for students with weak or no background in chemistry, MATH 102 (Intermediate Algebra) or high school equivalent. *(Fall)*

**CHEM 116 Introduction to Organic and Biochemistry** 5 hours
Alkanes, Alkenes, alkynes, aromatics, alcohols, phenols, ethers, aldehydes/ketones, carboxylic acids and esters, amines and amides, carbohydrates, lipids, amino acids, proteins, nucleic acids. Includes laboratory. Prerequisite: CHEM 110 or CHEM 121. *(Spring)*

**CHEM 121, 122 General Chemistry** 5 hours each
Matter, measurement, atoms, ions, molecules, reactions, chemical calculations, thermochemistry, bonding, molecular geometry, periodicity, gases, intermolecular forces, liquids, solids, kinetics, equilibria, acids and bases, solution chemistry, precipitation, thermodynamics, and electrochemistry. Includes laboratory. Topics covered are illustrated with descriptive and historical perspectives, as well as applications of chemistry in society. Prerequisites: CHEM 110 or high school chemistry and high school algebra II or MATH 102. CHEM 121 is a prerequisite for CHEM 122. *(CHEM 121-Fall, CHEM 122-Spring)*
CHEM 260 Elements of Biochemistry 4 hours
Protein structure, function conformation, and dynamics; enzymes, DNA-RNA; structure and flow of genetic information; biological membranes; metabolism. Includes laboratory. Prerequisite: CHEM 341. (Spring)

CHEM 330, 331 Quantitative Analysis 4 hours each
Statistical treatment of data and error analysis, gravimetric analyses, solution chemistry and solubility equilibria, volumetric analyses, acid-base neutralization, complexometric and redox methods. Includes laboratory. Introduction to the theory, operation and applications of some modern instrumental techniques for chemical analysis. Prerequisites: CHEM 122. (Fall and Spring 2001-2002, alternates with CHEM 341 and 342.)

CHEM 341, 342 Organic Chemistry 5 hours each
A two semester course in organic chemistry for students in sciences and pre-professional curricula. Structure and reactivity, name reactions, carbon-carbon bond forming reactions, aromatic and heterocyclic chemistry, biomolecules and polymers, multistep syntheses. Includes laboratory. A sequence of lecture/laboratory courses designed for students desiring careers in chemistry, biology, health professions, science education, and related areas. Prerequisite: CHEM 121. CHEM 341 is a prerequisite for CHEM 342. (Fall and Spring 2000-2001, alternates with CHEM 341 and 342.)

CHEM 395 Laboratory Preparation and Management 1 hour
In this practicum-like course the student will directly assist the instructor in many aspects of laboratory instructional delivery. The course is designed to improve the competency of teaching laboratories by involving the students in preparation of laboratory materials, storeroom management, evaluation of laboratory experiences, chemical storage, waste disposal, and related safety topics. This course may be repeated for credit up to 3 semester credit hours. (Fall, Spring)

CHEM 411, 412 Physical Chemistry 3 hours each
The laws and theories of chemistry including thermodynamics, phase equilibria, quantum mechanics and kinetics will be interpreted through the application of fundamental mathematical and physical principles. Statistical methods and concepts will be introduced during the study of the kinetic molecular theory of gasses, statistical thermodynamics, and quantum mechanics. Prerequisite: CHEM 122 and one year each of calculus and physics. (Fall, Spring 2000-2001)

CHEM 421, 422 Physical Chemistry Lab 1 hour each
The laboratory to accompany CHEM 411 and 412. Experimental design, statistical analysis of data, and laboratory techniques will be included. Corequisites: CHEM 411, 412. (Fall and Spring 2000-2001)

CHEM 490 Secondary Science Methods and Techniques 3 hours
A course designed to prepare prospective chemistry teachers in the areas of curriculum planning, textbook selection, supplemental teaching aids, laboratory procedures, and in the ordering of equipment and supplies. The course includes laboratory practicum experience. Prerequisites: Status of at least a second semester junior with a major or minor in science and admission to Teacher Education. (Fall)

CHEM 491 Senior Portfolio 1 hour
This course will assist the student developing the digital portfolio used to assess the student’s completion of the VCSU requirements for Abilities and Skills. The course will address both technical application and content. (Fall, Spring)

CHEM 494 Independent Study/Undergraduate Research 1-4 hours
This is the capstone course for all science majors. The course is designed to integrate the subject matter from basic science courses and other disciplines into the formulation, investigation, analysis, and presentation of the results of a scientific project. Prerequisites: Junior status; approval of the project by the science department faculty. Project requests should be submitted three semesters before graduation. (By arrangement)

CHEM 397, 497 Internship 3-12 hours
A course designed to give the student an opportunity to apply classroom learning to an on-the-job work experience. Internship positions may be anywhere (geographically). The positions must be related to the student's major or minor course of study. Internship credit is granted in a range of one to twelve credits per semester, and may be repeated up to a maximum of 24 hours. Application is made through Career Services. Prerequisites: the student should be of junior or senior standing, but should apply while a sophomore; cumulative grade point average of 2.50. S/U grading only. (Fall, Spring, Summer)

CIS 104 Microcomputer Databases 2 hours
Database applications and concepts for business and technology utilizing Microsoft Access or equivalent software. (8 weeks) Prerequisite: CIS 170 (previously BVED 180). (Fall, Spring) [Formerly BVED 260]

CIS 105 Microcomputer Spreadsheets 2 hours
Spreadsheet applications and concepts for business utilizing Microsoft Excel or equivalent software. (8 weeks) Prerequisite: CIS 170 (previously BVED 170). (Fall, Spring) [Formerly BVED 202]

CIS 170 Introduction to Computer Information Systems 3 hours
The course provides an introduction to word processing, spreadsheet, database, and operating system software. Additional topics include: history, ethics, uses of computers in society, and emerging applications for computers. (Fall, Spring) [Formerly BVED 180]

CIS 180 Creating Web Pages 2 hours
This course is designed to provide students with the knowledge and skills to develop web pages with effective graphic presentation. Course will also familiarize the students with HTML code and web page development tools. (8 weeks) Prerequisite: CIS 170 (Formerly MRKT 230). (Fall, Spring)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>CIS 181</td>
<td>Computer Programming – COBOL</td>
<td>4</td>
<td>An introduction to computer programming in a business environment. Topics include: fundamentals of structured program design, development, testing, implementation and documentation of common business oriented applications using COBOL. Prerequisite: CIS 170 (previously BVED 180) or instructor approval. (Fall, Spring Even Years)</td>
</tr>
<tr>
<td>CIS 182</td>
<td>Information Systems Hardware Management</td>
<td>4</td>
<td>This course provides instruction in digital concepts and hardware technology through laboratory hands-on work as it relates to CIS. Prerequisite: CIS 170 (previously BVED 180), MATH 103. (Fall)</td>
</tr>
<tr>
<td>CIS 276</td>
<td>Business Language</td>
<td>3</td>
<td>This course introduces students to object-oriented, event-driven programming while continuing to develop programming knowledge and skills gained in CIS 181 Computer Programming – COBOL. The class will utilize a current version of Microsoft Visual Basic or equivalent software. Prerequisite: CIS 181. (Fall odd years, Spring) [Formerly CIS 176]</td>
</tr>
<tr>
<td>CIS 321</td>
<td>Fundamentals of Networking</td>
<td>3</td>
<td>This course provides instruction in designing, building, and maintaining LANs and WANs with an emphasis on current industry standards. Prerequisite: MATH 146. (Fall)</td>
</tr>
<tr>
<td>CIS 330</td>
<td>Information Systems Management</td>
<td>3</td>
<td>This course is for students to become familiar with the components of information systems and the impact these components have in a business environment. (Fall)</td>
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<tr>
<td>CIS 360</td>
<td>Advanced Operating Systems</td>
<td>3</td>
<td>This course provides an in-depth understanding of the different Operating systems used in business and industry with an emphasis on the functions, commonalities and differences of popular Operating Systems. MATH 146, CIS 182. (Spring)</td>
</tr>
<tr>
<td>CIS 380</td>
<td>Systems Analysis and Design</td>
<td>3</td>
<td>This course provides a practical approach to systems analysis and design using a blend of traditional development methods with current technologies. Prerequisite: MATH 146, CIS 181, CIS 276. (Fall)</td>
</tr>
<tr>
<td>CIS 385</td>
<td>Database Theory/Design</td>
<td>3</td>
<td>This course provides an introduction to relational database concepts, theory, design, and management. Prerequisite: CIS 104 (previously BVED 260), MATH 146. (Fall)</td>
</tr>
<tr>
<td>CIS 386</td>
<td>Advanced Database Theory/Language</td>
<td>3</td>
<td>This course provides an intermediate to advanced instruction in relational database implementation and languages as they relate to business and industry applications. Prerequisite: CIS 385. (Spring)</td>
</tr>
<tr>
<td>CIS 410</td>
<td>Advanced Business Languages</td>
<td>3</td>
<td>This course provides intermediate and advanced topics in business languages utilizing Visual Basic, Dexterity, and other equivalent languages. Prerequisite: CIS 276. (Spring)</td>
</tr>
<tr>
<td>CIS 420</td>
<td>Internet Languages</td>
<td>3</td>
<td>This course provides instruction in intermediate and advanced markup language and other languages used in web data manipulation. Prerequisite: CIS 180 (previously MRKT 230), CIS 321. (Spring)</td>
</tr>
<tr>
<td>CIS 430</td>
<td>Centralized Database Management</td>
<td>3</td>
<td>This course provides instruction in integration of Network Operating Systems to Database Management. Prerequisite: CIS 460, CIS 385, MRKT 320. (Fall)</td>
</tr>
<tr>
<td>CIS 460</td>
<td>Network Administration</td>
<td>3</td>
<td>This course provides instruction in theory, management, and troubleshooting of networked systems utilizing Microsoft NT or equivalent server/client. Prerequisite: CIS 321. (Spring)</td>
</tr>
<tr>
<td>CIS 461</td>
<td>Advanced Network Topics</td>
<td>3</td>
<td>This course provides instruction in Wide Area Network (WAN) data link protocols and Network Administration with emphasis on Novell or equivalent server/client. Prerequisite: CIS 321. (Spring)</td>
</tr>
<tr>
<td>CIS 480</td>
<td>Capstone Project</td>
<td>4</td>
<td>This course provides cumulative experience focusing on project building by teams composed of students in CIS, AIS/MIS, and Networking concentrations. Prerequisite: last semester/dept. approval. (Spring)</td>
</tr>
<tr>
<td>CIS 491</td>
<td>Senior Portfolio</td>
<td>1</td>
<td>This course will assist the student developing the digital portfolio used to assess the student’s completion of the VCSU requirements for Abilities and Skills. The course will address both technical application and content. (Fall, Spring)</td>
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<tr>
<td>CIS 497</td>
<td>Internship</td>
<td>3-12</td>
<td>A course designed to give the student an opportunity to apply classroom learning to an on-the-job work experience. Internship positions may be anywhere (geographically). The positions must be related to the student’s major or minor course of study. Internship credit is granted in a range of one to twelve credits per semester, and may be repeated up to a maximum of 24 hours. Application is made through Career Services. Prerequisites: the student should be of junior or senior standing, but should apply while a sophomore; cumulative grade point average of 2.50. S/U grading only. (Fall, Spring, Summer)</td>
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<tr>
<td>CIS 199-499</td>
<td>Special Topics</td>
<td>1-3</td>
<td>Seminars, workshops, special problems, or individual study in computer information systems. Prerequisite: Approval of instructor and the Division Chair. (Fall, Spring, Summer)</td>
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<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
<td>A basic speech course designed to introduce the student to the principles of content, organization, and delivery in oral communication, as well as an introduction to interpersonal and group communication concepts. Emphasis is placed on extemporaneous speech performance, effective listening, and critical evaluation. (Fall, Spring)</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>COMM 150</td>
<td>Forensic Practice</td>
<td>1 hour</td>
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<td>COMM 200</td>
<td>Introduction to Media Writing</td>
<td>3 hours</td>
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<td>COMM 211</td>
<td>Oral Interpretation</td>
<td>3 hours</td>
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<td>COMM 212</td>
<td>Interpersonal Communication</td>
<td>3 hours</td>
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<td>COMM 216</td>
<td>Intercultural Communication</td>
<td>3 hours</td>
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<td>COMM 311</td>
<td>Communication and Interviewing</td>
<td>3 hours</td>
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<td>COMM 312</td>
<td>Gender Communication</td>
<td>3 hours</td>
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<td>COMM 313</td>
<td>Persuasion</td>
<td>3 hours</td>
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<td>COMM 314</td>
<td>Public Relations</td>
<td>3 hours</td>
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<td>COMM 360</td>
<td>Group Dynamics</td>
<td>3 hours</td>
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<tr>
<td>COMM 394</td>
<td>Directed Readings</td>
<td>1-3 hours</td>
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<td>COMM 497</td>
<td>Internship</td>
<td>3-12 hours</td>
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<td>CORP 220</td>
<td>Teambuilding Development</td>
<td>3 hours</td>
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<tr>
<td>CORP 304</td>
<td>Effective Facilitation and Presentation Skills</td>
<td>3 hours</td>
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<tr>
<td>CORP 320</td>
<td>Adult Learning Styles</td>
<td>2 hours</td>
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<tr>
<td>CSCI 122</td>
<td>Introduction to Computers and Programming (BASIC)</td>
<td>3 hours</td>
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<tr>
<td>CSCI 128</td>
<td>Introduction to Computers and Programming (PASCAL)</td>
<td>3 hours</td>
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<tr>
<td>CSCI 160</td>
<td>Introduction to Structured Programming I</td>
<td>3 hours</td>
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</table>
CSCI 161 Introduction to Structured Programming II 3 hours
Continuation of CSCI 160. Topics include: Arrays, structures, object-oriented programming, inheritance, polymorphism string manipulation, recursion and pointers. Prerequisite: CSCI 160. (Spring)

CSCI 242 Data Structures 3 credits
Abstract data types (ADTs) and alternatives for implementation of lists, arrays, sets, trees, and graphs. Dynamic and static data structures. Time and space analysis of algorithms for initializing, and accessing, searching, sorting and traveling. (Fall, Odd Years)

CSCI 350 Assembly Language Programming 3 hours
Microprocessor-based machine and assembly language concepts. Prerequisite: CSCI 370. (Spring)

CSCI 365 Programming Language Topics 3 hours
Program design, style, expression, debugging and testing in specific programming languages such as Ada, C/C++, Lisp, Logo, Modula-2, Pascal, Prolog, or Visual BASIC. Course may be repeated for different languages. Prerequisite: Either CSCI 160 or CIS 181. (With sufficient student demand)

CSCI 370 Computer Organization and Systems 3 hours
Fundamentals of computer organization and operating system concepts. Prerequisite: Either CSCI 160 or CIS 181. (Fall)

CSCI 372 Comparative Programming Languages 3 hours
Comparison of the features of several different programming languages with regards to syntax and semantics. Prerequisite: CSCI 161. (Fall, even years)

CSCI 380 Teaching Computer Science 3 hours
Objectives, methods, techniques, materials, software, and activities related to the teaching of computer science. Prerequisite: Admission to Teacher Education. (Fall)

CSCI 381 Practicum in Computer Science 1-3 hours
Experience in the use of computer hardware and software and the opportunity to observe and assist in the management of a computer laboratory. Prerequisite: CSCI 370 S/U grading. (By arrangement)

CSCI 404 Independent Study 1-3 hours
Individual study program to meet the needs of students interested in a particular area of computer science not included in the regular program. (By arrangement)

CSCI 407 Internship 3-12 hours
A course designed to give the student an opportunity to apply classroom learning to an on-the-job work experience. Internship positions may be anywhere (geographically). The positions must be related to the student's major or minor course of study. Internship credit is granted in a range of one to twelve credits per semester, and may be repeated up to a maximum of 24 hours. Application is made through Career Services. Prerequisites: the student should be of junior or senior standing, but should apply while a sophomore; cumulative grade point average of 2.50. S/U grading only. (Fall, Spring, Summer)

ECON 201 Principles of Microeconomics 3 hours
This is an introductory study of microeconomics. The course emphasizes the price system, market structure, resource allocation, and income distribution. (Fall, Spring)

ECON 202 Principles of Macroeconomics 3 hours
This is an introductory study of macroeconomics. The course emphasizes national income, fiscal and monetary theory and policy, unemployment, and inflation. (Fall, Spring)

ECON 261 Business Statistics 3 hours
The course introduces students to descriptive and inferential statistics. Topics include: probability, data collection methods, inferences about one or more population, tests of significance, tests of hypotheses, and regression. Prerequisite: CIS 105 (previously BVED 202) and MATH 103 or the equivalent. (Fall, Spring)

EDUC 127 Building Reading Power 2 hours
A course designed to improve the student's reading, study skills, and test-taking ability in order to help them better cope with college course reading assignments and requirements. (Fall, Spring)

EDUC 200 Introduction to Teaching (Elementary) 3 hours
EDUC 205 Introduction to Teaching (Secondary) 3 hours
An introductory course designed to prepare preservice students to become competent in making sound decisions as elementary/secondary school teachers. Students are introduced to the adopted teaching model and the requirements that must be met to successfully complete the teacher education program. Emphasis is placed upon the knowledge and skills needed during the three main phases of decision-making concerning learning experiences for students - planning, implementing, and evaluating. (Fall, Spring)

EDUC 210 Creative Activities 2 hours
A course designed to explore resources and to provide instruction, demonstration, and participation in a variety of practical art, music, and physical experiences for children of various ages in the elementary school. (Fall, Spring)

EDUC 220 Introduction to Experiential Learning 3 hours
A course designed to prepare future educational facilitators on the correct operation and procedures of the Kathryn Center's educational training programs (high and low ropes). Particular emphasis will be placed on sequencing adventure activities and creating classroom curriculum based on experiential learning. One weekend at the KCLL is required for successful course completion. Physical participation is required. (Fall)

EDUC 240 Educating Exceptional Students 2 hours
A study of the characteristics of the exceptional student. Educational adaptations and methods for the regular classroom teacher of the mainstreamed student are stressed. (Fall, Spring)

EDUC 283 Understanding Cultural Diversity in Education 2 hours
A multicultural study of the cultural, ethnic, linguistic, and developmental differences of students in the classroom.
EDUC 300 Educational Technology 3 hours
A study of the development and use of educational technology and appropriate computer software in the classroom. Special emphasis will be given to the distance education methods and the use of the computer and the internet as instructional devices in the classroom.  (Fall, Spring)

EDUC 305 Philosophy and Curriculum of Middle Level Education 3 hours
The course focuses on education foundations appropriate to middle level schools and essential to meeting the needs of young adolescents. It identifies and expands central ideas in the area of philosophy, historical background, curriculum, facilitation of learning, organizational practices, assessment, and planning. Prerequisite: Admission to Teacher Education.  (Spring, alternate years)

EDUC 315 Mathematics in the Elementary School 2 hours
A study of mathematical concepts, systems of numbers, ways of presenting these concepts, and understanding how arithmetical concepts are developed, expanded, and reinforced. Special emphasis will be on the impact of technology, problem solving, and mathematical reasoning. Prerequisite: MATH 202 and Admission to Teacher Education.  (Fall, Spring, Summer)

EDUC 320 Social Studies in the Elementary School 2 hours
A study of the content, methods, and materials for teaching elementary school social studies. The multicultural education theme is stressed. Global education, law-related education, critical thinking, and computer usage are supporting themes given major emphasis.  (Fall, Spring, Summer)

EDUC 321 Foundations of Reading Instruction 3 hours
An introductory course which provides the foundations of reading education. Emphasis is given to the following topics: the reading process, emergent literacy, word identification, vocabulary development, comprehension, reading instruction approaches, and reading/study skills. Teaching reading in the multicultural classroom is a major theme.  (Fall, Summer)

EDUC 322 Methods and materials of Language Arts Instruction I 3 hours
A course based upon the philosophy that the language arts are best taught as integrated modes. Topics of emphasis: planning, implementing, and evaluating language arts lessons; language acquisition; teaching grammar usage, oral language, listening, writing, handwriting, and spelling; developing language arts learning centers; and meeting the needs of culturally-diverse students. Prerequisites: EDUC 321 or taken concurrently with 321.  (Fall, Spring, Summer)

EDUC 323 Methods and materials of Language Arts Instruction II 3 hours
A course that concentrates on the teaching of reading but based upon the philosophy that the language arts need to be taught in an integrated manner. Topics of emphasis: whole language and literature-based approaches, teaching reading in the content areas, promoting reading as a lifelong activity, organizing and managing reading programs, diagnosis and correction of reading difficulties, and meeting the needs of culturally diverse students. Prerequisites: EDUC 321, 322, or concurrently with EDUC 322, and Admission to Teacher Education.  (Fall, Spring)

EDUC 327 Developing Reading Efficiency 2 hours
A course designed to provide advanced students an opportunity to improve their reading ability in vocabulary, comprehension, and rate. Prospective reading specialists will be given the opportunity to gain experience in the reading center environment.  (Summer)

EDUC 330 Children’s Literature 3 hours
A study of children’s literature with emphasis on the relationship of books to the basic needs of children. The importance of children’s literature as a support to all areas of the curriculum is stressed. New trends in literature, the evaluation of literacy and visual elements and the multicultural concept will be explored.  (Fall, Spring)

EDUC 335 Introduction to Early Childhood Education 4 hours
A course designed to provide students with the terminology and historical background related to the field of early childhood education. A study of growth and development of the child from birth to age eight with emphasis on developmentally appropriate practices. Parent involvement, play, and observation practices are also examined.  (Fall)

EDUC 337 Practicum (Pre-Kindergarten) 3 hours
A field experience in a pre-kindergarten setting. The student will be involved in all aspects of teaching in the pre-kindergarten classroom. Prerequisites: EDUC 335.  (Fall, Spring)

EDUC 340 Learning Disabilities 2 hours
A study of psychological and educational research findings pertaining to the child with a learning disability. Emphasis is given to current research, appropriate methodology, and behavior modification techniques.  (Spring)

EDUC 345 Emotionally Disturbed Child 2 hours
A study of the emotionally disturbed child in the public school classroom. Screening and identification procedures, methodology, treatment techniques and available resources are considered.  (Fall)

EDUC 350 Elementary School Practicum 2 hours
A classroom experience in a public or parochial elementary school classroom. Students work closely with an elementary school teacher in order to develop a greater understanding of teaching and the skills necessary to become an effective teacher. Prerequisite: Admission to Teacher Education.  (Fall, Spring)

EDUC 352 Culturally Diverse Practicum 1 hour
The purpose of this course is to provide preservice teachers an experience in a culturally diverse classroom. This experience will enable the preservice teacher to be better prepared to meet all student's needs and develop a greater understanding of how to work with students from various backgrounds and socioeconomic levels.

EDUC 355 Science Methods for Elementary Teachers 3 hours
A course designed to prepare prospective elementary teachers for effective teaching of science in elementary schools. Methods and materials will be introduced, practiced, and evaluated. Topics will include critical thinking and questioning techniques and designing effective lesson plans. Prerequisites: The completion of the elementary education science requirement and Admission to Teacher Education.  (Fall, Spring)
**EDUC 370 Craft Activities** 2 hours
A study of the methods and materials used in developing craft items for the elementary classroom. Projects include print making, bulletin boards, puppets, paper-mache, molding materials, models, paper craft, etc. Creative activities are stressed. Cross-referenced with ART 370. (Fall)

**EDUC 375 Teaching Reading in the Content Areas** 2 hours
A study of reading in the content areas. Methodology, organization of classroom, study skills, and strategies for dealing with the culturally different student are emphasized. (Fall, Spring)

**EDUC 390 Language Growth and Development** 2 hours
A study of the growth and development of the child from its first sounds to the sixth year. Emphasis is given to sub cultural language patterns, problems, and theories concerning the origins of language and the relationship of language to thought and culture. (Spring)

**EDUC 430 Diagnosis and Correction of Reading Difficulties** 3 hours
A course designed to increase teachers' knowledge and skills of how to be effective reading teachers. Emphasis is placed on the diagnosis of reading strengths and weaknesses and materials and techniques for corrective/remedial instruction. May be taken concurrently with EDUC 323. (Spring, Summer)

**EDUC 431 Practicum in Corrective Reading (Elementary)** 2 hours
**EDUC 432 Practicum in Corrective Reading (Secondary)** 2 hours
Provides an opportunity for the advanced student to gain first hand experience in public school remedial reading programs. Knowledge and skills concerning causes, diagnosis, and treatment of reading problems is put to practical use. Prerequisite: EDUC 321, 323, and 430. (Fall, Spring, Summer)

**EDUC 435 Kindergarten Education and Curriculum** 4 hours
A study of techniques and procedures for teaching in the kindergarten. Emphasis on the curriculum areas of social science, math, health, safety, expressive arts, and language arts will be explored. Materials and methods will be examined as well as organizational and management procedures appropriate to the preschool kindergarten child. (Spring)

**EDUC 450 Current Issues and Trends in Education** 2 hours
A study of the teaching profession including historical, philosophical, social, and psychological foundations of education. Aspects of school law and development in multicultural education are examined. Prerequisite: Admission to Teacher Education. (Fall, Spring, Summer)

**EDUC 470 Methods of Teaching in the Middle School** 3 hours
This course focuses on strategies used in exemplary middle school teaching that are appropriate for young adolescent learners. It provides students an opportunity to learn and develop the knowledge and skills necessary to achieve teaching competency. Prerequisite: EDUC 305 or permission of instructor and Admission to Teacher Education. (Spring, alternate years)

**EDUC 472 Current Trends in Reading Education** 2 hours
A course designed to provide preservice teachers an opportunity to become knowledgeable about the latest trends and issues in reading education. The primary source of information will be current issues of professional journals devoted to reading education. Prerequisites: EDUC 321, 322, and 323. (Alternate Spring Semesters, beginning 1995)

**EDUC 475 Student Teaching (Secondary)** 5 hours
This course involves observation, teaching, and other experiences related to teaching in the secondary school. Prerequisite: Admission to Teacher Education and Student Teaching. (Fall, Spring)

**EDUC 480 Student Teaching (Secondary)** 10 hours
The student in secondary education spends ten weeks of the senior year student teaching. The total experience includes observation, teaching, and related activities. Prerequisite: Admission to Teacher Education and Student Teaching. (Fall, Spring)

**EDUC 485 Student Teaching (Elementary)** 5 hours
The course involves observation, teaching, and other experiences related to teaching in the elementary school. Prerequisite: Admission to Teacher Education and Student Teaching. (Fall, Spring)

**EDUC 490 Student Teaching (Elementary)** 5 hours
The student in elementary education spends ten weeks of the senior year student teaching. The total experience includes observation, teaching, and related activities. Prerequisite: Admission to Teacher Education and Student Teaching. (Fall, Spring)

**EDUC 491 Senior Portfolio** 1 hour
This course will assist the student developing the digital portfolio used to assess the student's completion of the VCSU requirements for Abilities and Skills. The course will address both technical application and content. (Fall, Spring)

**EDUC 492 Clinical Practice** 2-10 hours
A supervised Clinical Practice used in place of student teaching when the Clinical Practice can be used to satisfy the requirements for licensure. Pre-requisite: Approval of Director of Teacher Education. (Fall, Spring)

**EDUC 494 Independent Study** 1-4 hours
Directed study for the advanced student in selected topics in the field of elementary or secondary education. Prerequisite: Permission of the Division Chair. (Fall, Spring)

**EDUC 497 Internship** 3-12 hours
A course designed to give the student an opportunity to apply classroom learning to an on-the-job work experience. Internship positions may be anywhere (geographically). The positions must be related to the student's major or minor course of study. Internship credit is granted in a range of one to twelve credits per semester, and may be repeated up to a maximum of 24 hours. Application is made through Career Services. Prerequisites: the student should be of junior or senior standing, but should apply while a sophomore; cumulative grade point average of 2.50. S/U grading only. (Fall, Spring, Summer)
ENGL 100 Writing Skills 3 hours
A basic writing course which teaches elements of the essay. Special attention is given to the particular problems of the student. (Spring)

ENGL 110 College Composition I 3 hours
A composition course which introduces students to writing, rhetoric, critical thinking, and library orientation. Prerequisite: English ACT score of 14 or above, completion of ENGL 100, Writing Skills, or permission of Department Chair. (Fall, Spring)

ENGL 120 College Composition II 3 hours
A composition course which continues the development of skills begun in ENGL 110 with emphasis on research writing and documentation. Prerequisite: a "C" or better in ENGL 110 or satisfactory completion of ENGL 100, Writing Skills. (Fall, Spring)

ENGL 125 Introduction to Professional Writing 3 hours
A composition course which introduces the writing and research skills needed in business and technology fields. Emphasis is placed on technical organizational patterns, readability of texts, research methods, and proper documentation. Prerequisite: ENGL 110 (C or better). (Fall, Spring)

ENGL 205 Basic Grammar and Usage 3 hours
A thorough review of traditional grammar and standard usage. May not be used toward English major. (With Sufficient Student Demand)

ENGL 220 Introduction to Literature 3 hours
An introductory course in reading and discussing representative examples of poetry, drama, and fiction, with emphasis on the use of common literary terminology. May not be used to meet the English major literature requirements. (Spring)

ENGL 240 World Literature Masterpieces 3 hours
A study of representative cultural and literary materials from the ancient world to modern times. (Fall)

ENGL 261, 262 American Literature I & II 3 hours each
A survey of the principal authors and literary movements. ENGL 261 covers the literature to the end of the Civil War; ENGL 262, from the end of the Civil War to the present time. (Fall, Spring; even years)

ENGL 271 Literary Analysis I 3 hours
An introduction to traditional and contemporary approaches in the study of literature and fundamental skills required for the analysis of literary texts. (Spring, even years)

ENGL 300 Grammatical Analysis 3 hours
A practical course in grammatical construction and usage, including traditional, structural, and transformational descriptions. (Spring, even years)

ENGL 305 Writing Workshop 1 hour
A workshop course dealing with the forms of creative writing. Includes poetry, drama, fiction, and creative non-fiction. (Repeatable) (Fall, Spring)

ENGL 310 Advanced Composition 3 hours
An intensive study of prose composition, giving special attention to methodology and to the expository essay. (Spring, odd years)

ENGL 321, 322 English Literature 3 hours each
A survey of the principal authors and literary movements. ENGL 321 covers the literature through the 18th Century; ENGL 322, from the Romantic period to the present time. (Fall, Spring; odd years)

ENGL 330 Creative Writing 3 hours
The intensive study and practice of writing poetry, short stories, and nonfiction, with the goal of publishing a manuscript. Include the exploration of contemporary genres and writing techniques. Prerequisite: English 120 or 125. (Fall, even years)

ENGL 360 Literature in Translation 3 hours
A survey course designed to cover the development and use of the English language from its earliest time to the present and to explore affective behavior resulting from word use. (Fall, odd years)

ENGL 390A Methods of Teaching Communication Arts 3 hours
A practical study of the teaching of composition, with particular attention to the needs and concerns of the middle and secondary English teachers. Students will explore theories of teaching composition as well as theories regarding the assessment of composition. COMM 490b must be successfully completed prior to student teaching. Prerequisites: Admission to Teacher Education and EDUC 300. (Spring, odd years)
ENGL 491 Senior Portfolio 1 hour
This course will assist the student developing the digital portfolio used to assess the student’s completion of the VCSU requirements for Abilities and Skills. The course will address both technical application and content. (Fall)

ENGL 294, 394, 494 Directed Readings 1-3 hours
A course which deals with the individual study of a field of language or literature. May be taken only after consultation with and permission of the Department Chair. (By arrangement)

ENGL 497 Internship 3 – 12 hours
A course designed to give the student an opportunity to apply classroom learning to an on-the-job work experience. Internship positions may be anywhere (geographically). The positions must be related to the student’s major or minor course of study. Internship credit is granted in a range of one to twelve credits per semester, and may be repeated up to a maximum of 24 hours. Application is made through Career Services. Prerequisites: the student should be of junior or senior standing, but should apply while a sophomore; cumulative grade point average of 2.50. S/U grading only. (Fall, Spring, Summer)

FIN 350 Money and Banking 3 hours
A course designed to acquaint students with and to help them understand financial markets, institutions, and the Federal Reserve System. The course aims at training students to analyze and evaluate regulation of the financial system as well as monetary policy. Current issues in domestic and international financial systems are emphasized. Prerequisites: ECON 201 and ECON 202. (Fall, Spring)

FIN 375 Business Finance 3 hours
A course designed to study the acquisition, allocation, and management of funds within the business enterprise. Course topics include financial goals, funds flow, capital budgeting, asset management, and financing strategies. Also included is the application of financial theory to decision-making in the areas of financial analysis, planning, forecasting, budgeting, and working capital management. Problem solving and analysis is performed utilizing a spreadsheet software program. Prerequisites: MATH 103 or equivalent, CIS 105 (previously BVED 202) and ECON 261. (Fall, Spring)

FIN 380 Principles of Investments 3 hours
A course designed to provide the student with an understanding of the mechanics and principal problems of investing. Topics include the stock market, real estate, mutual funds, gold and collectibles. Prerequisite: FIN 375. (Spring)

GEOG 150 Principles of Geography 3 hours
This course is designed to study geography in a changing world, land-human relationships, the region, spatial interaction and mapping, and population resources, socioeconomic development, as well as the geography of global conflicts. (Spring 2004, Fall and Spring 2002-2003)

GEOG 262 Geography of North America 3 hours
A spatial approach to the development of the United States and Canada which stresses changing cultural landscapes and assessing impacts of planning for resource utilization. (Fall, odd years)

GEOG 315 Soil Science and Survey 4 hours
A systematic approach to acquaint the student with the morphology, genesis, classification, and field determination of major soil types. Lab work and field analysis are included. Cross-referenced as E&SS 315. (With sufficient student demand)

GEOG 352 Economic Geography 3 hours
The geographical basis for the production, exchange, and consumption of the earth’s resources and the relationships involved with people engaged in economic activity. (Spring, even years)

GEOG 363 Geography of Latin America 3 hours
A study of the population, resources, and geonomics of the individual countries in Latin America. (With sufficient student demand)

GEOG 364 Geography of Europe 3 hours
A study of Europe including Russia. This course will examine the physical environment of Europe and the social, political, and economic development of the continent. Prerequisite: Sophomore standing. (Spring, odd years)

GEOG 365 Russia and Her Neighbors 3 hours
An investigation of the past, present and future of the countries which were formerly part of the Union of Soviet Socialist Republics. Cross-referenced as HIST 365. (With sufficient student demand)

GEOG 391 Problems in Geography 3 hours
An environmentally focused course which uses primary and print/Internet secondary sources to investigate important earth science problems affecting North Dakota, the United States and the world. Working in groups, students will select, research, and present their findings on their earth science topics. (With sufficient student demand)

GEOG 492 Field Experience in Geography 4 hours
A flexible requirement providing the opportunity for students to study a variety of environments in the field and to gain experience in outdoor living. A special project or internship may be substituted with departmental approval. (Repeatable) Cross-referenced with E&SS 492. (Fall, even years)

GEOG 494 Independent Study 1-3 hours
Directed study and reading concerning a problem in geography selected by the student. Prerequisite: Permission of the Department Chair. (With sufficient student demand)

GEOG 499 Special Readings 1-3 hours
Designed for students who want instruction in subjects not covered in usual course offerings. Prerequisite: Consent of the instructor and approval by the Department Chair. (With sufficient student demand)

GEOL 100 Introduction to Earth Science 4 hours
A broad, non-quantitative survey of topics in geology, oceanography, meteorology, and astronomy. This course is a prerequisite for many upper division courses. Includes laboratory work. Cross-referenced with GEOG 100. (Fall, Spring)
GEOL 116 The Earth Through Time 4 hours
A lecture and laboratory course which provides an introduction to the earth through time; its origin, history, and the history and evolution of animal and plant life. The laboratory work involves studying fossils and interpreting geologic maps and stratigraphic columns. Prerequisite: GEOL/GEOG 100 (Spring, even numbered years)

GEOL 315 Soil Science and Survey 4 hours
A systematic approach to acquaint students with the morphology, genesis, classification, and field determination of major soil types. Lab work and field analysis are included. Cross-referenced with GEOG 315. (With sufficient student demand)

GEOL 391 Problems in Earth Science 3 hours
This is an environmentally focused research course that uses primary sources for information and print/Internet secondary sources to investigate important earth science problems affecting North Dakota, the United States, and the world. Working in groups and as individuals, students will select, research, and present their findings about their earth science topics. Cross-referenced with GEOG 391. (With sufficient student demand)

GEOL 394 Field Methods in Earth Science 1-4 hours
A flexible requirement providing an opportunity for students to study a variety of environments. A special project or internship may be substituted with departmental approval. Cross-referenced with GEOG 394. (Fall, even-numbered years)

GEOL 397, 497 Internship 3-12 hours
A course designed to give the student an opportunity to apply classroom learning to an on-the-job work experience. Internship positions may be anywhere (geographically). The positions must be related to the student’s major or minor course of study. Internship credit is granted in a range of one to twelve credits per semester, and may be repeated up to a maximum of 24 hours. Application is made through Career Services. Prerequisites: the student should be of junior or senior standing, but should apply while a sophomore; cumulative grade point average of 2.50. S/U grading only. (Fall, Spring, Summer)

HIST 100 Introduction to American History 3 hours
A survey of American history from colonial times to the present. This course may be used by Elementary Education majors to fulfill their social science requirement. (Fall, Spring)

HIST 103 U.S. to 1877 3 hours
A survey of U.S. History from the pre-Columbian era through 1877. The course will examine causes of European exploration and colonization, the American Revolution, and the Civil War. Topics to be discussed will include abolitionism, political, social, and economic development of the new nation, Manifest Destiny, and Reconstruction. (Fall)

HIST 104 U.S. to Present 3 hours
A survey of U.S. History from Reconstruction through the last decade. Attention will be given to social, economic and political history as well as the role of minorities and women in the development of modern American society. (Spring)

HIST 211 World Civilizations to 1500 3 hours
A survey of civilization to 1500 including a focus upon the early Middle East, Egypt, Rome, and Europe with attention to Asia, Africa, and South America. (Fall)

HIST 212 World Civilizations Since 1500 3 hours
A survey of civilization since 1500. Topics include the Reformation, Absolutism, the French Revolution, the Industrial Revolution, Colonialism, Nationalism, and 20th Century World History including that of Africa, Asia, and South America. (Spring)

HIST 220 North Dakota History 3 hours
A general study of North Dakota geography, government, and history from 1800 to the present. Special emphasis will be placed on the diversity of native and immigrant peoples. (Spring, odd years)

HIST 270 Native American Studies 2 hours
A multicultural study of American minority groups that concentrates on North Dakota Native Americans. Cross-referenced as SOC 270. (Fall, Spring)

HIST 300 Race, Ethnic, and Gender Relations 3 hours
The social-historical study of racial, ethnic, and gender relations. Cross-referenced as SOC 300. (Spring, even years)

HIST 320 History of the American West 3 hours
A study of the political, economic and social impact of the West upon the course of American history. (With sufficient student demand)

HIST 321 History of Ancient Greece and Rome 3 hours
A study of the political, economic, and social history of the two ancient foundations of Western Civilization. (With sufficient student demand)

HIST 325 History of England and Britain 3 hours
A study of the political, economic, and social history of England and Britain from ancient times to the present. (With sufficient student demand)

HIST 330 History of the Civil War Era (1850-1877) 3 hours
A study of the political, economic, and social causes and consequences of the Civil War era upon U.S. History. (With sufficient student demand)

HIST 365 Russia and Her Neighbors 3 hours
An investigation of the past, present, and future of the countries which were formally part of the Union of Soviet Socialist Republics. Cross-referenced as GEOG 365. (With sufficient student demand)

HIST 375 The U.S. Constitution: Federalism 3 hours
A narrative and case study of the development of the U.S. Constitution including U.S. Supreme Court decisions related to the development of Federalism in fact and theory. Cross-referenced as PSCI 375. (With sufficient student demand)

HIST 376 The U.S. Constitution: Civil Liberties 3 hours
A narrative and case study of the development of the U.S. Constitution including U.S. Supreme Court decisions related to the exercise of civil liberty in fact and theory. Cross-referenced as PSCI 376. (With sufficient student demand)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>HIST 380</td>
<td>The American Presidency</td>
<td>3 hours</td>
<td>A study of the development of the American presidency through time including representative presidential administrations, i.e., Washington, Jefferson, Jackson, Lincoln, Theodore Roosevelt, Wilson, Franklin D. Roosevelt, Truman, Eisenhower, Johnson, Nixon, Carter, Reagan, and Bush. Cross-referenced as PSCI 380. (With sufficient student demand)</td>
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<tr>
<td>HIST 385</td>
<td>History of Canada</td>
<td>3 hours</td>
<td>A study of the political, economic, and social history of Canada from the 17th century to the present. Special attention will be given to Canadian multiculturalism and to Canada's development within the British Empire. (With sufficient student demand)</td>
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<tr>
<td>HIST 400</td>
<td>Historiography</td>
<td>3 hours</td>
<td>A detailed and analytical examination of the evolution of the study of history through time. Special emphasis will be given to representative works of major historians. (Spring)</td>
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<tr>
<td>HIST 450</td>
<td>History of the U.S. Since 1950</td>
<td>3 hours</td>
<td>An in-depth study of the key social, political, and economic developments in the U.S. since 1950. Particular emphasis will be given to the Cold War, the counter-culture movements of the 1960s, the Civil Rights Movement, the emergence of a strong Women's Movement, the American War in Vietnam, and the conservative backlash of the 1980s. Issues of ethnocentrism, cultural diversity, and shifting demographic patterns will also be discussed. (With sufficient student demand)</td>
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<tr>
<td>HIST 460</td>
<td>History of Modern Europe</td>
<td>3 hours</td>
<td>An analytical study of European history and society since 1914. (With sufficient student demand)</td>
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<tr>
<td>HIST 465</td>
<td>The Contemporary World</td>
<td>3 hours</td>
<td>A study of the world since 1945, with particular emphasis on recent history. This course will encourage students to take a broader look at the world around them through the eyes of developing nations, emerging nation-states, and the global village concept, as represented by the vast array of information technologies available to the average person. Issues surrounding nuclear proliferation, apartheid, decolonization, international development, and the politics of oil will also receive special attention. (With sufficient student demand)</td>
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<tr>
<td>HIST 470</td>
<td>Topics in Non-Western History</td>
<td>3 hours</td>
<td>A study of selected areas of the world that lie outside of the preview of Western history. Special attention will be given to Africa, India, China, Japan, South America, or Asia. (With sufficient student demand)</td>
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<tr>
<td>HIST 485</td>
<td>International Study and Travel</td>
<td>3 hours</td>
<td>This course is designed to encourage student and/or community study and/or travel abroad. Students pursuing academic study outside of the U.S. may earn up to nine hours of credit over an academic year. Students and/or community members may earn 1-3 credits per term for travel abroad, depending upon departmental approval and evaluation. (With sufficient student demand)</td>
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<tr>
<td>HIST 490</td>
<td>Social Science Teaching Methods</td>
<td>3 hours</td>
<td>A study of methods used in teaching social science. Emphasis will be on techniques and sources of materials. Prerequisite: Admission to Teacher Education. (Fall)</td>
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<tr>
<td>HIST 491</td>
<td>Senior Portfolio</td>
<td>1 hour</td>
<td>This course will assist the student developing the digital portfolio used to assess the student’s completion of the VCSU requirements for Abilities and Skills. The course will address both technical application and content. (Fall, Spring)</td>
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<tr>
<td>HIST 492</td>
<td>Historical Research Methods</td>
<td>3 hours</td>
<td>A study of methodologies and sources historians use when conducting research. Students will conduct original research. (With sufficient student demand)</td>
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<tr>
<td>HIST 494</td>
<td>Independent Study 1-3 hours</td>
<td>1-3 hours</td>
<td>Directed reading and study in a selected area of history chosen by the student and instructor. Permission of the Department Chair and instructor are required. (With sufficient student demand)</td>
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<tr>
<td>HIST 497</td>
<td>Internship</td>
<td>3-12 hours</td>
<td>A course designed to give the student an opportunity to apply classroom learning to an on-the-job work experience. Internship positions may be anywhere (geographically). The positions must be related to the student’s major or minor course of study. Internship credit is granted in a range of one to twelve credits per semester, and may be repeated up to a maximum of 24 hours. Application is made through Career Services. Prerequisites: the student should be of junior or senior standing, but should apply while a sophomore; cumulative grade point average of 2.50. S/U grading only. (Fall, Spring, Summer)</td>
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<td>HIST 499</td>
<td>Special Topics and Readings</td>
<td>1-3 hours</td>
<td>Designed for students who want instruction in subjects not covered in usual course offerings. Prerequisite: Consent of the instructor and approval by the Department Chair. (With sufficient student demand)</td>
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<tr>
<td>HPER 100</td>
<td>Concepts of Fitness and Wellness</td>
<td>2 hours</td>
<td>A course designed for students of all ages that teaches the facts about exercise and physical fitness. This general education course combines lecture about the theory of exercise and health issues with laboratory and technology experiences to introduce the student to concepts of holistic living. It is highly recommended that students register for one of the following courses in the same semester (HPER 101, 102, 103). (Fall, Spring)</td>
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<tr>
<td>HPER 101</td>
<td>Aerobic Exercise (Fall, Spring)</td>
<td>1 hour each</td>
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<td>HPER 102</td>
<td>Aquacise (Fall, Spring)</td>
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<td>HPER 103</td>
<td>Walking/Jogging (Fall, Spring)</td>
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<td>HPER 109</td>
<td>Weight Training</td>
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<td>HPER 112</td>
<td>Baseball-Varsity (Spring)</td>
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<tr>
<td>HPER 113</td>
<td>Basketball-Varsity (Spring)</td>
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<tr>
<td>HPER 114</td>
<td>Cross Country-Varsity (Fall)</td>
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<tr>
<td>HPER 115</td>
<td>Football-Varsity (Fall)</td>
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<tr>
<td>HPER 117</td>
<td>Softball-Varsity (Spring)</td>
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<td>HPER 119</td>
<td>Track &amp; Field-Varsity (Spring)</td>
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<td>HPER 120</td>
<td>Volleyball-Varsity (Fall)</td>
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<tr>
<td>HPER 121</td>
<td>Golf/Bowling</td>
<td>1 hour</td>
<td>HPER 121 will include the teaching, practicing, and participation in the recreational activities of golf and bowling. (Fall)</td>
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<td>Course Code</td>
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<tr>
<td>HPER 123 Racquet Sports</td>
<td>1 hour HPER 123 will include the teaching of, practicing of, and participation in the following three racquet sports: Badminton, Tennis and Racquetball. (Spring)</td>
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<tr>
<td>HPER 207 Prevention and Care of Athletic Injuries</td>
<td>2 hour Methods of prevention and caring for the various types of injuries received in activities. The course includes a study of prevention, treatment, and rehabilitation for common athletic injuries from a coach’s perspective. The course includes a unit on athletic taping techniques and instruction in the universal precaution of AIDS and other infectious diseases. (Fall, Spring)</td>
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<tr>
<td>HPER 208 Introduction to Physical Education</td>
<td>2 hours The nature and scope of physical education by means of a critical examination of sport, play, exercise, and dance. The course is designed to provide historical foundations for physical education as a profession and for sport as a part of physical education. Special attention is focused on the role of physical education within the total educational program. (Fall)</td>
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<tr>
<td>HPER 210 First Aid &amp; CPR</td>
<td>2 hours Instruction and laboratory practice in first aid procedures, including CPR. A practical course in emergency first aid training and CPR using methods developed by the American Red Cross. Study of accident prevention and procedures used to promote general safety. (Fall, Spring)</td>
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<tr>
<td>HPER 300 Drug Education and Information</td>
<td>2 hours This course covers basic information about substances including the use, misuse, and abuse of drugs. The impact of drugs on society is presented along with a discussion of the most effective approaches used in promoting the responsible use of chemical substances. (Fall)</td>
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<tr>
<td>HPER 301 Philosophy and Application of Football Coaching</td>
<td>2 hours Fundamentals, individual and team offense and defense, offensive and defensive team strategy. Develop coaching philosophy and knowledge of liability and coaching ethics. (Fall)</td>
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<tr>
<td>HPER 302 Philosophy and Application of Basketball Coaching</td>
<td>2 hours Fundamentals, individual and team offense and defense, offensive and defensive team strategy. (Spring)</td>
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<tr>
<td>HPER 303 Philosophy and Application of Volleyball Coaching</td>
<td>2 hours A course which offers instruction in the offensive and defensive strategy and the practical application of fundamental skills and skill drills for playing volleyball. (Fall)</td>
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<tr>
<td>HPER 304 Philosophy and Application of Baseball/Softball Coaching</td>
<td>2 hours Fundamentals, individual position play, offensive and defensive team strategy. Develop coaching philosophy and knowledge of liability and coaching ethics. (Spring)</td>
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<tr>
<td>HPER 305 Philosophy and Application of Track and Field Coaching</td>
<td>2 hours The basics of coaching track and field are covered in this course through demonstration, practice, and video analysis. (Spring)</td>
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<tr>
<td>HPER 315 Elements of Health</td>
<td>3 hours The course consists of the principles of nutrition with respect to basic body needs; nutrients and foods needed to satisfy those needs; and when nutrient intake is adequate, deficient, or excessive. The disease prevention and control part of the course will discuss the host-agent-environment interaction process along with the causes of disease, measures for their prevention and specific disease etiology. (Spring)</td>
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<tr>
<td>HPER 320 First Aid &amp; CPR Instructor Certification</td>
<td>2 hours Course in Instructor Training for First Aid &amp; CPR, using American Red Cross methods of instruction. Course will include instruction, lesson planning, laboratory experience, teacher presentation and testing. Students will assist the Instructor Trainer in HPER 210 and upon successful completion of the course the student will receive American Red Cross Instructor certification in First Aid and Cardiopulmonary Resuscitation (CPR.) (Fall, Spring)</td>
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<tr>
<td>HPER 324 Athletic Training III</td>
<td>2 hours REHABILITATION TECHNIQUES — Athletic injury rehabilitation. (Fall)</td>
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<td>HPER 325 Physical Education in the Elementary Grades</td>
<td>3 hours Basic Skills in tumbling, rhythmic activities and elementary dances and all basic locomotor, non-locomotor, and manipulative skills. (Fall)</td>
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<tr>
<td>HPER 328 Therapeutic Exercise</td>
<td>3 hours Course in basic posture, body alignment, muscle testing, cardiac rehabilitation and measurement, and exercise. (Alternate Spring Semesters, odd years)</td>
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<td>HPER 338 Modern Sports Officiating</td>
<td>2 hours A study of officiating requirements, mechanics, understanding and interpreting the spirit and intent of the rules in today’s sports. The sports include: baseball, softball, basketball, football, track and field, soccer, volleyball, and wrestling. (Fall, Spring)</td>
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<tr>
<td>HPER 348 Scientific Principles of Exercise and Work</td>
<td>3 hours Designed to familiarize prospective coaches with the background necessary to successfully analyze and critique human body movement and also with the information needed to positively affect the body’s response to exercise. (Spring)</td>
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<tr>
<td>HPER 358/359 Applied Anatomy, Physiology and Human Performance</td>
<td>8 hours This course is designed to be a cooperative learning experience in understanding the structure and function of the human body and its application to human movement exercise physiology. HPER 358 and 359 will not satisfy the hours required for the pre-professional students planning to enter the field of science or elementary education majors. (Fall, Spring - Year Long)</td>
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HPER 360 Teaching Individual/Dual Activities 3 hours
Instruction, practice and techniques in teaching fundamentals of individual/dual activities. Activities include archery, badminton, tennis, golf, activities, and secondary dances. (Fall, Spring)

HPER 361 Teaching Team Activities 2 hours
Instruction, practice and techniques in teaching fundamentals of team activities. Activities include basketball, flag football, korfball, lacrosse, soccer, softball, team handball, and volleyball. (Fall, Spring)

HPER 370 Human Sexuality 2 hours
A study of the role and meaning of human sexuality in relations to oneself as well as in all interrelationships with other people. HPER 370 includes a study of anatomy and physiology of the reproductive system, human sexual response, process and role of identity, sexual value systems, contraception, and the importance of sexuality in preparation for family living. (Fall)

HPER 400 Current Issues in Community Health 2 hours
Identification of community or public-health problems and the educational as well as environmental measures used for their prevention and control. Emphasis will be on the principles involved in public health planning and current health issues in our society. (Fall)

HPER 410 Administration of Health, Physical Education and Athletics 2 hours
A study of administrative philosophy and techniques in administering physical education, health, and athletic programs. The course also includes the principles of financial management, personnel management, and legal aspects. (Fall)

HPER 420 Recreation and Leisure in Modern Society 2 hours
A general course to acquaint the student with the meaning, problems and scope of the recreation and leisure industry. We will provide an introduction to the history, philosophy and principles of recreation and the agencies providing recreation programs. An investigation into the professional employment opportunities in recreation including: commercial and tourism, inclusive and special recreation, therapeutic recreation service, community, state, federal and private recreation. The course will also provide insight into facility and personnel development, management and programming.

HPER 424 Athletic Training IV 3 hours
RESEARCH AND TEAM RESPONSIBILITIES—A year long class reinforcing athletic training skills in preparation for the national certification examination. Students will complete a year long research project. (Must register Fall and Spring for a total of 6 hours.) (Fall, Spring)

HPER 425 Sociological/Psychological Aspects of Sport and Physical Education 2 hours
An upper-level course that combines the social sciences of sociology and psychology in the sport setting. Sociology units include sport and racism, politics, economics, religion, and societal pressures. Psychology units include learning processes, motivation, mental preparation, and communication skills. Cross-referenced with SOC 425. (Fall, Spring)

HPER 440 Special Physical Education and Motor Learning 3 hours
Methods of teaching the handicapped or exceptional student taking physical education. There is an emphasis on activities for the mentally retarded and the teaching of Motor Learning concepts. (Fall, Spring)

HPER 490A Methods, Curriculum and Assessment of Health and Physical Education 4 hours
A study of curriculum and methods used in promoting contemporary health and physical education programs that will enable the prospective teacher to understand, teach, and assess the significance of those programs. The class includes a practicum experience in which students are assigned to area public school health and physical education classes. Prerequisites: HPER 325, 360 and 361. (Fall, Spring) [Formerly HPER 451]

HPER 490B Practical Application of Methodology in the Health and Physical Education Classrooms 2 hours
Students will research new activities, create lesson plans, and complete a schedule for four practicum experiences in Health (secondary) and Physical Education (K-12). The students and instructor will assess the success of these lessons and reflect upon ways to improve the completed lessons. (Fall, Spring) [Formerly HPER 451]

HPER 491 Senior Portfolio 1 hour
This course will assist the student developing the digital portfolio used to assess the student’s completion of the VCSU requirements for Abilities and Skills. The course will address both technical application and content. (Fall, Spring)

HPER 497 Internship 3-12 hours
A supervised coaching experience. Students arrange for their own experience with the approval of the course instructor. Experience must be documented by keeping a daily log. Prerequisites: HPER 207 and HPER 210. (Fall, Spring, Summer)

HPER 498 Coaching Practicum [HPER 490] 2 hour
A supervised coaching experience. Students arrange for their own experience with the approval of the course instructor. Experience must be documented by keeping a daily log. Prerequisites: HPER 207 and HPER 210. (Fall, Spring)

HPER 499 Directed Readings/Special Topics 1-4 hours
Students will complete projects that will aid in their professional growth. (Fall, Spring)

HUM 201 Civilization, Thought, & Literary Heritage 3 hours
A course that provides a chronological framework for the exploration of Western culture within a global context, emphasizing a humanistic approach to history, religion, philosophy, and literature. (Fall, Spring)
HUM 202 Fine Arts and Aesthetics 3 hours
A course designed to acquaint the student with the development of music and the visual arts within the context of world civilization and to develop aesthetic responsiveness. (Fall, Spring)

LMIS 250 Introduction to Libraries & Information Science 2 hours
An introduction to the types of libraries, their organization, services, and standards and an introduction to current library issues including technology. Recommended as the first course in Library Media & Information Science. (Fall)

LMIS 350 Young Adult Literature and Media 3 hours
An appraisal of library materials suitable for young people which is correlated with a study of adolescents, their interests and their environment. (Fall, even years)

LMIS 360 Media Collection Development 3 hours
A course covering basic principles of evaluation and selection of library materials, study and practice in the use of selection aids, and reading and evaluation of print and non-print materials. Prerequisite: LMIS 250 or permission of instructor. (Spring, odd years, alternates with LMIS 430)

IT 312 Methods of Teaching with Instructional Delivery Systems 3 hours
The focus of the course is on applying instructional methods to creating and using instructional systems across the curriculum. Instructional systems examined include videotape, educational television, web-based delivery, computer-managed instruction and interactive television. (Fall)

IT 412 Administration of Instructional Technology 3 hours
Examines the duties and responsibilities of the technology coordinator to include evaluation, inventory and maintenance of software and hardware, planning, and budgeting and strategies for faculty development. Prerequisite: Junior or Senior status. (Spring)

IT 492 Practicum in Instructional Technology Services 4 hours
Students will work with a university or public school teacher or a professional technology coordinator to implement instructional technology or otherwise provide typical technology coordinator services. A completed Special Topics form is required for enrollment. (By arrangement)

IT 497 Internship 3-12 hours
A course designed to give the student an opportunity to apply classroom learning to an on-the-job work experience. Internship positions may be anywhere (geographically). The positions must be related to the student’s major or minor course of study. Internship credit is granted in a range of one to twelve credits per semester, and may be repeated up to a maximum of 24 hours. Application is made through Career Services. Prerequisites: The student should be of junior or senior standing, but should apply while a sophomore; cumulative grade point average of 2.50. S/U grading only. (Fall, Spring, Summer)

LMIS 365 Cataloging and Classification of Media Collections 4 hours
Principles of cataloging and classifying for school library media centers and small public libraries. The course provides principles of and practical experience in descriptive cataloging, providing access, analyzing subjects, and classifying. Introduces MARC format, OCLC, and computerized aids in providing technical services to small libraries. Prerequisite: LMIS 250 or permission of the instructor. (Spring, odd years, alternates with LMIS 370)

LMIS 370 Reference Sources and Services 3 hours
A basic course in reference services with emphasis on conducting a reference interview and demonstrating a knowledge of reference tools. (Spring, even years, alternates with LMIS 365)

LMIS 430 Administration of the School Library Media Center 3 hours
A study of the objectives and functions of a media center and the principles of management applied to the development and operation of a media program. Consideration is given to teacher-librarian relationships and planning for teaching library skills. (Spring, even years, alternates with LMIS 360)

LMIS 460 Practicum 2 hours
Supervision in all phases of library service. Prerequisites: Completion of eight hours of Library Media & Information Science courses and permission of director of the program. (Fall, Summer)

LMIS 494 Directed Studies 1-3 hours
Directed study for the advanced student in selected topics in the field of Library Media & Information Science. Prerequisite: Permission of director of the program. (Fall, Summer)

MATH 099 Beginning Algebra 3 hours
Use computer software (Excel) to understand and solve problems that facilitate connection among equations, tables, and graphs. Emphasis on linear functions, quadratic functions, systems of linear equations, and on powers and roots. Not open to students having credit in MATH 102, or any math course numbered above MATH 102. For students with little or no background in algebra. Does not satisfy any graduation requirement. (Spring, With Sufficient Demand)

MATH 102 Intermediate Algebra 4 hours
Properties of the real number system, factoring, linear and quadratic functions, polynomials and rational expressions, inequalities, systems of equations, exponents and radicals, quadratic equations. (Fall, Spring)

MATH 103 College Algebra 4 hours
Applications of quadratic equations, relations and functions, equations and inequalities, complex numbers, polynomial, rational, exponential and logarithmic functions, systems of equations, matrices and determinants, sequences and summation. (Fall, Spring)
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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>MATH 105</td>
<td>Plane Trigonometry</td>
<td>3 hours</td>
<td>MATH 103 or permission of instructor. (Spring, odd years)</td>
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<tr>
<td>MATH 107</td>
<td>Precalculus</td>
<td>3 hours</td>
<td>MATH 103 or permission of instructor. (Spring, even years)</td>
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<tr>
<td>MATH 146</td>
<td>Applied Calculus I</td>
<td>3 hours</td>
<td>MATH 103 or permission of instructor.</td>
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<tr>
<td>MATH 165, 166, 265</td>
<td>Analytic Geometry and Calculus I, II, III</td>
<td>4 hours</td>
<td>MATH 105 or permission of instructor. (165-Fall, 166-Spring, 265-Fall)</td>
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<tr>
<td>MATH 266</td>
<td>Differential Equations</td>
<td>3 hours</td>
<td>MATH 265. (Spring, alternate years)</td>
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<tr>
<td>MATH 277</td>
<td>Mathematics for Elementary Teachers I</td>
<td>4 hours</td>
<td>MATH 277 or permission of instructor. (Fall, Spring)</td>
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<tr>
<td>MATH 278</td>
<td>Mathematics for Elementary Teachers II</td>
<td>4 hours</td>
<td>MATH 277 or permission of instructor. (Spring, alternate years)</td>
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<tr>
<td>MATH 300</td>
<td>Symbolic Logic</td>
<td>1 hour</td>
<td>MATH 103 or permission of instructor.</td>
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<tr>
<td>MATH 311</td>
<td>College Geometry I</td>
<td>2 hours</td>
<td>MATH 105 or permission of instructor.</td>
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<tr>
<td>MATH 312</td>
<td>College Geometry II</td>
<td>3 hours</td>
<td>MATH 311. (Spring)</td>
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<tr>
<td>MATH 321</td>
<td>Probability and Statistics</td>
<td>3 hours</td>
<td>A first course in mathematical probability including combinatoric techniques,</td>
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<td>concepts of a sample space, expected value, random variables and their</td>
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<td>distributions, and topics in statistical inferences.</td>
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<td>Prerequisite: MATH 103 or permission of instructor. (Fall)</td>
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<tr>
<td>MATH 322</td>
<td>Statistics</td>
<td>3 hours</td>
<td>Continuation of MATH 321. Topics include distribution functions and</td>
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<td>their properties, inferences from sample means, significance tests and</td>
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<td>confidence limits, tests of hypotheses, regression, correlation,</td>
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<td>Markov chains, and their applications in statistical inference.</td>
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<td>Prerequisite: MATH 321. (Spring)</td>
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<tr>
<td>MATH 330</td>
<td>Linear Algebra and Matrices</td>
<td>3 hours</td>
<td>An introduction to linear algebra which will include matrix algebra,</td>
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<td>linear systems, the notion of a vector space, and linear transformations</td>
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<td>and their matrix representations.</td>
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<td>MATH 340</td>
<td>Algebraic Structures</td>
<td>3 hours</td>
<td>Sets, mappings, relations, and operations; axiomatic development of</td>
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<td>familiar algebraic systems; examples and basic algebraic properties</td>
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<td>of groups, rings and fields.</td>
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<td>MATH 400</td>
<td>History of Mathematics</td>
<td>2 hours</td>
<td>An introduction to the history of mathematics. Topics include informal</td>
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<td>origins, mathematics before 1650 and mathematics after 1650.</td>
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<td>(Spring, alternate years)</td>
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<tr>
<td>MATH 410</td>
<td>Advanced Calculus</td>
<td>2 hours</td>
<td>This course examines the basic concepts of calculus from an advanced point</td>
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<td>of view. Topics will be selected from sequences, limit, continuity,</td>
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<td>differentiation, integration, infinite series, power series, and</td>
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<td>Fourier series. Prerequisite: MATH 265. (Spring, alternate years)</td>
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<tr>
<td>MATH 420</td>
<td>Mathematical Modeling and Applications</td>
<td>3 hours</td>
<td>This course provides a background for teaching and applying mathematical</td>
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<td>thinking to real-world problems by constructing and using mathematical</td>
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<td>models. Prerequisite: MATH 330.</td>
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<tr>
<td>MATH 490</td>
<td>Teaching Secondary School Mathematics</td>
<td>3 hours</td>
<td>Understand and apply content topics, which align with NCTM Standards, to</td>
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<td>projects, presentations, activities, and reports. Course topics include</td>
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<td>current issues, ar of teaching, learning, curricular materials, alternative</td>
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<td>assessment, bias, equity, standards, and technology.</td>
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<td>Prerequisite: Admission to Teacher Education. (Fall)</td>
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<td>MATH 491</td>
<td>Senior Portfolio</td>
<td>1 hour</td>
<td>This course will assist the student developing the digital portfolio used</td>
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<td>to assess the student’s completion of the VCSU requirements for Abilities</td>
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<td>and Skills. The course will address both technical application and content.</td>
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<td>(Fall, Spring)</td>
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<tr>
<td>MATH 494</td>
<td>Independent Study</td>
<td>1-3 hours</td>
<td>Individual study program to meet the needs of students interested in a</td>
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<td>particular area of mathematics not included in the regular program.</td>
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MATH 497 Internship 3-12 hours
A course designed to give the student an opportunity to apply classroom learning to an on-the-job work experience. Internship positions may be anywhere (geographically). The positions must be related to the student’s major or minor course of study. Internship credit is granted in a range of one to twelve credits per semester, and may be repeated up to a maximum of 24 hours. Application is made through Career Services. Prerequisites: the student should be of junior or senior standing, but should apply while a sophomore; cumulative grade point average of 2.50. S/U grading only. (Fall, Spring, Summer)

MGMT 330 Principles of Management 3 hours
A study of management and organizational theory with special attention given to the functions of planning, organizing, leading, and controlling in business organizations. (Fall, Spring)

MGMT 350 Quantitative Analysis and Operations Management 3 hours
This course is designed to provide students with a balanced blend of behavioral application and quantitative analysis as they relate to planning, organizing, and controlling activities that create goods and services. Prerequisites: ECON 261, MGMT 330 and CIS 105 (previously BVED 202). (Spring)

MGMT 425 Human Resources Management 3 hours
A study of personnel management including HRM planning, labor law, job analysis, recruitment, selection, evaluation, compensation, benefits, training, discipline, safety/health, and international labor issues. Prerequisite: MGMT 330 and upper-level standing or approval of instructor. (Fall)

MGMT 426 Labor Relations 3 hours
A study of industrial relations that examines the three basic steps in the labor relations process: establishing representation rights, negotiating contract terms and conditions of employment, and the administration of such terms through contract grievance procedures. Prerequisite: MGMT 425 and upper-level standing or approval of instructor. (Spring)

MGMT 430 Organizational Behavior 3 hours
An interdisciplinary study of behavior in the work environment to improve skills in leadership, motivation, and communication. Prerequisite: MGMT 330 and upper-level standing or approval of instructor. (Fall, Spring)

MGMT 460 International Business 3 hours
A study of the international dimensions of business: global business environment (economic, cultural, legal, political) and international business functions (management, marketing, finance, exporting, importing). (Fall)

MGMT 480 Business Policy 3 hours
A case-study lecture course that integrates the knowledge acquired in the functional areas of marketing, human resource, production/operations, and finance. MGMT 480 focuses on strategic management processes including Total Quality Management and topics such as business ethics and international markets. Prerequisite: Senior standing and completion of the remainder of the Business Administration core. (Fall, Spring)

MGMT 485 Entrepreneurship 3 hours
A review of the application of business policies and procedures to the small business environment. MGMT 485 includes the basic steps in creating, building, operating and selling an enterprise. Prerequisites: ACCT 202, 305, 330, 335, 340, and senior standing or approval of instructor. (Fall, Spring)

MGMT 498 International Experience 6-12 hours
A course designed to give the student an opportunity to apply classroom learning in a foreign setting. The experience must be approved by the Chairperson of the Division of Business at VCSU and must be related to the student’s area of study. The experience is granted in a range of six to twelve credits per semester with a maximum of twelve hours available. Application is made through the Division of Business. Prerequisites: the student should be of junior or senior standing; have a cumulative grade point average of 2.50 or better; and complete MGMT 460. S/U grading only. (Fall, Spring, Summer)

MRKT 302 Multimedia Applications 2 hours
This course is designed to provide students with the concepts and skills in producing effective multimedia presentations by incorporating graphics/images, sound, music, and video. (Fall, Spring)

MRKT 305 Principles of Marketing 3 hours
An analysis of the activities involved in facilitating the exchange of things of value. Topics range from business ethics to post-purchase service. (Fall, Spring)

MRKT 320 E-Commerce 3 hours
This course provides instruction on Front/Back office applications utilized by business in the management of Intra/Internet commerce. Prerequisite: ACCT 370. (Spring)

MRKT 405 Retail Management 3 hours
Principles and concepts underlying the managerial functions of the retailer. Prerequisite: MKRT 305 or consent of instructor. (Spring)

MRKT 415 Marketing Research and Information 3 hours
Study of the role of research in decision-making and the basics of scientific research, including preparation of research proposals, design of data collection, instruments, data analysis, interpretation and reporting. Prerequisite: ECON 261, MKRT 305., and upper-level standing or approval of instructor (Spring)
MUS 101 Music Fundamentals 3 hours
The study of fundamental music skills: reading notes, scales, and chords; listening skills; and music terminology. Open to all students. (Spring) [Formerly MUS 100]

MUS 109, 110 Music Theory I, II 3 hours each
A sequence designed to develop the basic musicianship skills required to analyze, to read, to write, and to perform music. These courses will use portfolios to document work and to demonstrate competencies through activities specifically designed to set goals and objectives for individualized learning, and to apply concepts to real musical situations. Prerequisite: MUS 101 or score of 70% on theory placement examination. Corequisites: MUS 121, 122 (109-Fall, 110-Spring) [Formerly MUS 101, 102]

MUS 111, 112, 211, 212 Class Piano 1 hour each
This course sequence supplements music theory with class instruction in an electronic piano laboratory. Activities include sight-reading, transposing, improvising, score-reading, accompaniment coaching, ensemble playing, keyboard harmony, and keyboard facility. Placement in first or second year classes is determined by keyboard background. Prerequisite: Permission of the instructor. (111 and 211-Fall; 112 and 212-Spring)

MUS 121, 122 Aural Skills I, II 1 hour each
Companion courses to Music Theory I and II that run concurrently on alternate days. The courses develop the visual and aural skills of the student using notation: rhythm and meter exercises; singing in scale degrees and solfege; score reading; improvisation; harmonization; and melodic, rhythmic, and harmonic dictation. Corequisites: MUS 109-110. (121-Fall, 122-Spring)

MUS 131 Concert Choir 1 hour
The study, rehearsal, and performance of music for larger choral ensembles. The choir presents both on- and off-campus concerts throughout the year. Open to all students with prior experience or by permission of the instructor. May be repeated for credit. (Fall, Spring)

MUS 132 University Singers 1 hour
A course designed to expand individual and group musicianship and vocal skills through the study, rehearsal, and performance of chamber music, madrigals, and contemporary popular music, including vocal jazz. The group presents both on- and off-campus concerts throughout the year. Open to all students by permission of the instructor. May be repeated for credit. MUS 132 may not be substituted by music education majors for MUS 131. (Fall, Spring)

MUS 141 Concert Band 1 hour
The study and performance of fine quality symphonic wind and percussion literature. The group presents concerts on-campus and tours annually. Band members also perform for home football and basketball games as members of the VCSU Viking Pep Band. Open to all students by permission of the instructor. May be repeated for credit. (Fall, Spring)

MUS 142 Jazz Ensemble 1 hour
A study and performance of big band music from the blues to modern jazz. The band presents concerts on-campus and tours each season. Open to all students by permission of the instructor. May be repeated for credit. MUS 142 may not be substituted by music education majors for MUS 141. (Fall, Spring)

MUS 152 Piano Ensembles 1 hour
The study, rehearsal, and performance of music for all types of piano ensembles. Admission is by permission of the instructor. May be repeated for credit. (Fall, Spring)

MUS 153 Accompanying 1 hour
Studio accompanying during one private lesson and one studio class weekly, as well as in the lessons, studio classes, recitals, and/or juries of various student performers. Admission is by permission of the instructor. May be repeated for credit. (Fall, Spring)

MUS 162 Percussion Ensembles/Steel Drum Band 1 hour
The study and performance of percussion music representing various style periods. Admission is by permission of the instructor. May be repeated for credit. (Fall, Spring)

MUS 163 Handbell Choir 1 hour
The study, pedagogy, rehearsal, and performance of music for Handbell Choir. This ensemble serves as a basic preparation for leading Handbell Choirs. Admission is by permission of instructor. May be repeated for credit. (Fall, Spring)

MUS 164 Vocal Class 1 hour
The fundamentals of vocal production for students with little or no previous vocal training, intended as a preliminary to individual applied study. Vocal secondaries may substitute MUS 170 for one semester of MUS 171. (Fall, Spring)

MUS 170 Voice Class 1 hour
The fundamentals of vocal production for students with little or no previous vocal training, intended as a preliminary to individual applied study. Vocal secondaries may substitute MUS 170 for one semester of MUS 171. (Fall, Spring)

MUS 171 Opera Class 1 hour
The study, rehearsal, and performance of music specific to opera, oratorio, and musical theatre. Admission is by permission of instructor. May be repeated for credit. (Fall, Spring)

MUS 172 Opera Ensembles 1 hour
The study and performance of brass music representing various style periods. Admission is by permission of the instructor. May be repeated for credit. (Fall, Spring)

MUS 180 Woodwind Ensembles 1 hour
The study and performance of woodwind music representing various style periods. Admission is by permission of the instructor. May be repeated for credit. (Fall, Spring)

MUS 185 Jazz Improvisation 1-2 hours
The development of the ability to improvise music based upon a variety of chord structures. Instruction is in individual lessons or small groups. May be repeated for credit. (Fall, Spring)

MUS 200 Concert Attendance 0 hours
All music majors and minors enroll in Concert Attendance for the duration of the program. Exceptions are made only for students who are practice teaching, or for majors or minors who have completed all program requirements. (Fall, Spring)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 201, 202</td>
<td>Music Theory and Aural Skills III, IV</td>
<td>3 hours</td>
<td>The study of harmonic and contrapuntal procedures used in Western music from 1500 to the present. Emphasis is placed on formal structure, style characteristics, visual and aural analysis, and part-writing. Prerequisites: MUS 109, 110, 121, and 122, or permission of the instructor. (201-Fall, 202-Spring 2003-2004 and alternate years)</td>
</tr>
<tr>
<td>MUS 215</td>
<td>Basic Conducting</td>
<td>2 hours</td>
<td>A study of the basic conducting techniques used by vocal and instrumental directors. Course includes the study of basic conducting gestures, interpretation, score preparation, and historical styles. Prerequisite: MUS 110. (Fall) [Formerly MUS 303]</td>
</tr>
<tr>
<td>MUS 231</td>
<td>Diction for Singers I</td>
<td>1 hour</td>
<td>This course provides a detailed study of the pronunciation and articulation of sung Italian andEnglish using the International Phonetic Alphabet (IPA) as a tool for identifying and transcribing individual sounds. Prerequisite: 2 semesters of MUS 171. (Fall 2003 and alternate years)</td>
</tr>
<tr>
<td>MUS 232</td>
<td>Diction for Singers II</td>
<td>1 hour</td>
<td>This course provides a detailed study of the pronunciation and articulation of sung French and German using the International Phonetic Alphabet (IPA) as a tool for identifying and transcribing individual sounds. Prerequisite: MUS 231. (Spring 2004 and alternate years)</td>
</tr>
<tr>
<td>MUS 241</td>
<td>Music in the Elementary Classroom</td>
<td>3 hours</td>
<td>A course designed to familiarize future teachers with methods and materials to integrate music into the traditional classroom setting. State and national standards for art education will guide activities in order to enhance and support the elementary curriculum. (Fall)</td>
</tr>
<tr>
<td>MUS 301</td>
<td>Scoring and Arranging</td>
<td>2 hours</td>
<td>A study of the technique of scoring and arranging for instrumental and vocal ensembles in the public school. Attention is given to arranging and composing for ensembles with limited instrumentation. Students will complete several scoring assignments with hand manuscript, the latest computer scoring systems, and programmable synthesizer. Prerequisite: MUS 110. (Fall 2003 and alternate years)</td>
</tr>
<tr>
<td>MUS 302</td>
<td>Advanced Scoring and Arranging</td>
<td>2 hours</td>
<td>This course provides an advanced knowledge of scoring and arranging for band, jazz band, and vocal ensemble. Special attention is given to contemporary styles and the development of a personal compositional style. One private lesson per week. Prerequisite: MUS 301 and permission of instructor. (Fall, Spring)</td>
</tr>
<tr>
<td>MUS 303</td>
<td>Instrumental Conducting &amp; Literature</td>
<td>2 hours</td>
<td>Conducting Techniques for instrumental literature. Score preparation and interpretation in various historical styles. Review of rehearsal techniques and conducting of live ensembles. Prerequisite: MUS 215 (Spring) [formerly MUS 401]</td>
</tr>
<tr>
<td>MUS 304</td>
<td>Choral Conducting and Literature</td>
<td>2 hours</td>
<td>Conducting techniques for choral literature. Score preparation and interpretation in various historical styles. Review of rehearsal techniques and conducting of live ensembles. Prerequisite: MUS 215. (Fall) [formerly MUS 402]</td>
</tr>
<tr>
<td>MUS 311, 332</td>
<td>Music History and Literature</td>
<td>3 hours</td>
<td>A survey of the history and literature of music from the beginning of Western Civilization through the present day including the study of music and instruments from the other cultures across the world. Courses stress the development of musical styles, forms, and media through visual and aural analysis of representative compositions. These compositions are studied in the context of their respective social-cultural epochs. It is recommended that the student complete HUM 202 prior to enrolling in 331. (331-Fall, 332-Spring 2002-2003 and alternate years)</td>
</tr>
<tr>
<td>MUS 356, 357</td>
<td>Piano Pedagogy</td>
<td>3 hours</td>
<td>This sequential course provides an essential foundation for teaching piano. The class focuses on teaching techniques and evaluations of recent methods and materials for both private and group piano instruction. An integral part of the class is observation of instruction and student teaching of private and/or group lessons under faculty supervision. (356-Fall, 357 Spring 2003-2004 and alternate years)</td>
</tr>
</tbody>
</table>
MUS 441 Music in the Elementary School 3 hours
A course designed to provide the student with a basic knowledge of the music teaching techniques and materials used from kindergarten through grade six, and a functional knowledge of fretted instruments and voice. Students will teach elementary musical concepts in a supervised public school setting and to peers in the college classroom. The Kodaly concept and Orff Method are included as models of classroom instruction. Prerequisite: MUS 215 and admission to Teacher Education. (Spring)

MUS 442 Music in the Junior and Senior High School 3 hours
This course provides the student with a basic knowledge of the materials, methods, models, organization, curriculum content, and rehearsal techniques for the complete music program in the junior and senior high school. The course also stresses individual ability to develop and maintain public school music programs. Prerequisite: MUS 303 or MUS 304 and admission to Teacher Education. (Fall)

MUS 456 Piano Pedagogy Internship 1 hour
The class permits the student with pedagogy training to continue teaching under faculty supervision in the Community School of the Arts. May be repeated for credit. Prerequisites: MUS 356, 357. (Fall, Spring)

MUS 491 Portfolio Development 1 hour
This course will assist the student developing the digital portfolio used to assess completion of the VCSU requirements for Abilities and Skills. The course will address both technical application and content. (Fall)

MUS 497 Internship 3-12 hours
A course designed to give the student an opportunity to apply classroom learning to an on-the-job work experience. Internship positions may be anywhere (geographically). The positions must be related to the student’s major or minor course of study. Internship credit is granted in a range of one to twelve credits per semester, and may be repeated up to a maximum of 24 hours. Application is made through Career Services. Prerequisites: the student should be of junior or senior standing, but should apply while a sophomore; cumulative grade point average of 2.50. S/U grading only. (Fall, Spring, Summer)

MUS 199-499 Special Topics 1-3 hours
Individualized courses allowing the student to pursue special interests. Prerequisite: permission of the department. (By Arrangement)

PHYS 100 Concepts of Physics 4 hours
An introduction to the concepts of physics as they apply to everyday life. Ideas are presented with a conceptual rather than mathematical approach. The laboratory is a co-requisite of this course. Prerequisites: None. (Spring)

PHYS 110 Introductory Astronomy 4 hours
An introductory study of the universe: the solar system, stars, stellar evolution, galaxies, black holes, big bang cosmology, and the expanding universe. Laboratory experiments, visual observations, and telescopic observations are included to reinforce the concepts covered. (Fall)

PHYS 155 Introductory Photographic Techniques 2 hours
A fundamental course in the theory and practice of black and white photography. Includes composition, camera operation, and darkroom procedures. (Fall, Spring)

PHYS 161, 162 Introductory College Physics I, II 4 hours each
An introduction to the principles and concepts of physics with the application of minimal mathematics, sufficient to show the logical progression from one topic to the next. General physics for those who do not plan to take advanced courses in science. Topics: Newtonian mechanics and gravitation, work and energy, solids and fluids, vibrations and waves, electricity and magnetism, light and optics. The laboratory is a co-requisite of each course. PHYS 161 has no mathematical prerequisite but knowledge of elementary algebra is recommended. Prerequisites: PHYS 161-none; PHYS 162-PHYS 161. (PHYS 161-Fall, PHYS 162-Spring)

PHYS 255 Creative Photographic Techniques 2 hours
A portfolio course designed to provide the student with experience in creative darkroom techniques. Students are presented with over 20 techniques including, hand-coloring, montages, toning, multiple exposures, photo retouching, printing with Kodakith masks, etc. Students choose techniques they wish to try and assemble their pictures in a portfolio for grading. Prerequisite: PHYS 155. (Spring)

PHYS 275 Planetarium Science 1 hour
Students will learn about the operation and maintenance of the Spitz Space System 512 Planetarium and be able to demonstrate the astronomical principles which this instrument models including star and constellation identification and the planetary analog. They will participate in the production and performance of planetarium shows. This course may be repeated for credit up to 3 semester hours. (Fall, Spring)

PHYS 351, 352 University Physics 5 hours each
General physics course sequence for students majoring in chemistry, physics, or engineering. Topics: Newtonian mechanics and gravitation, work and energy, solids and fluids, heat and thermodynamics, vibrations and waves, electricity and magnetism, light and optics, and an introduction to modern physics. The laboratory is a co-requisite of each course. (This sequence is the same as 251/251L and 252/252L under the NDUS common course numbering system.) At most NDUS campuses a student may not receive credit for PHYS 251, 251L, PHYS 252, 252L and also PHYS 211, 211L, PHYS 212, 212L or PHYS 161, 161L, PHYS 261, 162L. Student may count up to 8 hours of noncalculus-based general physics (in addition to this sequence as long as those courses are taken before the calculus sequence is taken) towards appropriate VCSU programs. Prerequisites: For PHYS 251, Calculus I; for PHYS 252, Calculus II and PHYS 251. (Fall and Spring, 2001-2002)

PHYS 355 Advanced Photographic Techniques 2 hours
This course provides an advanced knowledge of selected topics in photography. Emphasis is given to the areas of composition, portraits, nature, filters, multiple exposures, and close-up photography. Students work with black and white, color negative and color slide films. Prerequisite: PHYS 155. (With sufficient student demand)
PHYS 395 Laboratory Preparation and Management 1 hour
In this practicum-like course the student will directly assist the instructor in many aspects of laboratory instructional delivery. The course is designed to improve the competency of teaching laboratory by storeroom management, laboratory preparation and operation, evaluation of laboratory, equipment maintenance and repair, safety, classroom demonstrations and related topics. This course may be repeated for credit up to three semester credit hours. (Fall, Spring)

PHYS 490 Secondary Science Methods and Techniques 3 hours
A course designed to prepare prospective science teachers in the areas of curriculum planning, textbook selection, supplemental teaching aids, laboratory procedures, and in the ordering of equipment and supplies. The course includes laboratory practicum experience. Prerequisites: Status of at least a second semester junior with a major or minor in science and admission to Teaching Education. (Fall, even-numbered years)

PHYS 294, 394, 494 Independent Study/Undergraduate Research 1-4 hours
This is the capstone course for all science majors. The course is designed to integrate the subject matter from basic science courses and other disciplines into the formulation, investigation, analysis, and presentation of the results of a scientific project. Prerequisites: Junior status; approval of the project by the science department faculty. Project requests should be submitted three semesters before graduation. (By arrangement)

PHYS 397, 497 Internship 3-12 hours
A course designed to give the student an opportunity to apply classroom learning to an on-the-job work experience. Internship positions may be anywhere (geographically). The positions must be related to the student’s major or minor course of study. Internship credit is granted in a range of one to twelve credits per semester, and may be repeated up to a maximum of 24 hours. Application is made through Career Services. Prerequisites: the student should be of junior or senior standing, but should apply while a sophomore; cumulative grade point average of 2.50. S/U grading only. (Fall, Spring, Summer)

PSCI 375 The U.S. Constitution: Federalism 3 hours
A narrative and case study of the development of the U.S. Constitution including U.S. Supreme Court decisions related to the development of Federalism in fact and theory. Cross-referenced as HIST 375. (With sufficient student demand)

PSCI 376 The U.S. Constitution: Civil Liberties 3 hours
A narrative and case study of the development of the U.S. Constitution including U.S. Supreme Court decisions related to the exercise of civil liberties in fact and theory. Cross-referenced as HIST 376. (With sufficient student demand)

PSCI 380 The American Presidency 3 hours
A study of the development of the American presidency through time including representative presidential administrations, i.e., Washington, Jefferson, Jackson, Lincoln, Theodore Roosevelt, Wilson, Franklin D. Roosevelt, Truman, Eisenhower, Johnson, Nixon, Carter, Reagan, and Bush. Cross-referenced as HIST 380. (With sufficient student demand)

PSCI 492 Research Methods 3 hours
An exploration of the ways in which social scientists examine human behavior. Cross-referenced as SOC 492. (Fall)

PSCI 494 Independent Study 1-3 hours
Directed study and reading concerning a topic in political science. Prerequisite: Consent of the instructor and approval of the Department chair. (With sufficient student demand)

PSCI 497 Internship 3-12 hours
A course designed to give the student an opportunity to apply classroom learning to an on-the-job work experience. Internship positions may be anywhere (geographically). The positions must be related to the student’s major or minor course of study. Internship credit is granted in a range of one to twelve credits per semester, and may be repeated up to a maximum of 24 hours. Application is made through Career Services. Prerequisites: the student should be of junior or senior standing, but should apply while a sophomore; cumulative grade point average of 2.50. S/U grading only. (Fall, Spring, Summer)

PSCI 499 Special Topics and Readings 1-3 hours
Designed for students who want instruction in subjects not covered in usual course offerings. Prerequisite: Consent of the instructor and approval by the Department chair. (With sufficient student demand.)

PSYC 111 Introduction to Psychology 3 hours
A survey of the scientific study of behavior and mental processes. (Fall, Spring)

PSYC 350 Social Psychology 3 hours
A study of the effects of social influence and physical environment on human behavior. Examines how people affect each other and how they are affected by social situations. Among the topics covered are social cognition, attitudes, social interaction, attraction, aggression, prejudice, conformity, and gender roles. Cross-referenced with SOC 350. Prerequisite: PSYC 111. (Spring, even years)
<table>
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<tr>
<th>Course Code</th>
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<th>Description</th>
<th>Prerequisites</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>PSYC 352</td>
<td>Child Psychology</td>
<td>2 hours</td>
<td>A survey of human development from conception through childhood. Emphasis on experiences from preschool through elementary grades. Influences from different cultural backgrounds included.</td>
<td>Prerequisite: PSYC 111.</td>
<td>(Fall, Spring)</td>
</tr>
<tr>
<td>PSYC 353</td>
<td>Adolescent Psychology</td>
<td>2 hours</td>
<td>A study of human development during adolescence. Covers physical, social, emotional, intellectual, moral and spiritual domains within a multicultural context and from a global awareness perspective. Attention given to young adolescent needs and implications for educational practice in the middle grades.</td>
<td>Prerequisite: PSYC 111.</td>
<td>(Fall, Spring)</td>
</tr>
<tr>
<td>PSYC 360</td>
<td>Group Dynamics</td>
<td>3 hours</td>
<td>A study of the phenomena of interpersonal interactions in small groups. An opportunity for interaction in small groups is provided. Theories of interpersonal relations are discussed. Cross-referenced with COMM 360 and SOC 360.</td>
<td>Prerequisite: PSYC 111 or permission of instructor.</td>
<td>(Fall)</td>
</tr>
<tr>
<td>PSYC 370</td>
<td>Abnormal Psychology</td>
<td>3 hours</td>
<td>A survey of the classification, symptoms, etiology, and treatment of psychological disorders.</td>
<td>Prerequisite: PSYC 111.</td>
<td>(Fall)</td>
</tr>
<tr>
<td>PSYC 410</td>
<td>Mental Health</td>
<td>3 hours</td>
<td>A study of the ongoing process of adjustment. Focuses on how to help people apply psychological insights and principles to their own lives as a way of achieving better understanding of themselves and living more effectively.</td>
<td>Prerequisite: PSYC 111.</td>
<td>(Fall)</td>
</tr>
<tr>
<td>PSYC 430</td>
<td>Educational Psychology</td>
<td>2 hours</td>
<td>A study of how students learn and how effective teaching assists the learning process. Units of instruction include learning styles, information processing and cognitive skills development, classroom management, motivation, and assessment of student learning.</td>
<td>Prerequisite: Admission to Teacher Education.</td>
<td>(Fall, Spring)</td>
</tr>
<tr>
<td>PSYC 450</td>
<td>Personality Theories and Measurement</td>
<td>4 hours</td>
<td>An examination of major psychological theories and of psychological tests and measurements related to personality. Special attention is given to the interrelated subparts of personality development, personality dynamics, complex personality processes, and evaluation.</td>
<td></td>
<td>(Spring)</td>
</tr>
<tr>
<td>PSYC 470</td>
<td>Guidance Principles and Practices</td>
<td>3 hours</td>
<td>A study of guidance principles and practices in the elementary and secondary schools and in community agencies. Philosophy, objectives, and organization are stressed.</td>
<td>Prerequisite: PSYC 111.</td>
<td>(Spring, odd years)</td>
</tr>
<tr>
<td>PSYC 497</td>
<td>Internship</td>
<td>3-12 hours</td>
<td>A course designed to give the student an opportunity to apply classroom learning to an on-the-job work experience. Internship positions may be anywhere (geographically). The positions must be related to the student's major or minor course of study. Internship credit is granted in a range of one to twelve credits per semester, and may be repeated up to a maximum of 24 hours. Application is made through Career Services. Prerequisites: the student should be of junior or senior standing, but should apply while a sophomore; cumulative grade point average of 2.50. S/U grading only.</td>
<td></td>
<td>(Fall, Spring, Summer)</td>
</tr>
<tr>
<td>PSYC 499</td>
<td>Special Topics</td>
<td>1-3 hours</td>
<td>Directed study of selected topics in the field of psychology for the advanced student.</td>
<td>Prerequisite: Permission of Division Chair.</td>
<td>(By arrangement)</td>
</tr>
<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
<td>3 hours</td>
<td>The study of human behavior in social groups, interaction, institutions, organization, and social problems.</td>
<td></td>
<td>(Fall, Spring)</td>
</tr>
<tr>
<td>SOC 111</td>
<td>Introduction to Anthropology</td>
<td>3 hours</td>
<td>An introductory course about human evolution and the cross-cultural development of social institutions.</td>
<td></td>
<td>(Fall)</td>
</tr>
<tr>
<td>SOC 220</td>
<td>The Family</td>
<td>3 hours</td>
<td>A study of relationships within the family including problems of courtship, marriage, and parenthood.</td>
<td></td>
<td>(Fall)</td>
</tr>
<tr>
<td>SOC 270</td>
<td>Native American Studies</td>
<td>2 hours</td>
<td>A multicultural study of American minority groups that concentrates on North Dakota Native Americans. Cross-referenced as HIST 270.</td>
<td></td>
<td>(Fall, Spring)</td>
</tr>
<tr>
<td>SOC 300</td>
<td>Race, Ethnic, and Gender Relations</td>
<td>3 hours</td>
<td>The social-historical study of racial, ethnic, and gender relations. Cross-referenced as HIST 300.</td>
<td></td>
<td>(Spring, even years)</td>
</tr>
<tr>
<td>SOC 350</td>
<td>Social Psychology</td>
<td>3 hours</td>
<td>An introduction to the field of social psychology designed to offer the student a better understanding of the effects of the social and physical environment on human behavior. Cross-referenced as PSYC 350.</td>
<td>Prerequisite: PSYC 111.</td>
<td>(Spring, even years)</td>
</tr>
<tr>
<td>SOC 360</td>
<td>Group Dynamics</td>
<td>3 hours</td>
<td>A study of the phenomena of interpersonal interactions in small groups. An opportunity for interaction in small groups is provided. Theories of interpersonal relations are discussed. Cross-referenced as COMM 360 and PSYC 360.</td>
<td>Prerequisite: PSYC 111 or permission of instructor.</td>
<td>(Fall)</td>
</tr>
<tr>
<td>SOC 385</td>
<td>Introduction to Gerontology</td>
<td>3 hours</td>
<td>Study of aging populations, retirement, problems of care, homes, employment, and income.</td>
<td></td>
<td>(Spring, odd years)</td>
</tr>
<tr>
<td>SOC 390</td>
<td>Criminology and Delinquency</td>
<td>3 hours</td>
<td>A study of the causation, detection, prevention, and correction of criminal and delinquent behavior.</td>
<td></td>
<td>(Spring)</td>
</tr>
</tbody>
</table>
### SOC 415 Introduction to Human Services 3 hours
An examination of the human service professions and related programs. *(Spring, even years)*

### SOC 425 Sociology/Psychology of Sport 2 hours
Sociology units include the relationship between sport and racism, politics, economics, religion, and societal pressures on athletes and coaches. Psychology units include learning processes, practice planning, motivation, mental preparation, and communication skills. Cross-referenced as HPER 425. *(Fall, Spring)*

### SOC 491 Senior Portfolio 1 hour
This course will assist the student developing the digital portfolio used to assess the student’s completion of the VCSU requirements for Abilities and Skills. The course will address both technical application and content. *(Fall, Spring)*

### SOC 492 Research Methods 3 hours
An exploration of the ways in which social scientists examine human behavior. *(Fall)*

### SOC 494 Independent Study 1-3 hours
Directed study and reading concerning an area in sociology. Prerequisite: Consent of the instructor and approval of the Department Chair. *(With sufficient student demand)*

### SOC 497 Behavioral Science Internship 3-12 hours
A course designed to give the student an opportunity to apply classroom learning to an on-the-job work experience. Internship positions may be anywhere (geographically). The positions must be related to the student’s major or minor course of study. Internship credit is granted in a range of one to twelve credits per semester, and may be repeated up to a maximum of 24 hours. Application is made through Career Services. Prerequisites: the student should be of junior or senior standing, but should apply while a sophomore; cumulative grade point average of 2.50. S/U grading only. *(Fall, Spring, Summer)*

### SOC 499 Special Topics and Readings 1-3 hours
Designed for students who want instruction in subjects not covered in usual course offerings. Prerequisite: Consent of the instructor and approval by the Department Chair. *(With sufficient student demand)*

### SPAN 101, 102 1st Year Spanish I and II 4 hours each
Study of grammar, speaking, reading, and writing in Spanish for students who have had no previous knowledge of the language. *(101-Fall, 102-Spring)*

### SPAN 201, 202 2nd Year Spanish I and II 4 hours each
Continuation of SPAN 101, 102, with further development of reading skills to increase vocabulary. Selected readings and conversation in Spanish. Introduction to the literature of Spain and Latin America. Prerequisite: SPAN 102 or equivalent. *(201-Fall, 202-Spring)*

### SPAN 310 Spanish for the Professions 2 hours
Development of vocabulary for students planning to enter into professional areas such as business, social work, medicine, and law enforcement. Prerequisite: SPAN 202. *(With sufficient student demand)*

### SPAN 320 Introduction to Hispanic Literature 3 hours
Reading and discussion of outstanding literary works of Spanish and Spanish American literature. Prerequisite: SPAN 202. *(Fall, even years)*

### SPAN 345 History and Geography of Spain and Latin America 3 hours
The history of Spain and Latin America from the time of the Roman occupation of Spain to modern times, as well as concepts of geography and human development. *(Fall, odd years)*

### SPAN 350 Hispanic Culture and Civilization 3 hours
A study of various aspects of Hispanic culture and civilization through the centuries. Prerequisite: SPAN 345. *(Spring, even years)*

### SPAN 370 Spanish Composition 2 hours
A review of the principles of grammar, and practice in writing in Spanish. Prerequisite: SPAN 202 or the equivalent. *(With sufficient student demand)*

### SPAN 393 Practicum in Teaching Spanish 1-3 hours
An opportunity for first hand experience in teaching Spanish. *(By arrangement)*

### SPAN 396, 496 Travel to a Spanish Speaking Country 1-4 hours
Up to four semester hours of credit may be earned with departmental approval. *(By arrangement)*

### SPAN 415 Advanced Spanish Conversation 3 hours
Advanced skill development in speaking and listening to the language. Prerequisites: SPAN 202 or the equivalent. *(Spring)*

### SPAN 420 Readings in Hispanic Literature I 2 hours
A study of selected literary texts in the Spanish language. Prerequisite: SPAN 320. *(Spring, odd years)*

### SPAN 440 Readings in Hispanic Literature II 2 hours
A study of the curriculum, methods, materials, and trends in the teaching of Spanish. SPAN 490 should be taken prior to student teaching. Prerequisite: Admission to Teacher Education. *(Fall, odd years)*

### SPAN 491 Senior Portfolio 1 hour
This course will assist the student developing the digital portfolio used to assess the student’s completion of the VCSU requirements for Abilities and Skills. The course will address both technical application and content. *(Fall, Spring)*
SPAN 494 Directed Readings  
1-4 hours  
Directed study in literature or language according to interest of the student. (By arrangement)

SPAN 497 Internship  
3-12 hours  
A course designed to give the student an opportunity to apply classroom learning to an on-the-job work experience. Internship positions may be anywhere (geographically). The positions must be related to the student’s major or minor course of study. Internship credit is granted in a range of one to twelve credits per semester, and may be repeated up to a maximum of 24 hours. Application is made through Career Services. Prerequisites: the student should be of junior or senior standing, but should apply while a sophomore; cumulative grade point average of 2.50. S/U grading only. (Fall, Spring, Summer)

Due to the nature of online delivery, several Technology Education courses will be offered ‘With Sufficient Student Demand.’

TECH 206 Introduction to Technology Education  
1 hour  
A brief but exciting introduction to the world of technology. The nature, scope, evolution and impact of technology will be examined as well as the meaning of technological literacy. [formerly TECH 160] (Fall, Spring)

TECH 231 Communication Technology  
3 hours  
An introductory study of the various technological means used to communicate including a study of the technical aspects, historical development, and the impact that this technology has on society. (With Sufficient Student Demand)

TECH 241 Concepts of Electronics  
3 hours  
A course that introduces basic electrical and electronic principles, devices, and circuits. Current circuit simulation software and real world circuits are utilized.

TECH 242 Linear and Digital Systems  
3 hours  
A course designed to introduce students to modern integrated analog and digital concepts and devices. Current circuit simulation software and real world circuits are utilized. TECH 241 recommended. (With Sufficient Student Demand)

TECH 256 Resources for Technology  
2 hours  
Course introduces the student to many of the resources of the Technology Education laboratory including materials, processes, time, people, tools, machines, and more. (Fall)

TECH 256L Resources for Technology  
1 hour  
This course consists of the activities in a lab format that supports the TECH 256 course. (Fall)

TECH 306 Inventions and Innovations – Technology Education for Children  
2 hours  
The course focuses on innovation while providing tools and methods to empower the prospective teacher to use technology in an integrative role in the self-contained classroom. (Elementary) (Fall)

TECH 306L Inventions and Innovations – Technology Education for Children  
1 hour  
This course consists of the activities in a lab format that supports the TECH 306 course. (Fall)

TECH 310 Design, Technology and Engineering for Children  
2 hours  
The course focuses on the design process while providing tools and methods which will expand the range of activities possible in the elementary classroom through the use of technology. (Elementary) (Spring)

TECH 310L Design, Technology and Engineering for Children  
1 hour  
This course consists of the activities in a lab format that supports the TECH 310 course. (Spring)

TECH 330 Exploring Technology  
2 hours  
Course prepares prospective teachers to teach a middle school course exploring the widest possible range of technologies and their impact on society, including the most significant developments of the modern world. (Middle) (Spring)

TECH 330L Exploring Technology  
1 hour  
This course consists of the activities in a lab format that supports the TECH 330 course. (Spring)

TECH 331 Innovation and Engineering Design  
2 hours  
Course prepares prospective teachers to teach a middle school course emphasizing engineering design activities to understand how criteria, constraints, and processes affects designs. Brainstorming, visualizing, modeling, constructing, testing and refining designs will be studies. (Middle) (With Sufficient Student Demand)

TECH 331L Innovation & Engineering  
1 hour  
This course consists of the activities in a lab format that supports the TECH 331 Course. (With Sufficient Student Demand)

TECH 371 Technology Systems  
2 hours  
Students become acquainted with content and process associated with technological systems. Students apply systems concepts to design and problem solving activities. (Middle)

TECH 371L Technology Systems  
1 hour  
This course consists of the activities in a lab a format that supports the TECH 371 course. (With Sufficient Student Demand)

TECH 391 Foundations of Technology  
2 hours  
Through group and individual activities, the students engage in discussion and laboratory activities based on science, mathematics and engineering. Creating ideas, developing innovations, and engineering practical solutions are explored. (Secondary) (With Sufficient Student Demand)

TECH 391L Foundations of Technology  
1 hour  
This course consists of the activities in a lab format that supports the TECH 391 course. (With Sufficient Student Demand)
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<th>Course Name</th>
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<th>Description</th>
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<td>TECH 394</td>
<td>Independent Study</td>
<td>1-3</td>
<td>A student-initiated course designed to expand course offerings to meet a special need. The major student effort may be a project or research activity. Prerequisite: Instructor-approved proposal. (By arrangement)</td>
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<tr>
<td>TECH 411</td>
<td>Curriculum and Methods</td>
<td>2</td>
<td>Course covers the history and evolution of technology education from the 19th century to the current standards movement. Methods and management techniques appropriate to the technology education laboratory are studied including the management of student organizations. (Annually)</td>
</tr>
<tr>
<td>TECH 416</td>
<td>Applying Technology</td>
<td>2</td>
<td>Course focuses on the student’s ability to apply technology, science, and mathematical concepts to solve engineering design problems. Students will research, develop, test, and analyze engineering designs. (Secondary) (With Sufficient Student Demand)</td>
</tr>
<tr>
<td>TECH 416L</td>
<td>Applying Technology 1 hour</td>
<td></td>
<td>This course consists of the activities in a lab format that supports the TECH 416 course. (With Sufficient Student Demand)</td>
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<tr>
<td>TECH 431</td>
<td>Engineering Technology</td>
<td>2</td>
<td>Course provides an orientation and exposure to the careers and challenges of engineering. Major engineering concepts included are modeling, systems, optimization, technology-society interaction, design and ethics. (Secondary) (Spring)</td>
</tr>
<tr>
<td>TECH 431L</td>
<td>Engineering Technology 1 hour</td>
<td></td>
<td>This course consists of the activities in a lab format that supports the TECH 431 course. (Spring)</td>
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<tr>
<td>TECH 450</td>
<td>Electronic Communication</td>
<td>3</td>
<td>The course introduces common communications terminology, methods, and systems. Various modulation methods are studies as are radio, television, telephone, fax, modem, computer networks and satellite systems. Prerequisite: TECH 241. (With Sufficient Student Demand)</td>
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<tr>
<td>TECH 456</td>
<td>Intelligent Machines</td>
<td>2</td>
<td>Course focuses on practical interfacing of computers to peripheral devices such as digital cameras, scanners, printers, storage devices, robots, actuators, motors, black boxes, and data capture probes. Commercial software components are also explored. (Fall)</td>
</tr>
<tr>
<td>TECH 456L</td>
<td>Intelligent Machines 1 hour</td>
<td></td>
<td>This course consists of the activities in a lab format that supports the TECH 456 course. (Fall)</td>
</tr>
<tr>
<td>TECH 471</td>
<td>Technology and Entrepreneurship</td>
<td>2</td>
<td>The student applies his or her knowledge and research to areas of mass production, manufacturing, resources, management, and marketing in inventions and innovations, analytical thinking, decision-making, and continuous design improvements are emphasized. (Secondary) (With Sufficient Student Demand)</td>
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<tr>
<td>TECH 471L</td>
<td>Technology &amp; Entrepreneurship 1 hour</td>
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<td>This course consists of the activities in a lab format that supports the TECH 471 course. (With Sufficient Student Demand)</td>
</tr>
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<td>TECH 478</td>
<td>Technology Assessment</td>
<td>2</td>
<td>Course familiarizes the student with issues surrounding technology assessment including the need for assessment, the role of the citizen, the role of the expert, the role of the government, the strengths and limitations of assessment. (Secondary) (With Sufficient Student Demand)</td>
</tr>
<tr>
<td>TECH 478L</td>
<td>Technology Assessment 1 hour</td>
<td></td>
<td>This course consists of the activities in a lab format that supports the TECH 478 course. (With Sufficient Student Demand)</td>
</tr>
<tr>
<td>TECH 491</td>
<td>Senior Portfolio</td>
<td>1</td>
<td>This course will assist the student developing the digital portfolio used to assess the student’s completion of the VCSU requirements for Abilities and Skills. The course will address both technical application and content. (Fall, Spring)</td>
</tr>
<tr>
<td>TECH 495</td>
<td>Senior Problems</td>
<td>1-3</td>
<td>The student demonstrates ability to draw upon his or her knowledge, and research skill obtained in the various courses to solve a problem of his or her selection. A significant research report is required. (By arrangement)</td>
</tr>
<tr>
<td>THEA 110</td>
<td>Introduction to Theatre Arts</td>
<td>3</td>
<td>An introduction to the principles and history of the theatre arts, including play analysis, acting, design, and directing. (Fall, odd years)</td>
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<td>THEA 161</td>
<td>Acting One</td>
<td>3</td>
<td>A course designed to acquaint the students with the basic stage movement and vocal performance techniques. (Fall)</td>
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<td>THEA 201</td>
<td>Theatre Practicum</td>
<td>1-3</td>
<td>This course provides practical experience through participation in theatre productions. Option A: technical theatre practice. Option B: Performance in a dramatic production before an audience. Number of credit hours granted at the discretion of the instructor. (Fall, Spring) (Repeatable)</td>
</tr>
<tr>
<td>THEA 229</td>
<td>Creative Dramatics</td>
<td>3</td>
<td>A course designed to familiarize future teachers with the dramatic materials and techniques that can be used in the classroom to stimulate the student’s imagination and enhance and support teaching subjects. Prerequisite: Admission to Teacher Education or consent of the instructor. (Spring)</td>
</tr>
<tr>
<td>THEA 270</td>
<td>Stagecraft</td>
<td>3</td>
<td>A lecture-and-practical-application course covering basic technical problems in preparing and presenting dramatic productions. (Fall, even years)</td>
</tr>
<tr>
<td>THEA 350</td>
<td>Costume and Makeup Design</td>
<td>3</td>
<td>A course designed to familiarize students with various historical costume styles, and with the methods and materials for constructing them; with a strong component treating theatrical makeup materials and methods of application. (Fall, odd years)</td>
</tr>
</tbody>
</table>
THEA 361 Advanced Acting 3 hours
A course to familiarize students with acting styles and periods beyond modern realism, including classic, romantic, and other genres. Prerequisite: THEA 161. (Spring, even years)

THEA 365 Directing the Play 3 hours
A course designed to teach the basic principles for preparing, rehearsing, and presenting a dramatic production. (Spring, odd years)

THEA 401 Theatre Workshop 1-3 hours
An advanced workshop course in which students complete significant assignments in theatre production, including acting, directing, stage managing, and design. Prerequisite: THEA 201 and either THEA 270 or 350. (Fall, Spring)

THEA 494 Directed Study 1-3 hours
An advanced study of a specialized field of playwrights, theatre history, or an area of technical production. (By arrangement and permission of the Department Chair.)

THEA 497 Internship 3-12 hours
A course designed to give the student an opportunity to apply classroom learning to an on-the-job work experience. Internship positions may be anywhere (geographically). The positions must be related to the student’s major or minor course of study. Internship credit is granted in a range of one to twelve credits per semester, and may be repeated up to a maximum of 24 hours. Application is made through Career Services. Prerequisites: the student should be of junior or senior standing, but should apply while a sophomore; cumulative grade point average of 2.50. S/U grading only. (Fall, Spring, Summer)
ADMINISTRATION

Ament, William J. (1977), Comptroller for Mayville State University and Valley City State University. B.A., Moorhead State University.

Bauer, Don C. (1995), Athletic Director. B.S., Valley City State University; M.S., University of Oklahoma.

Bensen, Steven P. (1993), Vice President for Business Affairs for Mayville State University and Valley City State University. B.A., University of North Dakota; CPA Certification.

Chaffee, Ellen E. (1993), President of Mayville State University and Valley City State University. B.A., University of Kentucky; M.S., North Dakota State University; M.A., Ph.D., Stanford University.

Corwin, Therese A. (1975), Director of Instructional Technology & Title III/Associate Professor. B.A., Gustavus Adolphus; M.S., Moorhead State University; Ph.D., Iowa State University.

Drake, Janet M. (1985), Director of Student Academic Services. B.S., M.A., University of North Dakota.

Egeberg, Patricia K. (1992), Health Services. B.S.N., South Dakota State University.

Foss, Marcia Foss (1978), Director of Career Services/Internships. B.S., Valley City State University.


Johnson, LaMonte H. (1978), Director of Admission and Records. B.S., Valley City State University; M.A., Northern State University.

Kadmas, Tim (1993), Director of Center for Innovation in Instruction. B.A., Dickinson State University.

Klein, Daniel C. (1999), Director of Enrollment Management. B.S., North Dakota State University.


Mugan, Donald F. (1973), Title III Activity Director/Professor and Chair of the Department of Technology. B.S., Mankato State College; M.S., Ed.D., University of Northern Colorado.


Robinson, Larry J. (1975), Executive Director of VCSU Foundation. B.S., Valley City State University; M.S., North Dakota State University.

Schmalz, Glen J. (1978), Vice President for Student Affairs. B.S., Valley City State University; M.S., University of North Dakota.

Schumacher, Betty Kuss (1971), Director of Financial Aid for Mayville State University and Valley City State University. B.S., Valley City State University.

Stricklin, Kari A. (1999), Director of Student Center/Student Activities. B.S., Valley City State University.

Thoreson, Jennifer J. (1999), Faculty Material Center Coordinator. B.S., Moorhead State University; B.S., Valley City State University.

Tykwinski, Joseph R. (1986), Chief Information Officer/Assistant Professor of Technology. B.S., M.S., Mankato State University.

Wolski, Jason (2001), Assistant Housing Director / Head Resident / Assistant Men’s Basketball Coach. B.S., Valley City State University.

Wong, Leslie E. (1999), Vice President for Academic Affairs. B.A, Gonzaga University; M.S., Eastern Washington University; Ph.D., Washington State University.

Alexander, Bonnie J. Warner (1991), Associate Professor of Science. B.A., M.A., St. Cloud State University.

Alummoottil, Joseph M. (2001), Instructor of Mathematics. M.Ed., Rhodes University (South Africa); I.I.Sc. (India); Ph.D., Bangalore, India.

Aus, Joan O. (1999), Adjunct Lecturer of Communication Arts and Education. B.S., Black Hills State University; M.Ed. South Dakota State University.

Bass, David J. (1981), Assistant Professor of Education and Psychology. B.S., Valley City State University; M.Ed., University of North Dakota.

Beauchman, Alice M. (1973), Lecturer of Photography. B.S., Valley City State University.

Berglund, Mary Lee (1991), Adjunct Lecturer in Communication Arts. B.S., Valley City State University.

Boe, James (2000), Lecturer of Technology Education. B.A. University of North Dakota; M.A. University of North Dakota.

Burr, Diane E. (1981), Associate Professor of Health and Physical Education. B.S., M.S., Northern State College.

Bush, Preston J. (1994), Associate Professor and Chair of Mathematics. B.S., Massachusetts Institute of Technology; M.A., Boston College; Ph.D., Northeastern University (Boston).


Crabtree, Dwight E. (1993), Associate Professor. B.S., M.B.A., University of North Dakota (on leave).

Crawford, James (2000), Assistant Professor and Interim Chair of Business and Information Technology. B.S., M.S., Wright State University; M.S., University of Dayton.

Dahlberg, M. Margaret (1996), Assistant Professor and Chair of Communication Arts Department. B.A., University of Wisconsin-Platteville; M.A., Ph.D., University of North Dakota.

DeHaan, Adam (2001), Instructor of Health and Physical Education/Head Men’s Basketball Coach. B.S., Black Hills State University; M.A. Minnesota State University – Mankato.

DeLorme, Andre W. (1996), Assistant Professor of Science. B.A., Valley City State University; M.A., Bemidji State University; Ph.D., University of Minnesota.


Dew, James B. (1974), Associate Professor of Health and Physical Education/Special Activities Coordinator. B.S., Mayville State University; M.S., Bemidji State University.


Dutton, Anthony (2001), Instructor of Communication Arts. B.S., Valley City State University; M.A., University of North Dakota.

Dyland, Matthew D. (1999), Instructor of Technology. A.A., B.S., Valley City State University; M.A., Kent State University.

Egeberg, James W. (1991), Assistant Professor of Health and Physical Education/Head Cross Country and Track Coach. B.S., M.S., South Dakota State University.

Fernlund, Kevin J. (1998), Assistant Professor of History. B.S., M.A. Northern Arizona University; Ph.D., University of New Mexico.


Greenwood, William (Bill) (2001), Visiting Professor of Business and Information Technology.

Gregoryk, Kerry (2001), Instructor of Business and Information Technology. B.S., MSU, M.Mgt.-I.T., University of Mary.

Grooters, Larry L. (1963), Professor of Education and Chair of Division of Education/Psychology/Technology Education. B.S., Valley City State University; M.A., University of Northern Colorado; Ed.D., University of North Dakota.

Gegelman, Patricia L. (1999), Lecturer of Education. B.S., Minot State University; M.Ed. North Dakota State University.


Hammer, Jane L. (1998), Assistant Professor of Business and Information Technology. B.S., Valley City State University and North Dakota State University; M.S.-I.T., University of Mary.
Hettiarachchy, Jay N. (1991), Associate Professor of Business and Information Technology. B.A., University of Ceylon; M.S., University of New Haven; Ph.D., University of London.

Hill, Curtis (1995), Assistant Professor of Mathematics. B.S., University of Iowa; M.S., University of Nebraska.

Hoff, Gordon R. (1970), Professor and Chair of Department of Social Science. B.A., Heidelberg College; M.A., Bowling Green State University; D.A., Idaho State University.

Holcomb, Linda J. (1975), Assistant Professor of Education. B.S., Valley City State University; M.Ed., University of North Dakota.

Holleque, Kathryn L. (1973), Professor of Education and Psychology. B.A., Luther College; M.S., North Dakota State University; Ed.D., Montana State University, Mississippi State University.

Hooper, Ralph E. (1979), Associate Professor of Business. B.S., University of North Dakota; J.D., University of North Dakota; C.P.A.

Horner, Gregg R. (1994), Lecturer of Health and Physical Education/Assistant Football Coach. B.S., Valley City State University; M.S., South Dakota State University.

Hoskisson, Dale Y. (1990), Associate Professor of Education. B.A., Brigham Young University; M.Ed., Utah State University; Ed.D., University of Georgia.

Johnson, Sigurd H. (2000), Assistant Professor of Music. B.A. Concordia College; M.M. Northwestern University; D.M.A., University of Memphis.

Judd, George D. (1999), Certified Athletic Trainer. B.S., Valley City State University.

Karges, Dean L. (1972), Lecturer of Business. B.S., Valley City State University; M.S., University of North Dakota.

Kelly, Martin L. (1996), Assistant Professor of Communication Arts/Director of Theatre. B.A., Brigham Young University; M.F.A., Brooklyn College (C.U.N.Y); Ph.D., Brigham Young University.


Klingenstein, Beth Gigante (1994), Instructor of Music/Director of VCSU Community School of the Arts. B.M., Syracuse University; M.M., University of Michigan.

Kringlie, Kay (1978), Associate Professor of Communication Arts. B.A., Jamestown College; M.A., St. John’s University.

Kuipers, Gilbert F. (1981), Associate Professor of Science. B.S., North Georgia College; Ph.D., Georgia Institute of Technology.

Kruger, Lee (2001), Assistant Professor of Communication Arts. B.A., Wartburg College; M.A., University of Nebraska-Omaha.

Lahhum, Lori Ann (1990), Instructor of History. B.A., University of North Dakota/University of Wyoming; M.A., University of North Dakota.

Levy, Leesa M. (1999), Instructor of Music. B.S. Mansfield University; M.M., University of Texas at Austin.

McCarrir, Sharon M. (1978), Associate Professor and Chair of Health and Physical Education. B.S., Northern State College; M.S., South Dakota State University; Ed.D., University of North Dakota.

McCulloch, Dennis J. (1994), Instructor of Health and Physical Education/Head Football Coach. B.S., M.S., Northern State University.

McRoberts, Daniel A. (1992), Assistant Professor of Communication Arts. B.S., University of Wisconsin-River Falls; M.A., North Dakota State University.

Melgaard, David L. (1978), Professor of Business/Vocational and Technical Education Coordinator. B.S., Mayville State University; M.S., Bemidji State University.

Nickel, Richard J. (2000), Assistant Professor of Art. B.S. Buffalo State College; M.F.A., University of Pennsylvania-Edinboro.

Olson, Alan C. (1990), Assistant Professor of Education/Director of Student Teaching. B.S., Valley City State University; M.A., Northern State University.

Ross, Richard A. (1999), Instructor of Business and Information Technology. B.A., B.S., Minot State University; M.S., Tri-College University.

Russell, Julee A. (1995), Associate Professor of Communication Arts and Chair of Division of Communication Arts/Social Science. B.S., Bemidji State University; M.A., Ph.D., University of North Dakota.

Skroch, Diana P. (1977), Professor of Music and Chair of the Division of Fine Arts and the Department of Music. B.A., Valley City State University; M.A., University of North Dakota; Ph.D., University of Oklahoma.

Stickler, Joseph C. (1981), Professor and Chair of Department of Science and Chair of the Division of Mathematics and Science. B.A., Ohio Wesleyan University; M.A., Ph.D., University of Illinois.


Wieland, Margaret A. (1985), Assistant Professor of Library Media/Reference and Circulation Librarian. B.A., Valley City State University; M.A., University of Denver.

Wood, Dianne J. (1983), Associate Professor of Business. B.S., Valley City State University; M.B.A., Moorhead State University; Ed.D., University of North Dakota.
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